

2025-2026 Action Plan



Neff Elementary

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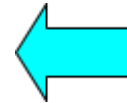
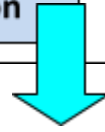
School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action



Parameters
and metrics
established by
the District

Needs related to student achievement data

Many students come from economically disadvantaged backgrounds, and a notable percentage are classified as at-risk or emergent bilingual learners. Although there are variations across subjects and grades, overall academic performance, especially in reading and math, shows significant room for improvement. NWEA Spanish assessments indicate higher proficiency levels, highlighting potential strengths and opportunities for acceleration. However, challenges in teacher capacity have resulted in limited growth in Meets and Masters on the STAAR assessments. For the 2025-26 school year, the goal is to implement targeted professional development to enhance teacher capacity and improve student outcomes.

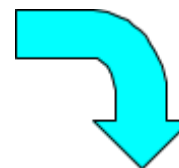
Needs related to improving the quality of instruction

Neff Elementary will be in the second year of NES during the 25-26 school year with an accountability score of 81 for the 2024-2025 school year. As we look ahead to the 2025-2026 school year, we anticipate welcoming approximately 22 new teachers to our campus, making building instructional capacity a top priority. To ensure success, we need a strong onboarding process that provides comprehensive training on NES instructional expectations, ongoing coaching, and job-embedded professional development to accelerate teacher effectiveness. Strengthening instructional practices will be key, with a focus on high-impact teaching strategies, lesson internalization, and aggressive monitoring to drive student progress. Additionally, sustaining a culture of continuous improvement through instructional leadership development, data-driven PLCs, and a collaborative, feedback-driven environment will be essential in maintaining and exceeding our current performance. By addressing these needs, we can equip both new and returning teachers to deliver

high-quality instruction, ultimately leading to stronger student outcomes and continued campus improvement.

System evaluation (philosophy, processes, implementation, capacity)

We have established systems to equip teachers with the skills needed to deliver Tier 1 instruction effectively. Our goal is to implement the NES model with fidelity going into our second year, ensuring a strong foundation for student learning. Moving forward, we will focus on enhancing our Professional Learning Community (PLC) structure and restructuring our data discussions to maximize their effectiveness through backward planning. We will use data trends to inform our IAT, 504, and SPED processes.



Key Actions

1. Improve staff capacity to provide high quality instruction.
2. Improve special education service and delivery.
3. Increase leadership capacity at all levels to ensure shared ownership, decision-making, and long-term sustainability.
4. Increase high quality instruction for Emergent Bilinguals.

School Action Plan Template

	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve staff capacity to provide high quality instruction.
	Indicators of success <i>(Measurable results that describe success.)</i>
	75% of the scores on spot observations conducted on IRT2 will be proficient or higher; that percentage will increase to 80% by May 2026. 80% of teachers will average 6 points or higher on the Instruction section on spot form defined by MOY SPOT averages by January 2026; that point average will increase to 8 points by May 2026. - IRT 1 and 2 scores will average at or above 10.5 and will increase to a 12.5 by IRT 4 May 2026. 50% or more students in Math & Reading will receive expected growth as defined by NWEA MAP EOY.
KEY	

ACTION ONE	
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	• Train Teachers on the “Sweet 16” during August PD and thread throughout the year during Campus PD day. • Monitor student data through writing samples, DOL, and authentic samples of SCR/ECR. • Provide on-the-job coaching regularly around best practices for the Instruction section on spot form. • Calibrate as an instructional leadership team weekly to ensure all leaders have an instructional lens that leads to impactful coaching. • Facilitate effective planning systems during weekly PLC that include but not limited to lesson internalization, lesson customization, creation of exemplars, scripting high level questions, and planning engagement opportunities.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	• Engage weekly in effective PLC focused on lesson internalization, the “Great 8”, and data. • All core teachers will calibrate through peer observations once a quarter to gain insight on identifying effective instruction. • Implement the use of engagement strategies and aggressive monitoring techniques daily. • Engage in daily planning consistently of lesson internalization, customization, and demo’ing to ensure effective delivery of instruction. • Respond openly to on-the-job coaching both in the moment and/or during planning.

