2026-2027 Action Plan



Almeda Elementary School

Charles Thompson, Principal

DEMOGRAPHICS						
ADA 25-26 (95%)		**ADA 25-26 (96%)**		**ADA 26-27 (96%)**		**NES**
Enrollment	**HISP**	**AA**	**WHI**	**Asian/Nat. Am**	**EB**	**ECO DIS**
629	431	189	7	0	249	622
SPED	**SLL**	**ECSE**	**Incl/Resource**	**DYSLEXIA**	**Speech Only**	
120	34		86	31		
GT	**504**	**Core Teachers**	**APs**	**Inst. Para**	**LCs**	**Tchr Appren.**
11	5	44	2	7	4	6

ENROLLMENT BY GRADE LEVEL						
PK	**K**	**1st**	**2nd**	**3rd**	**4th**	**5th**
88	84	87	96	71	97	104

STAFF								
Teachers	New to campus	UNSAT	PROG I	PROG II	PROF I	PROF II	EXEMP I	EXEMP II
40	8	0	0	1	27	11	1	0
Teacher ACP	Teacher Attendance							
4	97%							

STAAR ACCOUNTABILITY						
YEAR	RATING	LETTER	D1 – Achieve.	D2.A – Growth	D2.B – Rel. Perf	D3 – C. Gaps
2022-2023	64	D	65	60	72	46
2023-2024	73	C	65	68	74	72
2024-2025	89	B	73	89	82	90
2025-2026	79	C	72	69	81	75

NWEA MAP						
	2024-2025			2025-2026		
	BOY MAP Ach.	MOY MAP Ach.	MOY MAP Growth	BOY MAP Ach.	MOY MAP Ach.	MOY MAP Growth
Math (K-5th)	50th	52nd	56th	55th	67th	65th
Sci. (2nd – 5th)	43rd	63rd	79th	52nd	72nd	68th
Rdg. (2nd – 5th)	36th	50th	68th	46th	68th	56th
Spn Rdg (2nd -4th)				57th	69th	62nd

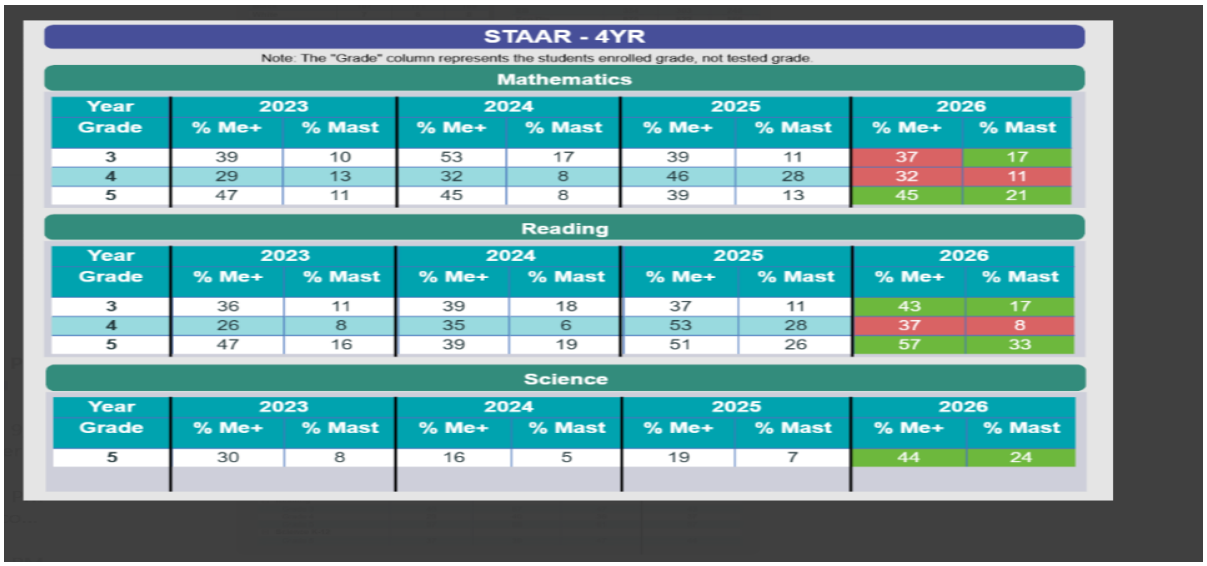
IRT CAMPUS VISITS					
YEAR	IRT 1	IRT 2	IRT 3	IRT 4	Average

2023-2024	8.4	8.38	9.75	9.56	9.02
2024-2025	9.33	9.75	10.13	10.38	9.9
2025-2026	15.2	15.6	15.6		14.97

District philosophy and guiding framework:

Core Beliefs **Vision** **Theory of Action**

School Action Plan – Needs Assessment



STAAR - 4YR

Note: The "Grade" column represents the students enrolled grade, not tested grade.

