

School Needs Assessment

Lyons Elementary 2025-2026

E.A. "Squatty" Lyons Elementary School
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Phone: 713-696-2870
Nekia Petry, Principal



School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

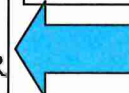
Vision

Theory of Action

Needs related to student achievement data.

Updated Needs Related to Student Achievement Data – The shift from Math to Science was in response to the previously observed decline in science achievement for Spring 2024 STAAR results were 27% Meets/Masters. Campus leadership implemented targeted instructional strategies and progress monitoring systems throughout the 2024–2025 school year; as a result, student achievement in science has shown significant improvement. Lyons achieved a level of 30% Meets/Masters goal on the Spring 2025 STAAR. Trends were observed on the 2023 STAAR indicating a 6% drop in achievement. Although the gains were made on the 2024 STAAR, the campus will focus on maintaining consistent math achievement.

Parameters
and
metrics
established

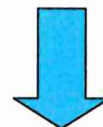


Instructional Needs in Mathematics

As Lyons shifts its academic focus to Mathematics for the 2025–2026 school year, current data and observations reveal key instructional needs. While teachers are implementing the district-adopted high-quality math curriculum, SPOT and walkthrough data indicate inconsistencies in lesson delivery, particularly in the use of manipulatives, conceptual modeling, and checks for understanding.

Many students—especially Emergent Bilingual (EB) and Special Education (SpEd) learners—require more intentional annotation and scaffolding to bridge from concrete to abstract representation, to build deep conceptual understanding. Additionally, misalignment between instructional strategies and the rigor of STAAR-aligned tasks suggests a need for stronger emphasis on increasing student at bats, equitable use of academic language, and more real-world application.

Addressing these gaps will require targeted professional development, coaching support, and structured PLC collaboration to ensure all students have access to high-quality, rigorous math instruction.



School Action Plan Template

System evaluation (philosophy, processes, implementation, capacity)

Instructional Culture and Collaborative Planning for Student Success

Campus leadership will continue to embrace a revitalized instructional approach to foster a high-achievement and coaching-centered culture, that aligns with the district's High-Quality Instructional expectations. The focus remains on strengthening teacher effectiveness and student outcomes through intentional structures and systems.

To support this shift, the campus has implemented schedule rotations for Grades 2–5, allowing for self-contained instruction in core content areas. Additionally, a reimagined PLC structure brings together content teachers across the grade levels, who along with Campus Leads, Special Education staff, and Teacher Assistants, engage in collaborative lesson planning.

This strategic planning model is designed to increase student proficiency across all content areas, particularly for struggling learners, by emphasizing:

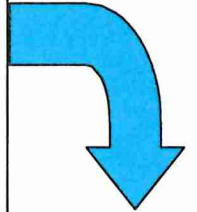
Authentic learning experiences with the use of realia;

Short and extended constructive response opportunities;

Vocabulary and Cognate word walls;

And, Success Criteria/ Exemplars

Through these aligned efforts, the campus is working to ensure all students receive rigorous, engaging, and accessible instruction that drives measurable academic growth.



Key Action *(Briefly state the specific goal or objective.)*

Grow staff capacity to provide the highest quality instruction through instructional coaching and feedback.

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

- The leadership team will conduct a minimum of 1 calibration walk every week observing 3-4 classrooms per walk, to reach 90% calibration by MOY and to increase to 100% calibration, by May 2026, as evidenced by Campus Calibration Report.
- By December, 80% of campus teachers will have an average score of 11 or higher on their December SPOT average, as evidence Spot Score Report.
- By the end of the academic school year, 80% of campus teachers will achieve a final score of at least 7/13 possible 13 points, on the Instructional portion of the SPOT observation form, as evidence Spot Score Report.

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

- Conduct Weekly Instructional Walks: Implement weekly on the spot coaching walks to monitor instruction and provide immediate, actionable feedback.
- Facilitate Targeted Professional Development: Design and deliver PD aligned to teacher needs, SPOT indicators, and High-Quality Instructional Strategies, MRSSs, to improve instructional practice.
- Use Data to Drive Reflection and Growth: Analyze observation data to inform next steps, adjust support, and guide teacher reflection on progress toward proficiency.
- Implement Coaching and Support Cycles: Provide individualized coaching and model effective strategies in classrooms to support growth in key instructional areas.

