

2026-2027 Action Plan



C. Martinez Elementary School

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Principal

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

- The data used for this needs assessment is derived from the results of the 2025-2026 STAAR Tests
 - STAAR Reading scores in grade 3 - increased by 15% from 24% to 39% passing at the Meets level.
 - STAAR Reading scores in grade 4 - increased by 3% from 36% to 39% passing at the Meets level.
 - STAAR Reading scores in grade 5 - increased by 10% from 36% to 46% passing at the Meets level.
 - STAAR Math scores in grade 3 - increased by 23% from 22% to 45% passing at the Meets level.
 - STAAR Math scores in grade 4 - decreased by 2% from 36% to 34% passing at the Meets level.
 - STAAR Math scores in grade 5 - decreased by 7% from 37% to 30% passing at the Meets level.
- 2024-2025 TELPAS Proficiency 45.5%
- NWEA MAP Beginning of Year (EOY '25 – '26 Achievement) Math indicated that:
 - 20% of students were in the (1st-21st) percentile;
 - 22% in (21st - 40th) percentile; (LO)
 - 24% in (41st – 60th) percentile; (AVG)
 - 20% in (61st – 80th) percentile; (High AVG)
 - 14% in (81st to 99th) percentile; (Hi)
- NWEA MAP Beginning of Year (EOY '25 – '26 Achievement) Reading data indicated that:
 - 22% of students were in the (1st-21st) percentile;
 - 22% in (21st - 40th) percentile; (LO)
 - 23% in (41st – 60th) percentile; (AVG)
 - 21% in (61st – 80th) percentile; (High AVG)
 - 12% in (81st to 99th) percentile. (Hi)

Needs related to improving the quality of instruction

ROOT CAUSE

The data used for quality of instruction needs assessment is derived from progress monitoring data that analyzes instructional deficiencies using multiple sources of data, including IRT results which grew from 11 – BOY IRT 1 to 14.44 EOY IRT 4, the AIM platform (Lead Rating: Proficient I), and the HISD Spot App. The root cause of instructional quality gaps is inconsistent execution of high-leverage instructional practices, driven by variability in lesson internalization, real-time monitoring, and the effectiveness of coaching cycles to ensure transfer into daily instruction.

System evaluation (philosophy, processes, implementation, capacity)

The following processes are present in the action plan and help ensure accountability and drive data-driven decisions to support rapid improvement.

- **Identifying Baseline Data:** By understanding the school's current performance, leaders can pinpoint specific areas that need improvement, such as low-test scores or poor attendance, directly aligning efforts with state standards the school needs to meet.
- **Setting Measurable Goals:** Clear, measurable goals focus the school's efforts on areas that directly affect meeting academic and operational standards, ensuring that every action taken contributes to progress.
- **Monitoring Implementation:** Regular monitoring ensures that turnaround strategies, like curriculum adjustments or training, are being properly executed. This prevents wasted time and resources, keeping the school on track to meet standards.
- **Measuring Progress:** By continually assessing student performance and teacher effectiveness, schools can track whether they are closing the gap between current performance and required standards.
- **Making Adjustments:** When evaluations show that strategies are not working as expected, adjustments are made. This flexibility allows schools to refine their approach, improving their chances of meeting or exceeding standards over time.

Key Actions (Focus Areas)

- 1) Improve English proficiency for all Emergent Bilingual students
- 2) Improve math proficiency in kinder-5th grade for all students
- 3) Improve SPED instruction, service delivery, and outcomes
- 4) Improve campus culture

KEY ACTION ONE	Key Action (Briefly state the specific goal or objective.)
	Improve the quality of instruction.
	Indicators of success (Measurable results that describe success.)
	<ul style="list-style-type: none"> By the end of the 26-27 academic school year, the average IRT score between IRT round 1 and IRT round 4 will increase by 3 points or higher as evidenced by the Independent Review Team Scores. By the end of the 26-27 academic school year, 80% of teachers will score 1 point on the lesson objective indicator of the Planning and Professionalism Rubric "The teacher consistently plans opportunities to differentiate and/or scaffold instruction for specified student groups" as evidenced by the Planning and Professionalism section of teacher end of year evaluation. By the end of the 2026–2027 academic year, 75% of core teachers will earn an average score of 12 or higher in the "Instruction" domain of the SPOT rubric, as evidenced by their spot average score in the Instruction domain on the Spot Dashboard.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	<ul style="list-style-type: none"> Leaders will calibrate weekly, focusing on the Instruction domain of the SPOT rubric and coach around those indicators daily (in the classroom and during planning). Leaders will track, reflect on, and respond to reading and/or math DOL data and unit assessments through block-to-block coaching and weekly leadership team meetings. Leaders will coach teachers to mastery on how to effectively monitor, make the needed instructional adjustments and provide feedback. Leaders will train teachers on using the campus Lesson Internalization framework with a focus on differentiating and scaffolding their lessons to meet the needs of EB & Tier 2 and 3 scholars during preservice in August 2026 and as needed throughout the school year. Leaders will coach and monitor the implementation of SCR and ECR across contents and provide on-going professional development refreshers monthly to ensure mastery in these areas for teachers and scholars. Leaders will implement a coaching continuum for staff members and track progress to ensure staff member professional growth. Leaders will coach and monitor all staff (learning coaches, teacher assistants, front office, and custodians) to ensure everyone is effectively executing their duties to support campus goals.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)

- Front office staff will implement campus attendance protocols with fidelity, communicate with families regarding attendance concerns, and support initiatives that promote improved student attendance.
- The counselor will implement monthly SEL lessons and campus-wide SEL initiatives that promote positive student behaviors, emotional regulation, and a supportive school culture.
- Teacher assistants (Special Education and Pre-K) will support instruction by implementing student accommodations and supports outlined in IEPs and providing age-appropriate academic and behavioral interventions.
- Learning coaches will ensure that students assigned to the Teams Center are actively engaged in reading, annotating text, and writing responses with evidence-based justifications during instructional time.
- Teachers and Teacher apprentices will align their instructional practices, classroom expectations, and professional responsibilities with those of their mentor teacher to support consistent, high-quality instruction and classroom management.
- Custodial staff will maintain a clean, safe, and orderly campus environment that promotes the health, safety, and well-being of students and staff.

Key Action One: Staff Development

Who: Instructional Leaders

What: Provide quality PD sessions, on the spot coaching, daily planning, PLCs, and Demo days.

When: Daily & Weekly

Where: Campus & District Sites

Key Action One: Budget

Proposed item	Description	Amount
Staff development	Teachers will participate in targeted PD focused on using the best instructional practices, lesson internalization framework, and data-driven response protocol with a focus on differentiating and scaffolding their lessons to meet the needs of all students and to ensure a well-rounded education.	0
Materials/resources	Curriculum documents Lead4ward documents Ontrack reports SPOT form Lesson internalization document	0
Purchased services	NA	

Other		
TOTAL		0
Funding sources:		

KEY ACTION TWO	Key Action (Briefly state the specific goal or objective.)
	Increase student proficiency in mathematics in kindergarten- 5th grade.
	Indicators of success (Measurable results that describe success.)
	<ul style="list-style-type: none"> ● By the end of the 26-27 academic school year, the percentage of students performing in the 61st–99th percentile in achievement on NWEA Map Math will increase from 34% to at least 40% as evidenced by their EOY NWEA Map Math scores. ● By the end of the 26-27 academic school year, the percentage of students performing at the Meets grade level standard on the STAAR assessment will increase by 6% overall as evidenced by EOY STAAR Data. ● By January 2027, campus-wide average engagement on Zearn will reach 85%, and will increase to 90% by the end of the year as evidenced by the schools goals EOY Zearn usage percentage.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	<ul style="list-style-type: none"> ● Leaders will analyze student performance data (MAP/STAAR/benchmarks) to identify scholars near the 60th percentile threshold and provide targeted coaching to teachers on strategies that accelerate high-leverage growth for these students. ● Leaders will coach teachers on standards alignment, rigor, and STAAR-like questioning strategies, and will monitor lesson execution through frequent walkthroughs and data-driven coaching cycles. ● Leaders will facilitate regular data meetings focused on math performance, provide targeted professional development on key math standards, and monitor the use of effective math instructional practices. <p>Lead teachers in block to block, and unit Student Work Analysis Protocol to determine highest leverage gaps in the quality of student work, as aligned to the lesson objectives, and the highest leverage next step(s) to address gaps in student mastery</p> <ul style="list-style-type: none"> ● Leaders will establish clear expectations and provide coaching on the customization of student-facing materials, including modeling exemplars and conducting regular planning and material reviews, to ensure alignment to state standards, appropriate rigor, a clear roadmap to mastery, and authentic student engagement prior to first instruction. ● Leaders will monitor Zearn usage weekly, set clear expectations for implementation, and provide coaching and accountability systems to ensure consistent and effective use across classrooms.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)

- Teachers will use student data to identify scholars on the cusp of the 61st percentile and implement targeted small-group instruction and enrichment tasks to move them into the 61st–99th percentile band.
- Teachers will plan and deliver standards-aligned lessons that incorporate STAAR-level rigor, including daily opportunities for students to engage in higher-order thinking and justify their responses.
- 3rd–5th grade teachers will analyze math data, reteach priority standards, and implement problem-solving strategies that require students to explain their mathematical thinking using multiple representations.
- Ensure all student-facing materials for 1st and 2nd grade are customized, prior to first instruction, to fully and directly align to the rigor of the state standards, include a clear roadmap to mastery, and authentic engagement with content
- Teachers (including specials teachers) will implement Zearn with fidelity, monitor student progress daily, and provide support, incentives, and interventions to ensure all students meet weekly lesson completion goals.

Key Action TWO: Staff Development

Who: District Leadership Development Team (Curriculum) & Campus Leaders

What: Provide professional development sessions: On the spot coaching, daily planning, PLCs, and Demo Days

When: Daily & Weekly

Where: Campus and District locations

Key Action TWO: Budget

Proposed item	Description	Amount
Staff development	Teachers will participate in targeted PD sessions that focus on improving high-quality instruction to meet the needs of students with a focus on PLCs, Demo Days and on the spot coaching.	0
Materials/resources	District curriculum, Great 8 PD, district PD resources, Spot Form	0
Purchased services	NA	

Other		
TOTAL		0
Funding sources:		

KEY ACTION THREE	Key Action (Briefly state the specific goal or objective.)
	Improve the quality of special education compliance and instruction.
	Indicators of success (Measurable results that describe success.)
	<ul style="list-style-type: none"> • By May 2027, 100% of progress reports will be completed by each deadline and 80% will have updated progress notes indicated on each IEP goal as evidenced by the campus score on the Lead Special Education Compliance Rubric. • By January 2027, 67% special education teachers will score a 9 or higher in the Instruction Domain on the SPOT observation form as evidenced by the observations conducted by the campus administration. By May 2027, that number will increase to 83% as evidenced by teacher scores on the Spot Form conducted by campus administration. • By February 2027, 100% of campus ARDS will be held on or before the TEA deadline as evidenced by the campus score on the Lead Special Education Compliance Rubric . This percentage will remain constant at 100% by EOY June 2027.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	<ul style="list-style-type: none"> • Leaders will conduct monthly compliance audits to monitor IEP progress reports, progress notes, and ARD timelines, providing immediate follow-up on any areas of concern. • Leaders will coach special education success program staff on high quality instructional look fors, based on the specialty guidance for SpEd spaces and SPED Co-teach Spot Form, with a targeted focus on Domain 2 Instruction. • Leaders will facilitate regular Special Education data meetings to review student progress, monitor compliance metrics, and ensure ARDs are scheduled and completed before TEA deadlines.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	<ul style="list-style-type: none"> • Special teacher and teacher assistants will complete all IEP progress reports and update progress notes for every goal by each reporting deadline using current student data. • Special education teachers will internalize lesson plans and implement high-quality instructional practices aligned to the specialty guidance for SpEd spaces and SPOT Specialty SPED rubric, incorporating feedback from coaching sessions into daily instruction. • Special education teachers will maintain compliance with all special education requirements by preparing for ARDs, meeting deadlines, documenting services, and communicating proactively with parents and leadership regarding concerns.

Key Action THREE: Staff Development

Who: Instructional leaders and Special Education Department Chair

What: Accurately identify and create a plan to implement special education student needs, based on students' IEPs. Additionally, Provide professional development session on the following: On the spot coaching, daily planning, PLCs, and Demo days.

When: Daily and Weekly

Where: District and campus locations

Key Action THREE: Budget

Proposed item	Description	Amount
Staff development	Teachers will participate in professional development focused on ARD facilitation, FIE and IEP analysis, differentiation, and specially designed instruction.	0
Materials/resources	Curriculum documents, district trainings, IEPs, OnTrack data reports	0
Purchased services	NA	
Other		
Other		
TOTAL		0
Funding sources:		

KEY ACTION FOUR	Key Action (Briefly state the specific goal or objective.)
	Improve campus culture
	Indicators of success (Measurable results that describe success.)
	<ul style="list-style-type: none"> • By December 2026, 85 % of teachers will agree or strongly agree to the following statement, “the instructional feedback I get helps me improve the quality of my instruction” as evidenced by HISD Teacher Climate Survey. This percentage will increase to 90% by May 2027. • By December 2026, 85% of teachers will agree or strongly agree to the following statement, “My school has an effective instructional team” as evidenced by HISD Teacher Climate Survey. This percentage will increase to 90% by May 2027. • By January 2027, 75% of families will answer Yes to being ‘Happy’ or ‘Mostly Happy’ with their child’s campus experience, as evidenced by the Parent ‘Possip’ sentiment report. By May 2027 this average will increase to 90%.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	<ul style="list-style-type: none"> • Leaders will provide weekly, actionable coaching and feedback with clear strengths, next steps, and follow-up observations to support teacher growth. • Leaders will build a strong instructional leadership team through weekly calibration, data meetings, PLC facilitation, and shared ownership of teacher development. plan and execute 100% of Title I events to promote student and family engagement events by EOY. • Leaders will strengthen family partnerships through proactive communication, timely resolution of concerns, and regular opportunities for family engagement and feedback.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	<ul style="list-style-type: none"> • Teachers/Teacher apprentices will implement coaching feedback by applying action steps, reflecting on instructional practice, and demonstrating growth during follow-up observations. • Staff will actively participate in PLCs, collaborative planning, and professional learning by sharing best practices, analyzing student work, and contributing to team success. • Staff will communicate consistently with families by providing timely academic updates, celebrating student successes, responding promptly to concerns, and fostering welcoming classroom relationships.

Key Action FOUR: Staff Development

Who: Campus leadership team and staff

What: Professional Development: Set Up and Follow up Parents Connecting on Parent Square, High Quality Instruction, and Community Circles

When: Daily, Weekly and during monthly campus PD days

Where: District and campus locations

Key Action FOUR: Budget

Proposed item	Description	Amount
Staff development	Teachers will participate in professional development that focuses on building positive classroom culture, school community and parent involvement.	0
Materials/resources		0
Purchased services	NA	
Other		
Other		
TOTAL		0
Funding sources:		