Mathematics

Year	2023		2024		2025		2026	
Grade	% Me+	% Mast	% Me+	% Mast	% Me+	% Mast	% Me+	% Mast
3	39	10	53	17	39	11	37	17
4	29	13	32	8	46	28	32	11
5	47	11	45	8	39	13	45	21

Reading

Year	2023		2024		2025		2026	
Grade	% Me+	% Mast	% Me+	% Mast	% Me+	% Mast	% Me+	% Mast
3	36	11	39	18	37	11	43	17
4	26	8	35	6	53	28	37	8
5	47	16	39	19	51	26	57	33

Science

Year	2023		2024		2025		2026	
Grade	% Me+	% Mast	% Me+	% Mast	% Me+	% Mast	% Me+	% Mast
5	30	8	16	5	19	7	44	24

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Needs related to improving the quality of instruction

Based on data from our SPOT observations and Instructional Rounds (IRT#1: 15.2, IRT#2: 15.6, IRT#3: 15.6, IRT#4: 13.5), our campus will prioritize key areas of instructional focus to continue driving improvement.

Moving forward, we will concentrate on the following:

• Lesson Internalization: Instructional leaders will support teachers in fully internalizing lessons to ensure strong, first-time instruction. The goal is for every lesson to be delivered with clarity, confidence, and alignment to the district curriculum. This includes and with emphasis, the reteach/LSAE portion of the lesson cycle.

Student Discourse: We will increase purposeful student discourse through structured turn and talks that are directly aligned to the Learning Objective and Demonstration of Learning. Teachers will intentionally plan opportunities for all students to explain thinking, justify responses, and engage in academic conversations using clear partner expectations, accountability structures, and purposeful questioning to ensure high levels of engagement and understanding.

• Literacy: We will strengthen writing across all content areas by ensuring students consistently write during instruction to process, explain, and apply their learning. Writing opportunities will be aligned to the LO/DOL and embedded throughout lessons through constructed responses, sentence stems, response cards, and written reflections to increase rigor, student accountability, and evidence of learning.

System evaluation (philosophy, processes, implementation, capacity)

At Almeda Elementary School, we are committed to achieving academic and social excellence by delivering rigorous and relevant instruction within a safe, respectful, and no-excuses learning environment.

As an NES school we emphasize high-quality instruction and a culture of continuous improvement. Almeda's instructional leaders will be consistently present in classrooms to provide real-time support through coaching and modeling. This ensures that teachers are implementing the district curriculum with fidelity and confidence.

As a united instructional team, we will meet weekly to review the "glows and grows" from SPOT walkthroughs, using this data to design targeted professional development that fosters growth across all classrooms.

Our administrative team is committed to providing on-the-spot coaching to strengthen teacher practices. During weekly leadership meetings, appraisers will collaboratively review the progress of their appraisees and identify instructional priorities.

In addition, appraisers will closely monitor LSAE instruction to ensure that reteach lessons are both internalized and effective. Teachers will be expected to track Demonstrations of Learning (DOLs), and this data will be discussed in PLCs to assess student progress and adjust instruction as needed.

School Action Plan Template

KEY ACTION ONE	**Key Action** *Improve reading proficiency through high quality instruction to increase student achievement.*
	Indicators of success ● Based on Reading STAAR data from 2025-2026 school year, students performing at, or above grade level will increase by: Meets - from 44% to 55%. Masters - from 19% to 25% ● For NWEA from BOY to MOY, grades 2-5 reading classes will score above the 60th percentile in achievement. ● By January 2026, 60% of grades 2-5 ELA teachers will score 8/13 or higher in instruction as evidenced by SPOT Observations ● By May 2026, 70% of grades 2-5 ELA Teachers will score 9/13 or higher in Instruction as evidenced by SPOT Observations.
	Specific actions – school leaders

