

SY 25-26 School Action Plan

Campus	J. G. Osborne ES
Principal	Gina Colion
Grades Served	PreK-5 th
Enrollment	282



HOME OF THE MIGHTY OWLS!

Needs Assessment for Osborne Elementary (2025-2026)

Reading Performance and Writing Skills

Reading remains Osborne Elementary’s greatest challenge. Early literacy is very weak, with only 42% mastery in Kindergarten and dropping to 26% in 1st grade. By 3rd grade, mastery falls to 22%, which is alarming given the importance of that grade for transitioning from “learning to read” to “reading to learn.” Improvement appears by 4th grade (52% mastery) and moderate growth in 5th grade (41%), but these gains are too late for many students. On NWEA Reading, 38% of students scored below the 40th percentile, while only 21% scored above the 60th. Writing performance underscores these struggles—over 60% of grades 3–5 students scored zero on STAAR written responses, showing limited comprehension and inability to communicate understanding. While receptive language is a relative strength for many Emergent Bilinguals, foundational skills and academic writing remain urgent priorities.

Math Performance

Math outcomes are somewhat stronger but inconsistent. Schoolwide, the median performance is at the 54th percentile, with a notable highlight in 4th grade, where nearly two-thirds of students scored above the 60th percentile. However, primary numeracy is weak—1st graders averaged the 36th percentile, with 38% in the bottom quintile. By 2nd grade, students showed improvement, but 3rd and 5th graders struggled again, with over half below the 40th percentile. While about one-third of Osborne students perform at or above the 60th percentile (and 23% are high achievers), the other third remain in the bottom quintile. STAAR Math confirms the gap: about two-thirds passed, but far fewer reached Meets or Masters, reflecting limited problem-solving skills. Students often succeed with computation but falter on multi-step or reasoning tasks.

Science Performance

Science shows a late surge but weak foundations. In 3rd grade, the median science score was the 33rd percentile, with most students below grade level. Performance improved in 4th grade but remained modest. By 5th grade, the median score reached the 63rd percentile, and nearly 30% scored in the top quintile nationally. However, STAAR results revealed shallow mastery—64% passed, but only 18% reached Meets and 4% achieved Masters. This suggests many students had surface-level knowledge but lacked depth to succeed with higher-order questions. Reading comprehension and academic vocabulary remain barriers, particularly for EB students.

Subgroup Gaps

Special Education students are the most at risk. On STAAR, only 14% of SPED students passed, compared to 71% of non-SPED, and none reached Meets or Masters. On NWEA, nearly 90% of SPED students scored in the bottom quintile in reading and 76% in math. Emergent Bilingual students also show persistent gaps—only 54% passed STAAR compared to 72% of non-EBs, and very few achieved Masters. TELPAS results show many EBs stuck at the Intermediate level in writing and speaking, limiting success in literacy-heavy subjects. With almost all students economically disadvantaged, the campus average mirrors this subgroup, highlighting the need for stronger Tier 1 instruction and equity-focused support.

Key Recommendations

The 2025–2026 Action Plan priorities align with the data:

Increase Staff Instructional Capacity – Strengthen teacher expertise in phonics, comprehension, and problem-solving through coaching and PD. Ensure lessons are consistently aligned to TEKS rigor.

Improve SPED Instructional Quality – Provide intensive coaching, enforce consistent IEP implementation, and expand inclusive strategies to ensure access to grade-level content.

Boost Emergent Bilingual Achievement – Embed structured language development into all lessons, focusing on vocabulary, writing, and speaking practice. Provide PD on sheltered instruction to better support EBs.

System Evaluation: Building Leadership and Instructional Capacity

To ensure that instructional improvements are sustainable and consistently implemented, Osborne’s leadership team will address philosophy, processes, implementation, and capacity through the following actions:

Calibration Alignment: Monthly training and bi-weekly calibration walks will ensure consistency in SPOT observations. Quarterly data reviews will target a 10% increase in alignment, strengthening instructional quality and leadership reliability.

Instructional Coaching: Teachers scoring below a 9 in SPOT observations will receive personalized coaching and targeted PD, monitored bi-weekly. This builds teacher capacity while reinforcing accountability.

Writing Integration: Weekly lesson plan reviews and monthly PLCs will ensure writing is integrated into all subjects, with a goal of 95% of plans including SCR and ECR by May 2026.

SPED Coaching Support: A weekly coaching schedule for SPED teachers will be implemented by September 2025, with strategies documented in coaching logs to ensure progress.

Follow-Up and Feedback: Leaders will conduct classroom observations within a week of coaching, with progress reviewed bi-weekly to verify application of feedback.

- **Data-Driven Coaching for EB Teachers:** Bi-weekly data meetings will provide targeted feedback to help EB teachers reach an average score of 9 in Domain II (Monitor & Adjust, Engage & Deliver).
- **Professional Development:** Monthly PD sessions will focus on strategies for engaging and monitoring EB students, ensuring alignment with district-wide instructional needs.

By strengthening leadership consistency, embedding writing across the curriculum, and tailoring coaching for SPED and EB teachers, Osborne can close subgroup gaps while ensuring campus-wide instructional excellence.

