

2026-2027 Action Plan

Ray K. Daily Elementary

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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

Ray K. Daily Elementary received an overall rating of 81 on the 2024–2025 TEA public campus report, maintaining the same score as the 2023–2024 school year. This consistency reflects the campus’s continued commitment to academic excellence, including earning a distinction designation in science and successfully maintaining its distinction in reading. These achievements highlight strong instructional practices in key content areas. At the same time, the data identifies several areas for continued growth. The campus reported a chronic absenteeism rate of 14%, which exceeds the goal of less than 10%, indicating a need for enhanced attendance initiatives and deeper family engagement. Mathematics remains a focus area, as no distinction was earned, pointing to opportunities to strengthen instructional rigor and alignment. Additionally, performance in Comparative Academic Growth and Closing the Gaps fell short, particularly for students in special populations, emphasizing the importance of differentiated instruction and targeted supports. These insights will guide campus planning, coaching, and professional development to ensure continued progress and improved outcomes across all subjects.

Needs related to improving the quality of instruction

The slight decline in the annual IRT score—from **10.84 in 2023–2024 to 10.51 in 2024–2025**—along with variation in scores across observation rounds, suggests inconsistency in instructional delivery across classrooms. These fluctuations point to a need for more cohesive and aligned instructional practices. One contributing factor was the challenge of implementing a prescriptive curriculum change mid-year, which limited the effectiveness of instructional coaching and planning systems. Without a consistent curriculum framework from the start of the year, teachers faced difficulties in customizing and delivering lessons with the depth and rigor needed to support high-quality instruction. While strong results were observed in reading and science, variability in instructional quality impacted the number of students reaching higher performance levels, such as Meets and Masters. These findings highlight the importance of establishing a clear instructional foundation and providing structured, ongoing support to build teacher capacity and ensure consistent, rigorous instruction across all classrooms.

System evaluation (philosophy, processes, implementation, capacity)

In the last two school years, Ray K. Daily Elementary experienced several significant transitions that impacted instructional consistency and overall campus performance. These challenges included late implementation of a new district curriculum, staff turnover, and changes within the campus leadership team. Collectively, these factors created inconsistencies in instructional delivery, coaching practices, and the implementation of campus-wide systems and expectations.

Although the campus possessed a strong foundation of instructional expertise, the ability to consistently execute high-quality instruction across all classrooms was affected by these transitions. The delayed rollout of the new curriculum limited opportunities for teachers and instructional leaders to establish effective planning routines, provide timely coaching, and implement consistent instructional feedback. In addition, staffing and

leadership changes disrupted continuity, making it more difficult to sustain a unified vision for instruction and maintain momentum toward school improvement goals.

These challenges contributed to variability in instructional quality and uneven student outcomes across grade levels. While new processes and systems were introduced later in the school year, there was limited time for them to become fully embedded or significantly influence the campus culture and student achievement.

In response, Daily Elementary has established a renewed focus on building a stable, high-performing learning organization. The campus has strengthened leadership structures, prioritized staff retention and support, and implemented clear systems to ensure consistent instructional expectations. The DRAGONS framework—Respect, Responsibility, Integrity, Growth, Ownership, Kindness, and Excellence—serves as the foundation for reestablishing a culture of accountability, collaboration, and continuous improvement. Through aligned leadership, intentional coaching, and a commitment to instructional excellence, the campus is well-positioned to provide consistent, high-quality learning experiences that accelerate student achievement and foster long-term success.

Key Actions

Key Action:

- 1) Improve staff capacity to increase high quality instruction
- 2) Improve special education instruction and service delivery
- 3) Improve emergent bilingual instruction and dual language program

KEY ACTION ONE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve staff capacity to increase high quality instruction
	Indicators of success <i>(Measurable results that describe success.)</i>
	● By January 2027, 55% of students in 2nd-5th grades demonstrate first semester expected growth in reading. By May 2027, 75% of students in grades 2nd-5th will demonstrate first semester expected growth in reading. ● By May 2027, the average IRT score will be at least 14.5. ● By May 2027, the percent of students in grades K through 1 at, above, or well above typical growth in the first/second semester will be 65%. ● Students in 3rd-5th grades will move from 37% meets in June 2026 to 50% meets by June 2027 on the math STAAR exam.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	● Leaders will facilitate weekly PLCs focused on lesson internalization, exemplar creation, alignment to rigor of the TEKS, and scripting high-quality questions that strengthen Tier 1 instruction. ● Leaders will provide daily block-to-block coaching with an emphasis on Engage & Deliver, Monitor & Adjust, aggressive monitoring, and student discourse to improve instructional execution across classrooms. ● Leaders will conduct weekly calibration walks and instructional rounds using the SPOT rubric and IRT look-fors to ensure consistent feedback, aligned expectations, and strong instructional systems campus-wide. ● Leaders will monitor student outcomes through DOLs, unit assessments, student work analysis, and MAP data to identify instructional gaps and create targeted reteach and intervention plans. ● Leaders will provide ongoing professional development on the Sweet 16 instructional strategies, including modeling, demonstration classrooms, at-bats, and side-by-side coaching to build teacher capacity. ● Leaders will implement structured planning systems, including after-school planning support and lesson customization protocols, to ensure all student-facing materials reflect grade-level rigor, clear thinking steps, and authentic student engagement.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>