- *Internalization of Curriculum: Teachers will receive in-depth training on internalizing the district's reading curriculum during pre-service days. To ensure ongoing support, the Reading Vertical Team will meet monthly to align instructional practices with the campus Reading Plan. All professional development activities—including the calendar, agendas, and sign-in sheets—will document these trainings. Support will include curriculum pacing, lesson planning, "at-bats" (practice opportunities), proper implementation of instructional resources, and strategies for developing individualized learning plans for students.*

- *On-The-Spot Coaching: Instructional Leaders will provide weekly on-the-spot coaching for teachers to enhance instructional delivery. All feedback from these sessions will be documented on the campus tracking form by each appraiser.*

- *SPOT Observation Tracking: Instructional Leaders will track SPOT observations weekly, identifying campus-wide trends and areas of need. Each appraiser will maintain a tracker in their binder to monitor teacher progress and ensure continuous growth. PLCs will include an instructional focus component to address identified areas of need. One-on-one support will be provided to teachers as needed, based on tracker data and individual progress.*

- *Data Analysis and Planning: Instructional Leaders will train staff to generate and analyze NWEA data reports after each administration. These reports will be used during "Planning for Success" sessions to drive instructional decisions. Appraisers will keep updated data reports in their data binders for review and planning purposes*

- *Reteach: Instructional leaders will support teachers/LCs/TAs in internalizing and delivering the reteach portion of the lesson cycle, through planning, coaching, and SPOTs.*

Specific actions – staff

- Lesson Alignment and Planning: Teachers will ensure that the Lesson Objective (LO), first-time instruction, student activities, DOLs, and assessments are fully aligned and on grade level. Lesson plans will be submitted via SharePoint for review and feedback. Feedback will be discussed and applied during PLCs, including opportunities for "at-bats" to practice key components of instruction.

- Feedback Implementation: Teachers are expected to implement feedback from on-the-spot coaching and SPOT observations in all applicable future lessons. Evidence of implementation—or lack thereof—will be documented on the SPOT observation form.

	• Collaborative Planning and Data Conversation: Teachers will actively participate in: Monthly vertical alignment meetings, Weekly PLCs, Weekly content planning sessions, Ongoing individual DDI conversations. • Student Growth Goals and Individualized Data Plans: Following each NWEA administration, teachers will set stretch goals (target scores) for every student to support expected EOY growth. Using this data, teachers will create and maintain individualized student data plans, housed in their data binders. These plans will be regularly revisited and adjusted during PLCs and grade-level planning meetings to ensure instruction remains responsive to student needs.

	Key Action One:		
Staff Devel.	Who: Instructional Leaders, General Education teachers, teacher apprentices, and learning coaches.		
	What: • Improve campus wide reading proficiency • Increase mastery rate in 3rd-5th grade Reading STAAR scores • Improve high quality instruction across all grade levels		
	When: Ongoing, throughout the school year		
	Where: All RLA classrooms and across the content areas.		
Budget	**Proposed item**	**Description**	**Amount**

	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
		TOTAL	
	Funding sources:		

KEY ACTION TWO	Improve math proficiency through high quality instruction to increase student achievement.
	Indicators of success • Based on math STAAR data from 2024-2025 (25-26 Data Pending) school year, students performing at, or above grade level will increase by: Meets- from 40% to 50%, Masters- from 17% to 25% • For NWEA, from BOY to MOY, grades 2-5 math classes will score above the 60th percentile in achievement. • By January 2026, 60% of grades 2-5 Math teachers will score 8/13 or higher in instruction as evidenced by SPOT Observations • By May 2026, 70% of grades 2-5 Math Teachers will score 9/13 or higher in Instruction as evidenced by SPOT Observations.
	Specific actions – school leaders

- *Internalization of Curriculum: Teachers will receive in-depth training on internalizing the district's math curriculum during pre-service days. To ensure ongoing support, the Math Vertical Team will meet monthly to align instructional practices with the district instructional planning cycle. All professional development activities—including the calendar, agendas, and sign-in sheets—will document these trainings. Support will include curriculum pacing, lesson planning, "at-bats" (practice opportunities), proper implementation of instructional resources, and strategies for developing individualized learning plans for students.*

- *On-The-Spot Coaching: Instructional Leaders will provide weekly on-the-spot coaching for teachers to enhance instructional delivery. All feedback from these sessions will be documented on the campus tracking form by each appraiser.*

