



School Action Plan 2026-2027

Cage Elementary School

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs Assessment Information for Student Achievement

Cage Elementary School is committed to improving student academic outcomes by addressing key areas of need identified through assessment data. Recent performance trends indicate a critical need for enhanced instructional support in Math and RLA for Emergent Bilingual and for students under special education, focusing on reducing the percentage of students not meeting grade-level expectations on STAAR and TELPAS.

To ensure foundational academic success, targeted interventions are needed across grades K-5 to elevate students above the 60th percentile on the 2027 MOY Reading assessment. Specific areas of focus include raising second-grade Reading performance to at least the 55th percentile in English and Spanish, increasing third-grade Reading from 41st percentile to 50th from BOY to MOY, and improving first-grade Math growth from the 39th to at least the 50th percentile by 2027.

In response to these identified needs, Cage Elementary will implement data-driven instructional strategies, targeted interventions, and professional development initiatives to foster sustained academic growth and equitable learning opportunities for all students.

Needs Assessment Information for Improving the Quality of Instruction



Overview:

An analysis of instructional effectiveness and student achievement data highlights a critical need to enhance instructional quality to meet student performance goals. The data indicate gaps in student proficiency across grade levels in English Language Arts (RLA) and Mathematics, as well as the necessity for targeted instruction to support Emergent Bilingual (EB) students. To drive meaningful improvement, campus instructional leaders must ensure high-quality teaching practices through evidence-based coaching, professional development, and data-driven decision-making.

Identified Needs:

1. Enhancing Instructional Delivery and Student Engagement

- Implementation of targeted, high-leverage instructional strategies aligned with SPOT rubric expectations.

2. Data-Driven Professional Development and Support

- Integration of SPOT observation data into PLC discussions and instructional planning.
- Regular coaching and walkthroughs to refine instructional practices, with a focus on differentiation and scaffolding.
- Use of student performance data to tailor intervention plans for struggling students, and the reteach portion of lessons.

3. Equity and Inclusion for EB and Special Education Students

- Systematic support for EB and Special Ed students to improve language acquisition and content comprehension.
- Professional development targeting best practices for engaging special populations of learners effectively.

4. Accountability and Monitoring

- Enhanced use of data trackers to measure progress and adjust instructional practices accordingly.



By addressing these instructional needs, the campus can foster a culture of continuous improvement, ensuring that teachers are equipped with the strategies and support necessary to drive student achievement gains.

System Evaluation (Philosophy, Processes, Implementation, Capacity)

Philosophy

Cage Elementary is committed to fostering a student-centered learning environment where all students achieve academic success through high-quality instruction and data-driven decision-making. The school prioritizes rigorous instruction, equitable access to resources, and professional growth for educators to ensure sustained student achievement. The guiding philosophy emphasizes continuous improvement, collaboration, and accountability as essential components of instructional excellence.

Processes and Implementation

To meet instructional and student achievement goals, Cage Elementary employs structured data analysis, professional learning communities (PLCs), on the spot coaching, and targeted intervention strategies to improve instruction. The SPOT observation system and continuous coaching is used to provide consistent feedback on teaching effectiveness, ensuring that instructional practices align with research-based strategies. Additionally, the NWEA MAP, STAAR, and TELPAS assessments inform instruction and intervention plans.

While current instructional practices support student learning, strategic adjustments are necessary to enhance implementation and ensure measurable outcomes. Challenges in implementation include ensuring consistency across grade levels, effectively utilizing instructional time, and building teacher capacity to address diverse learning needs.

Capacity

Cage Elementary possesses strong instructional practices and a dedicated support team, and building



instructional capacity remains a priority to sustain long-term improvement.

- Strengths:
 - Committed instructional support team with a focus on coaching and feedback.
 - Established data-driven culture with ongoing assessment and intervention cycles.
 - Access to NES curriculum, Zearn, and Amira to support instruction.
- Areas for Growth:
 - Strengthening teacher effectiveness through differentiated PD and instructional support.
 - Ensuring high levels of engagement and rigor in instruction.

By aligning instructional goals with capacity-building initiatives, Cage Elementary aims to create a sustainable system of high-quality instruction that leads to measurable student achievement gains in 2026-2027.

KEY ACTION ONE	Key Action One: Improve Academic Outcomes for Students Receiving Special Education Services.
	Goal: Improve achievement for students receiving special education services through standards-aligned specially designed instruction, consistent implementation of IEP accommodations, frequent progress monitoring, and coordinated planning between general education and special education staff.
	Indicators of success (Measurable results that describe success.)
	- Progress Monitoring: By January 2027, at least 60% of SPED students will show growth on campus or district interim assessments in RLA and Math from 2026 BOY baseline; by May 2027, at least 75% will show growth from 2026 BOY baseline. - IEP Goal Progress: By each quarterly reporting period, at least 80% of SPED students will be