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

- Enforce the inclusion of Multiple Response Strategies (MRS) throughout the instructional block.
- Implement Feedback with Fidelity: Apply actionable feedback from SPOT/Rapid Coaching walks in daily instruction to strengthen engagement and delivery.
- Engage in Professional Development: Actively participate in PD sessions and PLCs focused on improving instructional strategies and using MRSSs effectively.
- Analyze data during PLCs: Share best practices and reflect on instructional growth and student outcomes.
- Use Instructional Tools Strategically: Plan and deliver lessons using effective MRSSs and incorporate strategies aligned with Domain 2 Engage/Deliver & Monitor/Adjust.

	Key Action One: Grow staff capacity to provide the highest quality instruction through instructional coaching and feedback.		
Staff Devel.	Who: Lyons Leadership Team		
	What: Lyons Leadership team will execute professional development to faculty and staff on Lyons instructional non-negotiables and coaching and feedback.		
	When: Welcome Back August 2025 Pre-Service, During PLCs, On-the-spot coaching, during Lesson Internalization and Customization		
	Where: Lyons Elementary		
Budget	Proposed item	Description	Amount
	Staff development	Led by identified Lyons Admin	0
	Materials/resources	Handouts/PowerPoint	0
	Purchased services	NA	0
	Other		
	Other		
	TOTAL		0.00
Funding sources:			

Key Action *(Briefly state the specific goal or objective.)*

Ensure that staff will maintain compliance with the Special Education student's IEP by implementing accommodations, documenting services, and collaborating with general education teachers, to support the student's academic and behavioral growth as outlined in their IEP goals.

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

- By May 2026 campus audits will maintain 100% IEP compliance in the areas of monitoring the delivery and documentation of all services, accommodations and modifications according to the IEP timeline and legal requirements, as evidenced by monthly monitoring reports.
- By May 2026 transfer ARDs will maintain 100% IEP compliance to meet the IEP timeline and legal requirements, as evidenced by monthly monitoring reports.
- By May 2026, 60% 3rd- 5th Special Education students will achieve 43 Percentile, or above, score on the EOY NWEA MAP Assessment in Reading, Math and Science, as evidenced by the MAP Campus Profile Report.

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

- Monitor IEP Implementation by conducting regular classroom walk-throughs and service checks to ensure accommodations, modifications, and services are implemented as outlined in each student's IEP.
- Leadership will ensure that SPED teachers will collaborate and include input from the General Education teacher, to write achievable academic goals when developing the student's IEP.
- The leadership team will conduct classroom spot observations to provide in-the-moment coaching to ensure student's IEP accommodations are implemented during first instruction.
- SPED Department Chair/TEAM will create a shared calendar for ARDs for the entire year, scheduled at least 30 days out to maintain 100% accountability.

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

- General education and Resource teachers will collaboratively plan, scaffold, and modify instruction to support student mastery of their IEP reading goals, during PLCs.
- General Education teachers will have custody of collected student artifacts that support the application of IEP designated accommodations and supports.
- The General Education teacher will document in Teacher Pro, the documented accommodations, via accommodation stickers placed on student artifacts, stating the accommodations and modifications that were applied during instruction and the DOL completion.
- SPED case manager will continuously progress monitor student IEP goals for their assigned case load, throughout the school year.

	Key Action Two: To improve the quality of Special Education Instruction and meet district compliance goals.		
Staff	Who: Leadership, SPED Department Chair		
	What: DC will present on the accommodation's entry into PowerSchool and compliances pieces		
	When: Welcome back Pre-Service Week		
	Where: Lyons Elementary		
Budget	Proposed item	Description	Amount
	Staff development	Led by DC	0
	Materials/resources	Handouts/PowerPoint	0
	Purchased services	Documentation binders, folders, dividers, sheet protectors and labels for Sped students and teachers.	\$150
	Other		
	Other		
	TOTAL		\$150.00
Funding sources:			

Key Action *(Briefly state the specific goal or objective.)*

Improve Reading Language Arts level of achievement for all students in grades Kinder to 5th

