



Official Copy
of the
2025-2026 Action Plan Draft

R. Martinez Elementary School

Jaime Moretti Jr - Principal

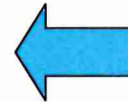
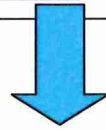
School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action



Needs related to student achievement data

The current student achievement data highlights a critical need for differentiated instruction that addresses both remediation for students performing below grade level and enrichment for those meeting or exceeding expectations. A concerning trend has emerged in the primary grades, where low achievement is leading to foundational learning gaps. These gaps are not only persistent but are also compounding over time, making it increasingly challenging for students to reach grade-level standards in the upper grades.

Needs related to improving the quality of instruction

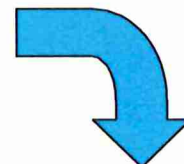
Based on 24-25 MAP data, students in K – 5 are performing at low achievement levels.

Based on 24-25 STAAR data, low achievement levels on Math, Science, and Reading in grades 3rd – 5th.

System evaluation (philosophy, processes, implementation, capacity)

Raul Martinez is a data-driven campus that uses data to improve quality of instruction and student achievement. Teachers and instructional leaders work together to continuously improve the quality of instruction through planning PLCs, Demo Days, calibration walks, and staff professional development. Teachers seek and receive coaching on the spot and implement feedback. Instructional leaders and teachers work together to

**Parameters
and metrics
established by
the District**



progress monitor students through PLC data discussions.

Key Actions

Student Achievement Data

- Analyze NWEA BOY Data Early: Review results as soon as they are available in 2025 to identify student needs and implement targeted interventions.
- Transition to Scratch2Screen: Begin training students in the 2025-26 school year to use scratch paper effectively without printed DOLs and ensure all work is recorded digitally in OnTrack.

Improving Instructional Quality

- Embed STAAR Release Items in 'You Do': Ensure that every lesson's independent practice includes authentic STAAR question types to track student proficiency beyond DOLs.
- Adjust Lesson Planning Expectations: Align daily lesson plans to incorporate rigorous STAAR-aligned carry-through strategies.

System Implementation & Capacity Building

- Attend Cambium Platform Training: Ensure all staff participate in professional development before the 2025-26 school year to effectively integrate Cambium into instruction and extended assessments.
- Use Cambium Consistently: Implement and monitor the platform's use across grade levels to ensure fidelity and alignment with instructional goals.

Key Action 1: Student Achievement

Increase student achievement across grade levels and content.

Indicators of success *(Measurable results that describe success.)*

- 60% or more of students meeting 0.6 years growth by MOY MAP.
- By the end of the academic year, 60 % or more of students meeting their individual growth targets on EOY MAP.
- 40% or more of special population students (EB & Sped) meeting 0.6 years growth by MOY MAP. Increasing to 55% or more of students meeting 1.0 years growth on EOY MAP.
- Daily DOL data from Reading, Math, and Science used to identify and monitor misconceptions that will be addressed during second teach.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- Construct and provide teachers with PD on tracking student RIT scores for MOY and EOY to calculate and set goals for 0.6, 1.0, & 1.4 years of growth.
- Ensure that students are correctly coded and provide teachers with rosters of their special population students with grade level proficiency information.
- Implement a system to track first teach DOL data to provide targeted data - centered coaching for each instructional block.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Track and monitor individual student growth targets to tailor instruction to meet their needs.
- Understand and track progress of identified special population students and provide tiered support.
- Teachers will utilize first teach DOL data to address misconceptions during second teach instruction.

KEY
ACTION
ONE

Key Action One: Staff Development

Who: Principal and Assistant Principal

What: PD on understanding RIT score calculations, how students compared normatively, setting growth targets based on BOY scores, and grade level content expectations.

When: August preservice, Mid - Year PD

Where: On campus

Key Action One: Budget

Proposed item	Description	Amount
Staff development	On campus PD	\$0
Materials/resources	NWEA MAP Platform	\$0
Purchased services		
Other		
Other		
TOTAL		\$0

Funding sources:

Key Action 2: Special Education (SPED) Accountability

Special Education (SPED) Accountability: By the end of the academic year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's needs, as verified through random reviews.