	on track to meet their standards-aligned academic IEP goals.
	Specific actions - school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	- Conduct biweekly SPED data meetings to review student-level progress by TEKS, IEP goal, assessment, grade, and content area, with Grade 5 identified as the highest-priority cohort. - Audit IEP accommodations and specially designed instruction monthly through lesson-plan reviews, walkthroughs, student work, and assessment records; address gaps within five instructional days. - Facilitate weekly co-planning between general education and special education staff to unpack priority TEKS, plan scaffolds, and assign targeted reteach and intervention groups. - Provide at least two professional learning sessions and ongoing coaching on specially designed instruction, accommodations, explicit instruction, and progress monitoring. - Review intervention response every three weeks and adjust service delivery, grouping, instructional strategies, or intensity when students are not demonstrating expected growth.
	Specific actions - staff (What specific action steps will the staff take to accomplish the objective?)
	- Implement each student's IEP accommodations and specially designed instruction daily and document implementation in the required campus or district system. - Use explicit modeling, scaffolded guided practice, checks for understanding, and multiple response opportunities during Tier 1 and intervention instruction. - Collect and chart progress-monitoring data at least every three weeks for priority academic IEP goals and bring evidence to PLC and SPED data meetings. - Analyze STAAR, district assessment, DOL, and student-work data collaboratively to



	identify skill gaps and plan targeted reteach, intervention, and enrichment. - Communicate progress toward IEP goals with families each grading period and collaborate with the ARD/IEP team when data indicate that instructional or service adjustments may be needed.	
Key Action One: Staff Development		
Who: General education teachers, special education teachers, teacher assistants, and school leaders.		
What: PD and coaching on specially designed instruction, IEP accommodations, progress monitoring, co-planning, and data-driven intervention.		
When: PLC, PD, and coaching cycles throughout the school year.		
Where: Cage Elementary		
Key Action One: Budget		
Proposed item	Description	Amount
Staff development	SPED instructional practices and progress-monitoring PD	Included in NES
Materials/resources	District curriculum, intervention resources, and progress-monitoring tools	Included in NES
Purchased services		
TOTAL		0
Funding sources: NES budget		

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Dr. D Riordan, Principal



KEY ACTION TWO	Key Action Two: Improve the Quality of Instruction.
	Goal: Strengthen Tier 1 instructional practices across all grade levels and content areas by increasing teacher capacity, improving coaching and feedback systems, and embedding high-leverage instructional strategies aligned to the district’s instructional vision.
	Indicators of success (Measurable results that describe success.)
	1. SPOT Observation Growth – All Teachers: By MOY 2027, 60% of teachers will demonstrate improved averages of SPOT rubric scores compared to 2026 BOY baseline from September and October (October is included due to new appraiser joining the campus). By EOY 2027, 80% of teachers will demonstrate improved averages of SPOT rubric scores compared to 2026 BOY baseline. 2. SPOT Growth – Bilingual Teachers (Domain II): By January 2027, 50% of Bilingual teachers will score on avg 7/13 or higher in Instruction. By May 2027, 80% of Bilingual teachers will meet or exceed the avg score of 9/13 threshold in Instruction. 3. By each district unit assessment, at least 60% of students receiving targeted reteach, LSAE, will demonstrate mastery (80% or higher) of the identified priority TEKS on the reassessment.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)



- Ensure 100% implementation of the NES curriculum and instructional model by September 2026, using lesson plan audits, SPOT data, and student work analysis.
- Conduct daily instructional walkthroughs and real-time coaching with a focus on differentiation, scaffolding, and EB supports.
- Lead weekly data-driven PLCs where leaders and teams analyze student work, identify trends, and plan instruction for priority TEKS.
- Integrate SPOT observation trends into PLCs and coaching debriefs to create alignment between feedback and classroom execution.
- Provide ongoing, job-embedded PLCs focused on high-leverage instructional strategies aligned with the SPOT rubric and NES instructional model.
- Partner with district Academic and Multilingual teams to deliver PD and coaching cycles focused on language-rich instruction and EB scaffolds.
- Track teacher SPOT growth through monthly trend analysis, aligning observations to campus-wide instructional goals and teacher development plans.

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

- Deliver High-Quality Instruction (HQI) daily using NES-aligned lesson plans and implement leadership feedback within 1 day of coaching.
- Use NWEA MAP and formative assessment data to plan weekly small-group instruction and targeted LSAE mini-lessons.
- Collaborate in weekly PLCs to review student performance on priority TEKS and adjust instructional practices to close gaps.
- Use class-specific data trackers to monitor growth, make instructional adjustments, and submit trackers biweekly for leadership review.
- Implement targeted support for EB students (e.g., structured talk routines, visual scaffolds, vocabulary development), and monitor their impact during collaborative



	lesson planning and data analysis. - Engage in coaching PD sessions with an instructional leader or coach focused on one of the high-leverage strategies identified in the SPOT rubric.
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Key Action Two: Staff Development		
Who: Teachers and school staff.		
What: PD on data analysis, backwards planning, curriculum implementation, and instructional best practices for EB students.		
When: PLC and PD throughout the school year.		
Where: Cage Elementary		
Key Action Two: Budget		
Proposed item	Description	Amount
Staff development	PD with Multilingual department	Included in NES
Materials/resources	HISD curriculum resources	Included in NES
Purchased services	None	
Other		
TOTAL		0
Funding sources: NES budget		