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

- By February 2026, 57% or more of 2nd–5th students will meet 0.6 years growth as evidenced by MOY MAP Reading Assessment data.
- By May 2026, 3rd-5th students will increase their “Meets” achievement level from 56% to 60%, as evidenced by STAAR Reading Assessment. Data.
- By May 2026, 60 % or more of students will meet their individual growth targets on EOY MAP, as evidenced by MAP Reading Assessment Data.
- By May 2026, 50% 3rd- 5th Special Education students will achieve 1.4 growth from BOY RIT score to EOY NWEA MAP, as evidenced by MAP Reading Assessment Data.
- By May 2026, 60% s=2nd-5th grade students will achieve 43 percentile, or above score on EOY NWEA Map Assessment in Reading, as evident by Map Reading Assessment data.

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

- Collaborate with RLA teachers during weekly PLCs to practice and analyze instructional delivery, conduct data-driven instruction protocols from DOLs learning results, engage in RLA PD, and follow the planning to customize and internalize lessons. The lesson slide deck presentation will reflect alignment across the learning objectives (LO).
- Provide RLA teachers on the spot coaching, with written feedback, on a weekly basis, utilizing the SPOT form and align to the Sweet 16 practices.
- Practice with K-5th grade teachers on the “look-fors” specifically on the Instructional section of the SPOT observation form.

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

- Complete the district PLC Protocol pre-work, prior to facilitating weekly, reading PLCs. The Protocol will contain student data, LO and DOLs and research-based resources, to customize lesson plans.
- Engage in weekly structured content PLC meetings to practice/rehearse and analyze instructional delivery practices.
- Reading Language Arts (RLA) teacher will implement and follow the HISD Curriculum Map and pacing guide, from HISD’s Canvas planning guides for Unit Lesson Objectives and Demonstrations of Learning.
- K-5th RLA teachers will utilize data to tier their students and to target differentiated instruction.
- PK-5th grade RLA teachers will provide reading intervention to all tier 2 and tier 3 students during their 2nd Teach or during the reading academic rotations block.
- Maintain systems in the classroom, to maximize instructional time during the instructional

	block to support bell-to-bell teaching, including the use of visual timer throughout the lesson.		
	Key Action Three: Improve Reading Language Arts Instruction for all Kinder through 5 th Grade Students.		
Staff Devel.	Who: Lyons Leadership Team		
	What: MRS Strategies, pre-planning, internalization and customization of lesson plans		
	When: Welcome back Pre-Service week and PLC's		
	Where: Lyons Elementary		
Budget	Proposed item	Description	Amount
	Staff development	Led by identified Lyons Admin	0
	Materials/resources	Handout/PowerPoints	0
	Purchased services	NA	0
	Other		
	Other		
	TOTAL		0.00
Funding sources:			

Key Action *(Briefly state the specific goal or objective.)*

Improve Science and Math Achievement for 2nd through 5th students, as measured on the Science and Math NWEA district assessment, thus impacting an increase in STAAR Science and Math Achievement.

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

- By May 2026, 3rd-5th students will increase their “Meets” achievement level 4% from 57% to 61%, on the STAAR Math Assessment as evidenced by STAAR Math Assessment. Data
- By May 2026, 60% Kinder - 5th grade students will achieve 43 Percentile, or above, score to the EOY NWEA MAP Assessment in Math, as evidenced by MAP Math Assessment. Data.
- By May 2026, 3rd-5th students will increase their “Meets” achievement level 4% from 30% to 34%, on the STAAR Science Assessment, as evidenced by STAAR Science Assessment. Data.
- By May 2026, 60% 2nd - 5th grade students will achieve 43 Percentile, or above, score to the EOY NWEA MAP Assessment in Science, as evidenced by STAAR Science MAP Assessment. Data

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

- Collaborate with Science and Math teachers during weekly PLCs to practice and analyze instructional delivery, conduct data-driven instruction protocols from DOLs learning results, engage in Science/Math PD, and follow the planning to customize and internalize lessons. The lesson slide deck presentation will reflect alignment across the learning objectives (LO).
- Provide Science and Math teachers on the spot coaching, with written feedback, on a weekly basis, utilizing the SPOT form and align to the Sweet 16 practices.
- Train K-5th teacher on the “look-fors” specifically on the Instructional section of the SPOT observation form, for Math and 2nd-5th grade teachers for Science.

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

- Staff will engage in weekly structured content PLC meetings to practice/rehearse and analyze instructional delivery, engage in Science and Math PD, and utilize planning period to internalize planned lessons, delivery of lesson to reflect alignment across the learning objectives (LO).
- Science and Math teacher will implement and follow the HISD Curriculum Map and pacing guide.
- 2nd -5th grade Science and Math teachers will provide Second Teach to all tier 2 and tier 3 students during their 2nd Teach or during the reading academic rotations block.
- K-5th Science and Math teachers will utilize data to tier their students and to target differentiated instruction.

- Computer Lab will support Pre-K to 5th Grade students using research-based digital resources.

	Key Action Four: <i>Improve Science Achievement for 2nd through 5th as measured on NWEA Science, thus impacting an increase in STAAR Science.</i>		
Staff Devel.	Who: Lyons Leadership Team		
	What: pre-planning, internalization and customization of lesson plans		
	When: Welcome back Pre-Service Week and PLC's.		
	Where: Lyons Elementary		
Budget	Proposed item	Description	Amount
	Staff development	Led by identified Lyons Admin	0
	Materials/resources	Handouts/PowerPoint	0
	Purchased services	NA	0
	Other		
	Other		
	TOTAL		0.00
	Funding sources:		

Action Plan Summary Table

Indicator #1

The leadership team will conduct a minimum of 1 calibration walk every week observing 3-4 classrooms per walk, to reach 90% calibration by MOY and to increase to 100% calibration, by May 2026, as evidenced by Campus Calibration Report.

Indicator #2

By December, 80% of campus teachers will have an average score of 11 or higher on their December SPOT average, as evidence Spot Score Report.

Indicator #3

By the end of the academic school year, 80% of campus teachers will achieve a final score of at least 7/13 possible 13 points, on the Instructional portion of the SPOT observation form, as evidence Spot Score Report.

Indicator #4

By May 2026 campus audits will maintain 100% IEP compliance in the areas of monitoring the delivery and documentation of all services, accommodations and modifications according to the IEP timeline and legal requirements, as evidenced by monthly monitoring reports.

Indicator #5

By May 2026, 60% 2nd - 5th grade students will achieve 43 Percentile, or above, score to the EOY NWEA MAP Assessment in Reading, as evidenced by MAP Reading Assessment Data.

Indicator #6

By May 2026, 60% Kinder - 5th grade students will achieve 43 Percentile, or above, score to the EOY NWEA MAP Assessment in Math, as evidenced by MAP Math Assessment Data

Degree of Difficulty Coefficient

1.0 - average

Acknowledgement

☒ I acknowledge I have reviewed the Campus Action Plan indicators of success and Degree of Difficulty Coefficient score that will be included in my final LEAD summative rating.

Special Populations

The Special Populations component of LEAD accounts for 10% of a principal's or assistant principal's overall evaluation score. SY25-26 Leaders are evaluated the four indicators of the Special Education compliance rubric (click [here](#) for rubric) and see Table 1 below. Leaders must also implement instructional practices and campus support that lead to measurable academic progress for EB students and special education students as indicated in Table 2 below.

Compliance Indicator	
ARD Timelines and Participation	
Quality of IEPs	
Progress Monitoring of IEPs	
Quality of Instruction of Special Education Teachers	
Student Academic Outcomes	
Elementary & Middle School Special Education Student Academic Outcomes	NWEA composite average annual growth for students with special needs in Reading and Science in grades 2-8, and Math grades 1-8.
High School Special Education Academic Outcome Meeting (2025-2026) LEAD TO HIGH SCHOOL	Growth of STAAR meets percentage for students with special needs as a composite average for English I, English II, and Algebra I.
Elementary, Middle, & High School Emergent Bilingual Student Academic Outcomes	Percent of EB students who either achieve a composite score of 3.5 or higher, or show an increase of 0.5 or more in their composite score compared to the previous year.

Acknowledgement

☒ I acknowledge I have been informed of the LEAD Special Populations outcome metrics included in my final LEAD summative rating.