Key Action One: Staff Development

Who: SPED Teachers, SPED Teacher Apprentices, SPED Paraprofessional, General Education Teachers, Admin

What:

- Introduction and deep dive into the "Great 8" instructional practicesStrategies for effective implementation in daily instruction.
- Coaching on the Spot Form (See, Like, Change) protocol and providing support in

developing granular, actionable next steps to drive teacher growth and improve instructional effectiveness.

- Analyzing student work (SCR/ECR) to identify misconceptions and adjust instruction accordingly.
- Regular coaching cycles focused on Engage & Deliver and Monitor & Adjust
- Refining observation and feedback methods for targeted teacher support
- Lesson internalization and customization
- Creation of exemplars and scripting high-level questions

When: August PD, PD Development Days, PLC

Where: Cafeteria, Library

Key Action One: Budget

Proposed item	Description	Amount
Staff development	N/A	N/A
Materials/resources	N/A	N/A
Purchased services	N/A	N/A
Other		
Other		
TOTAL		0

Funding sources:



KEY ACTION TWO	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve special education service and delivery
	Indicators of success <i>(Measurable results that describe success.)</i>
	- Administrators observe in 80% of classroom sessions that accommodations and modifications are actively implemented during instruction, resulting in a 5-points on the instruction section on spot form. - Accurate records of service delivery and ARD timelines, including dates, times, and types of services provided, are consistently maintained across different classrooms. These records achieve a 90% rating or higher in both the fall and spring special education folder audits. - By the end of the first semester, the principal ensures that a regular audit of IEP data tracking reveals that 90% or more of the tracked data points align with the goals and progress indicators specified in the IEPs. - Throughout the academic year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- Ensure 100% of all teachers are documenting accommodations into PowerSchool through compliance checks every 6 weeks. - Provide on the spot coaching for SPED and General Education teachers and give feedback concerning instructional supports and modifications. - Monitor the Campus Compliance Dashboard in Frontline. - Attend all PLC meetings and review service logs, progress tracking, and Dyslexia intervention weekly. - Administer 2 soft audits in the fall and spring to review SPED folder compliance and accuracy.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	- Input all accommodations into PowerSchool for two grades weekly. - General Education teachers will maintain an accurate SPED binder and consistently use designated accommodations for students. - Provide rigorous instruction to all students and monitor mastery through DOLs and informal assessments. - SPED service providers will maintain an accurate data binder and track student progress on their goals weekly. - SPED service providers will ensure that students are actively using their accommodations and track their progress. - Case Managers will input all service logs and progress monitoring data points weekly.

Key Action Two: Staff Development

Who: SPED Teachers, SPED Teacher Apprentices, SPED Paraprofessional, General Education Teachers

What:

- SPED expectations, compliance, accommodations, and student support.
- SPED service provider binder contents, planning, campus compliance.
- General Education teachers gradebook expectations
- SPED case managers student folder organization and development
- SPED staff and Admin - Frontline Training
- SPED case managers IEP development

When: August PD, PD Development Days

Where: Cafeteria, Library

Key Action Two: Budget

Proposed item	Description	Amount
Staff development	NA	NA
Materials/resources	Binders and Dividers	\$700
Purchased services	NA	NA
Other	NA	NA
Other	NA	NA
TOTAL		\$700