**KEY
ACTION
ONE**

Key Action

Increase Staff Instructional Capacity.

Indicators of success

- By May 2026, increase the alignment of lesson internalization by 10% each quarter, achieving an overall alignment rate of at least 90%, using the lesson plan rubric tracker.
- By May 2026, 95% of teachers will be rated a total of 9 or higher in the combinations of Planning and Instruction on SPOT observations.
- By May 2026, 95% of lesson plans will include at least two Response Cards and one SCR or ECR task, with clear alignment to content.

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

Indicator of Success #1:

By May 2026, increase the alignment of lesson internalization by 10% each quarter, achieving an overall alignment rate of at least 90%, using the lesson plan rubric tracker.

- Come prepared to weekly PLCs with drafted lesson plans, ready to internalize the TEKS, objective, key academic vocabulary, and exemplar student responses.
- Use the campus lesson plan rubric to self-assess alignment before submitting plans, ensuring objectives, activities, and checks for understanding are fully aligned.
- Actively participate in peer feedback protocols during planning, using shared rubrics and exemplars to calibrate understanding of rigor and lesson alignment.

Indicator of Success #2:

By May 2026, 95% of teachers will be rated a total of 9 or higher in Planning, Engage & Deliver, and Monitor & Adjust on SPOT observations.

- Intentionally incorporate engagement strategies (such as Turn & Talk, Response Cards, and Cold Call) into daily instruction to meet the “Instruction” expectations on the SPOT rubric.
- Use aggressive monitoring and data collection tools during instruction to adjust pacing, grouping, and reteach opportunities in real time.
- Regularly review feedback from SPOT observations and schedule follow-up conversations or practice sessions with the admin team to address areas for growth.

Indicator of Success #3:

By June 2026, 95% of lesson plans will include at least two Response Cards and one SCR or ECR task, with clear alignment to content.

- Embed at least two Response Card opportunities into each week’s lesson plans to increase academic response and check for understanding.
- Include one Short Constructed Response (SCR) or Extended Constructed Response (ECR) task per week, aligned to the TEKS and rigor level of the standard.
- Submit lesson plans with specific response strategies clearly outlined, and be prepared to

	model or explain how they will be implemented during PLC or planning reviews.
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	Key Action One:		
Staff Level.	Who: Campus Leadership and Instructional Leadership Team		
	What: Calibration Alignment; Instructional Coaching (Lesson Internalization and Customization (Domain 1, 2, and 3), Second Teach, Third Teach, MRS Strategies, Spot Observation, and Data Analysis); and Writing Integration.		
	When: Pre-Service Sessions, PLCs, and Demo Day.		
	Where: Campus (Osborne Elementary)		
Budget	Proposed item	Description	Amount
	Staff development	All Instructional Staff members	Not Applicable
	Materials/resources	Professional Development Presentation, Exemplars, Writing Materials, and Laptops.	Not Applicable
	Purchased services	None	Not Applicable
	Other	Not Applicable	
	Other	Not Applicable	
	TOTAL		

Key Action**Improve SPED Quality of Instruction.****Indicators of success** (*Measurable results that describe success.*)

- By August 2025, a structured monthly schedule will be developed and implemented to ensure that 100% of special education teachers receive at least ONE dedicated coaching session per month through May 2026.
- By May 2026, 95% of SPED teachers will deliver high-quality instruction as evidenced by a 9 or higher in the combinations of Planning and Instruction on SPOT observations.
- By May 2026, 100% of IEPs will include specific, clear, and measurable goals tailored to each student's unique needs, as evidenced by weekly reviews of random SPED student folders audit tracker.
- By June 2026, students receiving SPED services will receive instructional support and accommodations with 100% accuracy as evidenced by weekly PowerSchool documentation and service logs rubric.

Specific actions – school leaders (*What specific action steps will the building leaders take to accomplish the objective?*)**Design and Implement Structured Coaching Support:**

- These coaching sessions will result in 1-2 actionable steps agreed upon between the teacher and administrator, as evidenced by monthly coaching logs between August 2025 and May 2026.
 - By August, 2025, the leadership team will develop a structured schedule ensuring that each SPED teacher receives a dedicated weekly coaching session. Leaders will prepare for these sessions by reviewing teacher progress and focusing on instructional strategies tailored to the individual needs of each teacher. They will document the outcomes of each session in coaching logs, ensuring accountability and clear action steps.

Ensure Consistent Follow-Up and Feedback Implementation:

- Leaders will systematically follow up on feedback given during coaching sessions by conducting classroom observations or informal check-ins within a week. They will provide additional support or resources to help teachers implement recommendations, ensuring that teachers are consistently applying the feedback to improve instruction. These follow-ups will be documented and reviewed for bi-weekly progress during leadership meetings.

Provide Targeted Professional Development:

- By analyzing the performance data from SPOT observations, leaders will identify common instructional gaps and design targeted professional development sessions that address these specific needs. SPED teachers who are not meeting the 9 rating will receive additional coaching and focused support through individualized improvement plans to enhance the quality of their instruction.

	<p>Monitoring and Accountability:</p> <ul style="list-style-type: none"> · Conduct random checks of documented accommodations and modifications in PowerSchool. · Perform classroom walkthroughs to observe the implementation of accommodations and modifications. <p>Use the data collected from these checks and observations to provide specific, actionable feedback to teachers.</p>
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	<p>Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <p>Active Engagement in Coaching Sessions:</p> <ul style="list-style-type: none"> • SPED teachers will come prepared for weekly coaching sessions, actively discussing areas of improvement and collaborating with leadership to develop actionable steps. Teachers will reflect on their practice, share insights, and ask for specific feedback on challenges they face in delivering high-quality instruction. <p>Apply Feedback Consistently and Proactively:</p> <ul style="list-style-type: none"> • Teachers will prioritize the implementation of actionable steps discussed during coaching sessions. They will be proactive in seeking additional clarification or resources if needed and work to ensure that feedback is reflected in their teaching practices by the time of the next observation or check-in. <p>Collaborate and Seek Professional Growth:</p> <ul style="list-style-type: none"> • SPED teachers will participate in professional development opportunities provided by the leadership team, focusing on refining their instructional techniques. They will collaborate with peers, share best practices, and work towards improving their SPOT observation ratings by applying the strategies learned in their daily instruction.
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	Key Action Two:
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Staff Devel.	Who: Campus Leadership and Instructional Leadership Team		
	What: Tailored Instructional Strategies; Feedback Application and Implementation; and SPOT Observation Improvement.		
	When: Pre-Service Sessions, PLCs, and Demo Day.		
	Where: Campus (Osborne Elementary)		

B	Proposed item	Description	Amount
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	Staff development	All Instructional Staff members	Not Applicable
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	Materials/resources	Professional Development Presentation, Exemplars, Writing Materials, and Laptops.	Not Applicable
	Purchased services	None	Not Applicable
	Other	Not Applicable	
	Other		
	TOTAL		

KEY ACTION THREE

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

Improve Emergent Bilingual Achievement.

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

- By May 2026, 90% of EB teachers will be rated at an average of 9 or higher in the combinations of Planning and Instruction, as evidenced by bi-weekly SPOT observation data analysis.
- By May 2026, 95% of EB teachers will demonstrate student use of academic language across all four language domains (listening, speaking, reading, and writing).
- By June 2026, 40% of students will have grown one level of proficiency, as measured by the TELPAS composite score from SY 23-24 to SY 24-25.

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

Data-Driven Coaching:

- Conduct bi-weekly data meetings with EB teachers to review their progress in Instruction.
- Provide targeted feedback and coaching based on spot observation data, focusing on areas needing improvement to help teachers achieve the 9/15 score benchmark.

Professional Development:

- Organize monthly professional development sessions focused on effective strategies for monitoring, adjusting, and engaging students, specifically tailored to the needs of EB (English Bilingual) students.
- Facilitate collaborative planning sessions where EB teachers can share best practices and strategies for improving student proficiency levels.

Summit K-12 Implementation:

- Monitor the implementation of Summit K-12, ensuring all students have designated time for listening, speaking, reading, and writing practice at least 60 minutes per week.
- Regularly review student usage data and outcomes from Summit K-12 sessions to ensure that the program is effectively supporting student growth.

	<p>Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <p>Instructional Planning:</p> <ul style="list-style-type: none"> • Use data from spot observations and Summit K-12 assessments to inform lesson planning, with a focus on Instruction. • Incorporate high-yield strategies that target EB students' specific needs, particularly in listening, speaking, reading, and writing skills.
	<p>Summit K-12 Integration:</p> <ul style="list-style-type: none"> • Schedule and ensure that students participate in at least 60 minutes of Summit K-12 practice each week, focusing on areas where they need the most improvement. • Monitor student engagement and progress during Summit K-12 sessions, and adjust instruction based on the data provided by the platform. <p>Active Monitoring and Adjustment:</p> <ul style="list-style-type: none"> • Implement formative assessments during lessons to gauge student understanding and adjust instruction in real-time. • Use student feedback and data to make necessary instructional adjustments to improve engagement and comprehension. • Engage students in regular practice activities that align with TELPAS standards, emphasizing language proficiency and growth. <p>Collaborative Learning:</p> <ul style="list-style-type: none"> • Participate in professional development sessions and apply new strategies learned to the classroom. • Engage in peer observations and collaborative planning to share successful strategies and gather new ideas for improving instruction.
	<p>Who: Campus Leadership and Instructional Leadership Team</p>
Staff Level.	<p>What: Data-Driven Coaching; Professional Development: Summit K-12 Progress Monitoring; and Instructional Planning.</p>
	<p>When: Pre-Service Sessions, PLCs, and Demo Day.</p>
	<p>Where: Campus (Osborne Elementary)</p>

	Proposed item		
Budget	Staff development	Description	Amount
	Materials/resources	All Instructional Staff members	Not Applicable
	Purchased services	Professional Development Presentation, Exemplars, Writing Materials, and Laptops.	Not Applicable
	Other	None	Not Applicable
	Other	Not Applicable	
	TOTAL		
	Funding sources:		\$0.00