KEY ACTION THREE	Key Action Three: Improve Academic Outcomes for Emergent Bilingual (EB) Students.
	Goal: Accelerate language development and academic achievement for Emergent Bilingual students by strengthening instructional practices, monitoring progress with fidelity, and ensuring alignment to district tools and systems that support multilingual learners.
	Indicators of success (Measurable results that describe success.)
	1. TELPAS Growth: By May 2027, at least 35% of EB students in grades K–5 will demonstrate growth on the TELPAS composite assessment. Quarterly Progress Monitoring: 50% OF EB students will demonstrate growth in each grading cycle in language domains (reading, writing) based on District Unit Assessment in RLA and SOR data. 2. Early Literacy Gains: By MOY 2027, at least 50% of EB students in K–2nd grade will meet or exceed their MOY Lectura composite growth targets. By EOY 2027, at least 80% of EB students in K–2nd grade will meet or exceed their EOY Lectura composite growth targets.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	- Lead two professional development sessions (Fall & Spring) aligned to the district's Multilingual Programs Framework focused on language acquisition, Sheltered Instruction, and responsive interventions. - Conduct SPOT observations in all dual language classrooms, with explicit look-fors on language scaffolds (visuals, sentence stems, structured interaction). - Use district tools (e.g., PowerBi, Amplify reports) to track fidelity of Amira (K–3) and Zearn (K–5) implementation, reviewing usage and outcome data quarterly. - Collaborate with the District Multilingual Programs Office to review EB performance



	trends and update instructional support at least once per semester.
	- Align campus EB instructional practices with the district’s Literacy Vision, ensuring integration with core RLA Tier 1 instruction and SOR-aligned strategies.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	- Meet weekly with campus leadership to review student-level data (DOLs, language progress rubrics, reading assessments) and co-plan lessons with embedded academic language supports. - Use structured supports in every lesson, including sentence stems, turn-and-talk routines, and academic vocabulary tools aligned to district guidance. - Analyze TELPAS-aligned student writing and speaking samples in monthly PLCs using calibration rubrics provided by the Multilingual Programs Office. - Participate in at least two coaching PDs focused on Sheltered Instruction strategies and EB differentiation by April 2027.

Key Action Three: Staff Development		
Who: Teachers and school staff.		
What: PD on data analysis, backwards planning, Zearn and Amira programs, curriculum implementation, and instructional best practices.		
When: PLC and PD throughout the school year.		
Where: Cage Elementary		
Key Action Three: Budget		
Proposed item	Description	Amount
Staff development	PD	Included in NES

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Materials/resources	Zearn, Amira, Curriculum resources, Summit K12	
Purchased services		
Other		
TOTAL		0
Funding sources: NES budget		



KEY ACTION FOUR	Key Action Four: Strengthen Science of Reading (SOR) Instruction
	Goal: Improve RLA Writing Outcomes in Grades 3–5.
	Indicators of success (Measurable results that describe success.)
	1. SCR: The percentage of students in grades 3 through 5 receiving a score of 0/2 on SCR questions in core unit assessments will decrease to 20% by January. The percentage of students receiving a score of 0/2 on SCR questions in core unit assessments will decrease to 15% by May. 2. ECR: Student ECR scores on unit-based core assessments will increase for 50% of students by January 2027 compared to baseline BOY 2026 scores.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	- Writing PLC sessions for grades 3–5 will include structured calibration of ECR and SCR student writing samples, with inter-rater reliability scores. - Facilitate monthly, data-driven PLCs for grades 3–5 that include ECR writing calibration and TEKS unpacking. - Develop and implement a campus-wide writing template aligned to STAAR expectations by October 2026. - Lead 3 campus-wide writing PD sessions (fall, winter, spring) focused on SOR strategies that support ECR writing. - 100% of campus leaders complete HB3 Reading Academy by June 2027.



	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	- 100% of RLA and SOR teachers will complete HB3 Reading Academy by June 2027. - Submit monthly student writing samples for ECRs in OnTrack. - Analyze writing data in PLCs using campus-wide rubric and plan responsive instruction. - Implement SOR-aligned writing mini-lessons in daily instruction with observable elements during walkthroughs. - Engage in at least two coaching sessions focused on SOR-aligned writing instruction by April 2027.

Key Action Four: Staff Development		
Who: Teachers and school staff.		
What: PD on SOR best practices and PLC calibration sessions.		
When: PLC and PD throughout the school year.		
Where: Cage Elementary		
Key Action Four: Budget		
Proposed item	Description	Amount
Staff development	PD	Included in NES
Materials/resources	Campus NES materials	Included in NES

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Purchased services		
Other		
TOTAL		0
Funding sources: NES budget		