Funding sources: Campus Budget

KEY ACTION THREE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Increase leadership capacity at all levels to ensure shared ownership, decision-making, and long-term sustainability.
	Indicators of success <i>(Measurable results that describe success.)</i>
	- By MOY Conference, all Tier II leaders will achieve a score of 16/25 or higher on the LEAD Day-to-Day Coaching, This will increase to 19/25 by EOY. - By mid-year (MOY), 70% of first-year teachers assigned to each admin team member for appraisal will achieve a proficient average on their SPOT score. By end-of-year (EOY), this percentage will increase to 80%, demonstrating growth in instructional effectiveness and the impact of leadership support and coaching. - By mid-year (MOY), 50% of students assigned to teachers under each admin team member's appraisal will demonstrate expected growth in reading, math, and science, reflecting measurable academic progress. By end-of-year (EOY), these students will achieve their expected one-year growth target, showcasing the effectiveness of instructional leadership, targeted coaching, and data-driven interventions.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- Conduct bi-weekly one-on-one coaching sessions with each Tier II leader, providing actionable feedback using the Spot Form after spot observations. These sessions will focus on identifying strengths (praise), refining areas for growth (polish), and establishing clear next steps to drive instructional impact. - Tier II leaders will engage weekly in classroom observation opportunities where they complete spot observations together and provide feedback to one another. - Tier II leaders will engage in bi-weekly leadership learning communities to discuss challenges, share best practices, and offer feedback to help refine skills and gain new insights and strategies that align with the LEAD. - Hold monthly check-ins with first-year teachers to analyze SPOT scores, reflect on progress, and set action steps for improvement. - Offer PD sessions focused on instructional best practices, differentiated instruction, and student engagement strategies.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>

- Actively apply SPOT observation feedback to improve instruction and classroom management.
- Regularly analyze student performance data and adjust lesson plans accordingly.
- Participate in PLCs and team meetings to learn and implement effective teaching strategies.
- Participate in professional development focused on classroom engagement, differentiation, and data-driven instruction.
- Offer small-group instruction and individualized support for struggling students through LSAE.
- Use BOY, MOY, and EOY assessment data to drive student progress. If students are not making adequate progress, implement progress monitoring through RTI and recommend them for IAT after six weeks of targeted interventions.
- Attend RTI/IAT meetings every six weeks and provide necessary documentation, including interventions and evidence of student progress or areas of concern.

Key Action Three: Staff Development

Who: Campus Leadership

What: Increase Leadership Density & to improve quality of instruction and interventions.

When: Ongoing, weekly PLC, PD sessions

Where: Classroom Observations/Coaching

Key Action Three: Budget

Proposed item	Description	Amount
Staff development	N/A	N/A
Materials/resources	N/A	N/A
Purchased services	N/A	N/A

Other		
Other		
TOTAL		0
Funding sources:		

KEY ACTION FOUR	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Increase high quality instruction for Emergent Bilinguals
	Indicators of success <i>(Measurable results that describe success.)</i>
	- By the end of the 2025 – 2026 school year, 30% of 2nd – 5th grade students will advance by one proficiency level on the Writing TELPAS assessment. - By the end of the 2025 - 2026 school year, the percentage of English Language Learner students in grades 2 through 5 to achieve the 2023 - 2027 EL Proficiency goal of 44% by advancing one TELPAS proficiency level. - By May 2026, 52% of emergent bilingual students will meet their individual growth target on 2-5th NWEA MAP Reading.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- Monitor the progress of emergent bilingual students by implementing scheduled data dig protocols using OnTrack to review ECR and SCR data from their reading classes. Facilitate data meetings to analyze student performance and guide targeted instructional decisions that promote academic growth and student success. - Ensure students complete ELD assessments through Summit K12 at BOY, MOY, and EOY to effectively monitor their progress. Use this data to support students in advancing at least one proficiency level in writing and achieving a minimum of one year of holistic growth on TELPAS. - Provide instruction on utilizing response cards, sentence stems, word wall, word banks to support student writing development, while monitor implementation through coaching sessions and spot forms to ensure writing is integrated across contents. - Train teachers on specific instructional skills to differentiate and scaffold lessons.

Key Action Four: Staff Development

Who: Teachers & Staff

What: Summit K12, Race Strategy, ECR and SCR through contents

When: August PD and PLCs

Where: Cafeteria, Conference Room, Classrooms

Key Action Three: Budget

Proposed item	Description	Amount
Staff development	West Division training on Differentiation for EB's by CTM's	\$0
Materials/resources	Notebooks, Response Cards, Highlighters	1500
Purchased services	N/A	N/A
Other		

Other		
TOTAL		1500
Funding sources: Campus Budget		