Indicators of success *(Measurable results that describe success.)*

- By October 2025, 100% of SPED staff are trained on writing compliant IEPs that ensure measurable goals.
- By January 2025, 50% of student IEPs will reflect specific goals that are aligned to data that's within student's present level of academic performance.
- By June 2026, 100% of student IEPs will reflect specific goals that are aligned to data that's within student's present level of academic performance.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- SPED Chair and Admin will provide professional development on "How to write an IEP with fidelity" that ensures the student's PLAAFPS and goals are aligned.
- SPED chair and Admin will conduct random IEP checks on 10 students per 6 weeks to evaluate whether goals meet quality standards.
- SPED chair will create a compliance log to track compliant and high quality IEPs throughout the school year.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- SPED staff will engage in professional development on "How to write an IEP with fidelity" that ensures the student's PLAAFPS and goals are aligned.
- Ensure that goals are generated to align with data sources within PLAAFPS.
- SPED staff will review the goals with the SPED chair before the IEP meeting.

KEY
ACTION
TWO

Key Action Two: Staff Development

Who: SPED Teachers, Inclusion Support, & General Ed Teachers

What: IEP goal-setting, progress monitoring tools.

When: Every 6 weeks.

Where: B111

Key Action Two: Budget

Proposed item	Description	Amount
Staff development	Training on "How to write an IEP with fidelity".	\$0
Materials/resources	Progress monitoring tracker.	\$0
Purchased services		
Other		
Other		
TOTAL		\$0

Funding sources: N/A

Key Action 3: Staff Capacity

Improve staff capacity as evidence by high quality instruction.

Indicators of success *(Measurable results that describe success.)*

- By MOY, 70% of core teachers will score Proficient 1 or higher, as measured by the monthly average spot.
- By the end of the academic year, 80% of core teachers will score Proficient 1 or higher, as measured by the monthly average spot.
- By the end of the academic year, Spot scores for intervention or second teach instruction will meet or exceed 9.0

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- Monitor the quality of instruction to provide in the moment feedback.
- Utilize Spot BI Platform to identify trends and patterns within the Spot form and create actionable steps to address.
- Strategically plan and lead PLCs utilizing planning protocols that utilize data to plan.
- Facilitate peer observation rounds to share best practices.
- Prioritize coaching and development for teachers below Proficient I.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Implement feedback provided by the leadership team and district leaders. Review Spot Form for specific feedback.
- Actively participate in PLC to backwards plan, customize slide decks, and internalize lessons.
- Actively participate in coaching cycles focused on instructional improvement.
- Track and reflect on personal SPOT performance trends and respond to SPOT form questions.
- Use student data to inform lesson design and ensure all students are accessing content concepts.

KEY
ACTION
THREE

Key Action Four: Staff Development

Who: Principal and Assistant Principal

What: Internalization and Customization of lessons based on Spot Observations along with teacher making adjustment to in the moment coaching.

When: BOY training, PLCs, Ongoing Coaching

Where: Classrooms, PLC Room, Library (PD)

Key Action Four: Budget

Proposed item	Description	Amount
Staff development	On campus PD	
Materials/resources	District planning resources	
Purchased services		
Other		
Other		
TOTAL		\$0

Funding sources:

Key Action 4:

Improve foundational reading skills in grades PK - 2.

Indicators of success *(Measurable results that describe success.)*

- By MOY, 35 percent of students in grades K through 2 are at or above benchmark on Dibels/Lectura.
- By the end of the academic school year, 65% of students in grades K through 2 are at or above benchmark on Dibels/Lectura.
- By the end of the academic school year, 45% of emergent bilingual students in grades K through 2 are at or above benchmark on Dibels/Lectura .

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- Implement an intervention system to create targeted groups for progress monitoring of low skills.
- Create a tracking system for progress monitoring during interventions.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Targeted groups during intervention that focus on students' low skills.
- Track and monitor individual student skills to tailor interventions and meet students' needs.

KEY
ACTION
FOUR

Key Action Six: Staff Development

Who: Principal and Assistant Principal

What: PD on understanding Dibels' and circle's performance measurements and how students compared normatively, setting growth targets based on skills, and intervention plan to address low skills.

When: BOY PD, Practice clinics during PLCs, Peer observation rounds

Where: PLC room, Classrooms

Key Action Six: Budget

Proposed item	Description	Amount
Staff development	On Campus PD	\$0
Materials/resources	Dibels Platform/Circle Platform	\$0
Purchased services		
Other		
Other		
TOTAL		\$0

Funding sources: