

2026-2027 Action Plan

Reynolds Elementary

[Alandra Brewington](#)

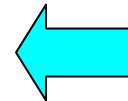
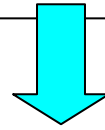
School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action



Needs related to student achievement data

- **Low Academic Achievement Across Content Areas (MAP Data)**
- **Underperformance in Reading Proficiency**
- **DIBELS Results Reflect Gaps in Foundational Literacy in 1st and 2nd grade**
- **Math Proficiency and Achievement Stagnation**
- **Science Performance Remains in the Lower Quartile**
- **Achievement Gaps for Students in the Bottom Quartile**

**Parameters
and metrics
established by
the District**

Needs related to improving the quality of instruction

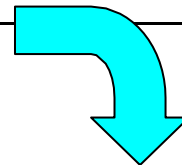
- Teachers need increased support in real-time instructional adjustments based on student data (Monitor & Adjust).
- Teachers need more coaching and planning support to build capacity in understanding the TEKS when internalizing lessons across content areas.
- Teachers need improved internalization of high-quality instructional materials (HQIM).
- Teachers need training and support in planning and delivering differentiated small group instruction.
- Teachers need to facilitate instruction aligned to the SPOT form more consistently to increase and maintain student engagement.
- Teachers need ongoing professional development in science content knowledge and inquiry-based instruction practices.

System evaluation (philosophy, processes, implementation, capacity)

- Build a high-performing culture with stronger start and efficient systems.
- Strengthen PLC systems and structure by establishing more clearly defined expectations.
- Continue to enhance the leadership proficiency of all leaders.
- Build the instructional capacity of all teachers.
- Build teacher capacity through on the spot coaching and at-bats consistently.
- Weekly calibration walks and alignment of all leaders.
- Weekly monitoring of small group instruction, daily interventions, and ZEARN/AMIRA (or selected district reading intervention program) usage.

Key Actions

1. Improve reading proficiency campus wide to increase student achievement.
2. Improve the quality of math instruction campus wide to increase student achievement.
3. Increase science proficiency across all grade levels to increase student achievement.
4. Improve overall listening, speaking, reading and writing performance for all EB students.
5. Strengthen the quality of IEPs & SPED instructional practices and supports for all SPED identified students.



School Action Plan

KEY ACTION ONE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve Reading Proficiency campus wide to increase student achievement.
	Indicators of success <i>(Measurable results that describe success.)</i>
	- By MOY, 60% of general education students in grades 2nd -5th will meet or exceed their targeted growth goal for NWEA MAP Reading growth goals (BOY to MOY). - By MOY, 60% of K-2 general education students will be in the "At-Benchmark" or above on DIBELS Composite Score. - By January 2027, the average score in Domain 2: Instruction, will average 9 out of 13 points, and 10 out of 13 by May 2027. - By January, 55% of Pre-K 4 African American students will be "On Track" in Phonological Awareness and Rapid Vocabulary based on the Circle assessment data, and by April 2027, 75%. - By the end of January 2027, 55% of students in grades 3–5 will score at the Meets Grade Level standard or higher on Extended Constructed Response (ECR) writing assessments administered between November 2026 and January 2027, as measured by campus writing rubrics aligned to STAAR expectations.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- The leadership team will monitor K–2 literacy block implementation and DIBELS progress monitoring biweekly with K–2 teachers to ensure that at least 90% of classrooms are implementing literacy instruction and progress monitoring with fidelity, using the data to provide targeted feedback, coaching, and instructional support. - The leadership team will provide on-going targeted coaching and PLC support focused on the science of reading and phonics-based instruction. - The instructional leadership team will deliver daily, on-the-spot coaching and feedback to teachers focused on high-quality Tier 1 reading instruction, with all observations documented using the SPOT observation form. - The leadership team will develop a culture of data-driven dialogue which will be established through structured conversations between leaders and teachers, teacher-to-teacher collaboration, and teacher-to-student feedback. - The leadership team will develop and maintain schoolwide data tracking systems for all unit assessments, NWEA and DIBELS/Lectura assessments at BOY/MOY/EOY. - Following each assessment, leaders will engage teachers in a data dig, assessing student success and gaps. Based on collected data, leaders will create/revise instructional coaching

plans, ensuring teachers receive targeted coaching, modeling, and support to improve student outcomes.

- The leadership team will engage teachers in follow-up PLCs to monitor progress and ensure instructional adjustments have been made resulting in improved student outcomes.

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

- Teachers and Teacher Apprentices will internalize lessons, making necessary customizations to slides, to ensure successful facilitation of information to students.
- All instructional staff, including Learning Coaches, will actively participate in PLCs and data conferences with leaders and colleagues to analyze student work samples, organize and review assessment data folders, and discuss assessment projections.
- Teachers will maintain individual data binders that include tracking tools for DOLs, unit assessments, mid-module assessments, teacher-created assessments, district assessments, and ongoing progress monitoring data.
- All instructional and instructional support staff will engage in professional development, focused on high-quality instruction and improving student outcomes. PD will include “On the SPOT” coaching, with follow-up walkthroughs to ensure implementation.
- All instructional staff will participate in Demo Days and receive targeted feedback on reading instruction using a modified SPOT form and on-the-spot coaching provided by the instructional leadership team.
- All RLA and Science of Reading trained teachers will implement daily phonemic awareness and decoding routines to strengthen foundational reading skills.
- Kindergarten–2nd grade teachers will analyze DIBELS progress monitoring data biweekly to adjust literacy intervention instruction. The grade levels not meeting, we will revise instructional action plans, receive targeted coaching, and participate in follow-up progress monitoring during the next PLC cycle to ensure at least 90% implementation fidelity and improved student outcomes.
- All teachers will plan and deliver daily rigorous, differentiated Tier 1 reading instructions, driven by data and aligned to student needs.
- All staff receiving SPOT observations and coaching will apply the feedback from SPOT observations to refine instructional delivery, particularly in the areas of “Engage & Deliver” and “Monitor & Adjust.”

Key Action One: Staff Development

Who: Instructional staff, instructional support and school leaders

What: Build the capacity of all instructional staff, support staff, and instructional leaders

When: Monthly staff developments, weekly PLCs, DEMO days

Where: Reynolds Elementary

Key Action One: Budget

Proposed item	Description	Amount
Staff development	N/A	0.00
Materials/resources	N/A	0.00
Purchased services	N/A	0.00
Other	N/A	0.00
Other	N/A	0.00
TOTAL		

Funding sources: N/A

KEY ACTION TWO	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve quality of math instruction campus wide to increase student achievement.
	Indicators of success <i>(Measurable results that describe success.)</i>
	55% of 2nd-5th grade African American students will meet their NWEA MAP Math growth goals from BOY to MOY; 65% by EOY - By January 2027, the campus average score in Domain 2: Instruction, will average 9 out of 13 points, and 10 out of 13 by May 2027. - By December 2026, 60% of students will have completed at least 75% of their grade-level ZEARN modules. By April 2027, 80% of students will have completed all assigned grade-level ZEARN modules. - By December, 60% of Pre-K 4 students will be “On Track” in Math based on the Circle assessment data by January 2027, and 85% by April 2027.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- The leadership team will provide monthly PD and coaching cycles focused on math discourse, student engagement, and problem solving. - Following each assessment, leaders will engage teachers in a data dig, assessing student success and gaps. Based on collected data, leaders will create/revise instructional coaching plans, ensuring teachers receive targeted coaching, modeling, and support to improve student outcomes. - The leadership team will track SPOT and walkthrough data to provide targeted feedback and support. - The leadership team will facilitate data digs to analyze district assessment. - The leadership team will train 3rd through 5th grade teachers on the successful implementation of the LSAE to push out and reach expectations during on-the-spot coaching and monthly PDs. - The leadership team will meet with pre-K teachers during PLC to plan small groups aligned with CIRCLE data and will be tracked and monitored by admin.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>

- Teachers and Teacher Apprentices will plan and deliver rigorous, differentiated Tier 1 reading instructions, driven by data and aligned to student needs.
- Teachers will utilize both informal and data collected during the lesson to make informed instructional decisions.
- Teachers and Teacher Apprentices will ensure students receive multiple opportunities to practice or "at-bats" and response strategies (e.g., whiteboards, turn and talks) including the intentional use of response cards.
- Teachers will use data binders to track and reflect student math progress using DOL data and informally collected data.
- All instructional staff and learning coaches will participate actively in PLCs and data conferences with leaders and colleagues to analyze student work samples, organize and review assessment data folders, and discuss assessment projections. PLC protocol sheets will be stored in each grade level SharePoint folder.
- All Engage in professional development focused on high-quality instruction and improving student outcomes. PD will include "On the SPOT" coaching, with follow-up walkthroughs to ensure implementation.
- All teachers and Teacher Apprentices will participate in Demo Days weekly and receive targeted feedback on math instruction using a modified SPOT form and on-the-spot coaching provided by the instructional leadership team.
- All staff that receive a SPOT observation will apply feedback from all SPOT observations to refine instructional delivery, particularly in the areas of "Instruction" and "Monitor & Adjust."