- *SPOT Observation Tracking: Instructional Leaders will track SPOT observations weekly, identifying campus-wide trends and areas of need. Each appraiser will maintain a tracker in their binder to monitor teacher progress and ensure continuous growth. PLCs will include an instructional focus component to address identified areas of need. One-on-one support will be provided to teachers as needed, based on tracker data and individual progress.*

- *Data Analysis and Planning: Instructional Leaders will train staff to pull and analyze NWEA data reports after each administration. These reports will be used during "Planning for Success" sessions to drive instructional decisions. Appraisers will keep updated data reports in their data binders for review and planning purposes*

- *Reteach: Instructional leaders will support teachers/LCs/TAs in internalizing and delivering the reteach portion of the lesson cycle, through planning, coaching, and SPOTs.*

Specific actions – staff

- *Lesson Alignment and Planning: Teachers will ensure that the Lesson Objective (LO), first-time instruction, student activities, DOLs, and assessments are fully aligned and on grade level. Lesson plans will be submitted via SharePoint for review and feedback. Feedback will be discussed and applied during PLCs, including opportunities for "at-bats" to practice key components of instruction.*

- *Feedback Implementation: Teachers are expected to implement feedback from on-the-spot coaching and SPOT observations in all applicable future lessons. Evidence of implementation—or lack thereof—will be documented on the SPOT observation form.*

- *Collaborative Planning and Data Conversation: Teachers will actively participate in: Monthly vertical alignment meetings, Weekly PLCs, Weekly content planning sessions, Ongoing individual DDI conversations.*

- *Student Growth Goals and Individualized Data Plans: Following each NWEA administration, teachers will set stretch goals (target scores) for every student to support expected EOY growth. Using this data, teachers will create and maintain individualized student data plans, housed in their data binders. These plans will be regularly revisited and adjusted during PLCs and grade-level planning meetings to ensure instruction remains responsive to student needs.*

	Key Action Two: Improve math proficiency through high quality instruction to increase student achievement.		
Staff Devel.	Who: Instructional Leaders, General Education teachers, SPED teachers, teacher apprentices, and learning coaches.		
	What: • Improve campus wide math proficiency • Increase student achievement in math across all grade levels • Improve instruction through differentiation		
	When: August 2026-June 2027, PLC Days, Demo Days		
	Where: Almeda Elementary PLC room		
Budget	**Proposed item**	**Description**	**Amount**
	Staff development	HISD Curriculum, Reading lesson protocol, PLC protocol, data protocol	$0
	Materials/resources		
	Purchased services		
	Other		
	Other		
		TOTAL	
	Funding sources: NES Budget		

KEY ACTION THREE

Key Action
Improve English proficiency for Emergent Bilingual students.

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

- By February 2027, 50% of emergent bilingual K-2 students taking the Dibels Literacy assessment will increase from BOY to MOY at or above benchmark, number will increase to 65% as indicated on the EOY Dibels Literacy assessment.
- By June 2027, 52% of 1st grade students will grow one composite proficiency level, as compared to SY 26-27 composite data on TELPAS.
- By June 2027, 60% of Emergent Bilingual students will meet their individual growth target on 3-5 NWEA MAP Reading in English.
- By June 2027, 60% of 3-5 Emergent Bilingual students will meet their individual growth target on NWEA Math.
- By October 2026 PEIMS snapshot, 100% of students identified as potential EB students defined by Home Language Survey indicators are tested and appropriately coded.

Specific actions – school leaders

- Instructional leaders will provide monthly professional development that supports strengthening teacher's pedagogy in reading and writing using multilingual support.
- ELAR assistant principal will train teachers in writing across the curriculum using short and extended constructed responses by August 2026.
- Principal and assistant principal will implement data-driven instructional practices, including using DIBELS and NWEA MAP data to inform instructional decisions and differentiate instruction effectively during weekly PLC.
- Instructional leaders effectively collaborate with teachers during weekly planning times to enhance the quality of instruction and ultimately improve student learning outcomes.
- Principal and assistant principal will provide clear guidelines and expectations for Demo days that are conducted weekly.
- Principal and assistant principal will provide specific, actionable feedback on areas for improvement, focusing on instructional effectiveness, student engagement, clarity of instruction, and alignment with learning objectives daily.

Specific actions – staff

- Teachers will attend professional development that supports teacher pedagogy growth in reading and writing using Multilingual support strategies for EBs.

- Teachers will plan and implement opportunities for students to respond to content-based questions using both short and extended constructed responses daily.

- Teachers will analyze students' NWEA data to identify focus areas based on need and plan instruction using targeted strategies to address the skills gap.