Key Action Two: Staff Development

Who: Instructional staff, instructional support and school leaders

What: Build the capacity of all instructional staff, support staff, and instructional leaders

When: Monthly staff developments, weekly PLCs, DEMO days

Where: Reynolds Elementary

Key Action Two: Budget

Proposed item	Description	Amount
Staff development	N/A	0.00
Materials/resources	N/A	0.00
Purchased services	N/A	0.00
Other	N/A	0.00
Other	N/A	0.00
TOTAL		TOTAL

Funding sources: N/A

KEY ACTION THREE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Increase science proficiency across all grade levels to increase student achievement.
	Indicators of success <i>(Measurable results that describe success.)</i>
	- By MOY, 55% of African American students in grades 3-5 will meet or exceed their NWEA MAP Science growth goals; 65% by EOY - NWEA MAP Science assessment achievement data for 2nd through 5th grade students will increase from 49th percentile from 25-26 EOY to 61st percentile for the 26-27 MOY.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- Leadership will conduct biweekly science walkthroughs to monitor the implementation of inquiry-based instruction, scientific discourse, academic vocabulary, and student evidence collection. Walkthrough data will be analyzed during PLCs to identify coaching priorities, strengthen teacher instructional practices, and improve student learning outcomes. - The leadership team will support teachers in analyzing science NWEA MAP data (BOY/MPY/EOY) and unit assessment data, assessing trends and areas requiring targeted interventions. - The leadership team will track SPOT data weekly to provide targeted feedback and support to all staff receiving the observation. - Following each assessment, leaders will engage teachers in a data dig, assessing student success and gaps. Based on collected data, leaders will create/revise instructional coaching plans, ensuring teachers receive targeted coaching, modeling, and support to improve student outcomes. - The leadership team will train 2nd through 5th grade teachers on the successful implementation of instructional strategies aligned to district expectations that will ensure effective instruction is leading to students being able to transfer learned skills beyond the days lesson.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>

- Teachers and Teacher Apprentices will conduct effective unit internalization daily, ensuring all materials are available for hands-on experiments and possess a clear understanding of the content/concept students are to learn.
- Teachers and teacher apprentices will facilitate daily lessons that connect vocabulary directly to the lesson objective and concept/content being learned by teaching in context.
- All instructional staff will actively participate in PLCs and data conferences with leaders and colleagues to analyze student work samples, organize and review assessment data folders, and discuss assessment projections. PLC protocol sheets will be stored in each grade level's SharePoint folder.
- All instructional staff will engage in professional development focused on high-quality instruction and improving student outcomes. PD will include "On the SPOT" coaching, with follow-up walkthroughs to ensure implementation.
- Teachers and Teacher Apprentices will participate in Demo Days and receive targeted feedback on math instruction using a modified SPOT form and on-the-spot coaching provided by the instructional leadership team.
- All staff receiving SPOT observations will receive and apply all feedback from SPOT observations to refine instructional delivery, particularly in the areas of "Engage & Deliver" and "Monitor & Adjust."
- All teachers will plan and deliver daily rigorous, differentiated Tier 1 reading instruction, driven by data and aligned to student needs.
- Teachers will utilize data collected during daily lessons to make informed instructional decisions.

Key Action Three: Staff Development

Who: Instructional staff, instructional support and school leaders		
What: Build the capacity of all instructional staff, support staff, and instructional leaders		
When: Monthly staff developments, weekly PLCs, DEMO days		
Where: Reynolds Elementary		
Key Action Three: Budget		
Proposed item	Description	Amount
Staff development	N/A	0.00
Materials/resources	N/A	0.00
Purchased services	N/A	0.00
Other	N/A	0.00
Other	N/A	0.00
TOTAL		TOTAL
Funding sources: N/A		

KEY ACTION FOUR	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve overall listening, speaking, reading and writing performance for all EB students.
	Indicators of success <i>(Measurable results that describe success.)</i>
	60% of EB identified students in grades K-5 performing at beginner, intermediate or advanced on TELPAS Reading will increase by at least one growth level or remain at advanced high. - EB identified students performing at beginner or intermediate will show at least one level of growth to intermediate or advanced by April 2027. - By 2027 PEIMS snapshot, 100% of students identified as potential EB students defined by Home Language Survey indicators are tested and appropriately coded. 55% of Emergent Bilingual (EB) students in grades 2–5 will meet or exceed their individual NWEA MAP Reading growth projections from BOY to MOY, demonstrating accelerated progress toward grade-level reading proficiency.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- The leadership team will meet monthly for data PLC meetings to analyze all assessment data including unit assessments, mid-module/mid-cycle assessments, and BOY and MOY data to set specific targets for students, developing action steps to align with campus goals. - The leadership team will collect writing samples including SCRs and ECRs after every district identified formal submission and will assess student writing levels, areas for growth, and support teachers in establishing writing goals that will lead to successful student outcomes.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	- Teachers will ensure EB students receive appropriate in class support including access to ESL strategies daily, specific writing feedback, testing and support based on Dibels scores, NWEA MAP scores, and provide appropriate feedback to LPAC administrator to ensure proper placement as designated by the LPAC. - Teachers will monitor NWEA MAP data of EB students, tracking their progress and supporting in class with ESL designated supports.

Key Action Four: Staff Development

Who: Instructional staff, instructional support and school leaders

What: Build the capacity of all instructional staff, support staff, and instructional leaders

When: Monthly staff developments, weekly PLCs, DEMO days

Where: Reynolds Elementary

Key Action Five: Budget

Proposed item	Description	Amount
Staff development	N/A	0.00
Materials/resources	N/A	0.00
Purchased services	N/A	0.00
Other	N/A	0.00
Other	N/A	0.00
TOTAL		

Funding sources: N/A

KEY ACTION FIVE	KEY ACTION FIVE <i>(BRIEFLY STATE THE SPECIFIC GOAL OR OBJECTIVE.)</i>
	Strengthen the quality of IEPs & SPED instructional practices and supports for all SPED identified students.
	Indicators of success <i>(Measurable results that describe success.)</i>
	- By the end of the first semester, 100% of campus ARDs are held on or before the deadline. 100% of newly enrolled students with IEPs will have information verified and accurately reflected in the ARD tracker within one week of their enrollment, with bi-weekly checks to monitor accuracy. - 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 unique needs, as verified through random quarterly reviews. - 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. - 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.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- SPED Lead and/or designated administrator will conduct weekly audits of newly developed and amended IEPs using a district-aligned IEP quality rubric to ensure compliance, clarity, and instructional alignment. - The leadership team will conduct biweekly SPED classroom walkthroughs using an IEP-to-Instruction Alignment Look-For Tool to ensure at least 90% implementation fidelity in the alignment of instruction, IEP goals, accommodations, modifications, and progress monitoring. - Admin and/or SPED Lead will engage SPED teachers in monthly coaching cycles focused on evidence-based practices (e.g., explicit instruction, scaffolding, progress monitoring). - During biweekly data meetings, administrators will review IEP goal progress tracking and identify students needing instructional or service adjustments. - Leadership will ensure that collaborative planning time is scheduled, protected, and utilized for SPED and general education co-planning around accommodations and modifications.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>

	• SPED teachers will draft, and revise IEPs aligned to current data, with clearly defined, measurable goals and appropriate service recommendations. • Teachers will plan and deliver instruction that explicitly targets IEP goals and accommodates student needs as outlined in their individual programs. • SPED teachers will maintain a live, up-to-date student goal tracking system and update progress at least biweekly to inform instruction and reporting. • Teachers will participate in monthly instructional coaching to improve the use of strategies such as explicit instruction, scaffolded supports, and checks for understanding. • SPED teachers will meet weekly with general education teachers to co-plan instruction, review accommodations, and align supports for students in inclusive settings.
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Key Action FIVE: Staff Development
Who: Instructional staff, instructional support and school leaders

What: Build the capacity of all instructional staff, support staff, and instructional leaders		
When: Monthly staff developments, weekly PLCs, DEMO days		
Where: Reynolds Elementary		
Key Action Five: Budget		
Proposed item	Description	Amount
Staff development	N/A	0.00
Materials/resources	N/A	0.00
Purchased services	N/A	0.00
Other	N/A	0.00
Other	N/A	0.00
TOTAL		
Funding sources: N/A		