- Teachers will attend all planning sessions with lessons internalized with student needs in mind. Teachers will contribute ideas that improve clarity, scaffolds, or engagement, and be prepared to revise and adjust lessons based on collaborative input.

- Teachers will plan and deliver a full I Do portion of a lesson for Demo Day using clear teacher moves, aligned visuals, anchor charts, and modeled strategies that reflect the lesson objective. Be open to feedback and use it to revise lesson delivery.

- Teachers will respond to feedback by implementing the coaching in their instruction such as adjusting pacing, clear instruction, engagement during MRS and be ready to reflect on the impact with appraiser.

	Key Action One: Improve English Proficiency for Emergent Bilingual Students		
Staff Devel.	Who: Reading Teachers, Teacher Apprentices		
	What: Emergent Bilingual Students, "Who are they" and "How to support them." LPAC Process and Progress Monitoring TELPAS data-state of the school		
	When: August 2026-June 2027, PLC, August 2026 Preservice, 1 staff development each six weeks- 7 training		
	Where: PLC time, Preservice		
B u d g e t	**Proposed item**	**Description**	**Amount**
	Staff development	CBLI	No cost/provided by district
	Materials/resources	Summit K12	No cost/provided by district
	Purchased services		
	Other		
	Other		
		TOTAL	
	Funding sources:		

KEY ACTION FOUR

Key Action

Increase student achievement amongst African American students in Math STAAR scores.

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

- For Math STAAR, African American students in grades 3-5 will increase in student achievement from 30% to 37% by June of 2027.
- For NWEA, from BOY to MOY, African American students in grades 2-5 Math classes will score above the 60th percentile in achievement.
- For Math STAAR, African American students in grades 3-5 will increase in student growth from 78% to 85% by June of 2027.

Specific actions – school leaders

- Internalization of Curriculum: Teachers will receive in-depth training on internalizing the district's science curriculum during pre-service days. To ensure ongoing support, the Science Vertical Team will meet monthly to align instructional practices with the district instructional planning cycle. All professional development activities—including the calendar, agendas, and sign-in sheets—will document these trainings. Support will include curriculum pacing, lesson planning, "at-bats" (practice opportunities), proper implementation of instructional resources, and strategies for developing individualized learning plans for students.

- PLCs will include an instructional focus component to address identified areas of need. One-on-one support will be provided to teachers as needed, based on tracker data and individual progress.

- Data Analysis and Planning: Instructional Leaders will train staff to pull and analyze NWEA data reports after each administration. These reports will be used during "Planning for

Success" sessions to drive instructional decisions. Appraisers will keep updated data reports in their data binders for review and planning purposes

- Reteach: Instructional leaders will support teachers/LCs/TAs in internalizing and delivering the reteach portion of the lesson cycle, through planning, coaching, and SPOTs.

Specific actions – staff

- Lesson Alignment and Planning: Teachers will ensure that the Lesson Objective (LO), first-time instruction, student activities, DOLs, and assessments are fully aligned and on grade level. Lesson plans will be submitted via SharePoint for review and feedback. Feedback will be discussed and applied during PLCs, including opportunities for "at-bats" to practice key components of instruction.

- Feedback Implementation: Teachers are expected to implement feedback from on-the-spot coaching and SPOT observations in all applicable future lessons. Evidence of implementation—or lack thereof—will be documented on the SPOT observation form.

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- Student Growth Goals and Individualized Data Plans: Following each NWEA administration, teachers will set stretch goals (target scores) for every student to support expected EOY growth. Using this data, teachers will create and maintain individualized student data plans, housed in their data binders. These plans will be regularly revisited and adjusted during PLCs and grade-level planning meetings to ensure instruction remains responsive to student needs.

	Key Action Four: Increase student achievement amongst African American students in Math STAAR scores		
Staff Devel.	Who: Instructional Leaders, General Education teachers, SPED teachers, teacher apprentices, and learning coaches.		
	What: Improve campus wide Math proficiency Increase student achievement and growth in Math grades 3-5		
	When: Aug 2026-June 2027, math classrooms, and PLC		
	Where: PLC time, Preservice		
Budget	**Proposed item**	**Description**	**Amount**
	Staff development	CBLI	No cost/provided by district

	Materials/resources	Summit K12	No cost/provided by district
	Purchased services		
	Other		
	Other		
	TOTAL		
	Funding sources:		