- Teachers will engage in daily lesson internalization and lesson customization aligned to the rigor of the TEKS and the specific needs of students prior to first instruction.
- Teachers will consistently implement high-leverage engagement strategies, including multiple response strategies, student discourse, and aggressive monitoring, during all instructional blocks.
- Teachers will analyze student work, DOLs, and assessment data daily to identify misconceptions, adjust instruction, and plan targeted reteach opportunities.
- Teachers will execute clear first teach and responsive second teach lessons that include differentiated supports, exemplars, checks for understanding, and opportunities for rigorous student thinking.
- Teachers will actively participate in weekly PLCs, demonstration lessons, peer observations, and coaching cycles to refine instructional practices and improve student outcomes.
- Teachers will respond to coaching feedback by implementing action steps immediately, reflecting on instructional effectiveness, and monitoring the impact on student mastery and engagement.

Key Action One: Staff Development

Who: Administration, Teacher Leaders, Teacher Specialists, Interventionists and Content Leaders

What: Professional Development, demonstration days, District level training, campus trainings, in class coaching, extended planning days, calibrations rounds, team instructional walk etc.

When: BOY PD days, Monthly Campus and District PD days, PLC's, Faculty meeting, extended planning two days a week after school, learning sessions.

Where: Campus, District designated locations

Key Action One: Budget

Proposed item	Description	Amount
Staff development	District PD, West PD, campus-based PD, PLCs	0
Materials/resources	Classroom supplies (whiteboards, response cards, papers, copies)	3000.00
Purchased services		0

Other		
Other		
TOTAL		3000.00
Funding sources: GF1/Title 1		

KEY ACTION TWO	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Increase Leadership Density at Daily Elementary
	Indicators of success <i>(Measurable results that describe success.)</i>
	● By January 2027, 80% of Tier II leaders will score Proficient or higher on the LEAD Day-to-Day Coaching Rubric and Executive Leadership Rubric as measured through leadership coaching cycles and conference evaluations. By May 2026, this percentage will increase to 100% scoring Proficient or higher. ● Tier II leaders will facilitate weekly lesson internalization PLCs, instructional walkthroughs, and coaching cycles as evidenced by leadership trackers, PLC artifacts, and walkthrough data. As a result, 80% of teachers supported by Tier II leaders will average at least a 6 in Instruction on MOY SPOT ratings by January 2026, increasing to an average of 7.5 or higher by May 2026. ● By May 2027, campus average on the Instructional Domain section of the Spot observation for all IRT visits will be 8 or higher.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	● Leaders will develop teacher leadership capacity through weekly coaching cycles, calibration walks, and feedback sessions focused on instructional leadership, facilitation, and data-driven decision-making. ● Leaders will establish and monitor leadership roles for teacher leaders, content leaders, interventionists, and grade-level chairs to ensure distributed ownership of instructional outcomes across the campus. ● Leaders will facilitate weekly leadership development meetings focused on coaching practices, lesson internalization, PLC facilitation, student work analysis, and systems implementation. ● Principal will provide opportunities for emerging teacher leaders to lead PLCs, professional development sessions, demonstration lessons, data meetings, and campus instructional initiatives to strengthen leadership readiness. ● Leaders will utilize walkthrough data, SPOT trends, student achievement outcomes, and coaching trackers to monitor the effectiveness of teacher leaders and adjust support plans as needed. ● Leaders will create systems for peer observation, instructional rounds, and collaborative planning that build collective efficacy, increase instructional consistency, and strengthen leadership capacity across grade levels and departments.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>

- Teachers will actively participate in leadership opportunities by facilitating PLCs, modeling instructional strategies, leading data discussions, and supporting collaborative planning within grade-level and content teams.
- Teachers will engage in peer observations, instructional rounds, and feedback cycles to strengthen instructional practices and contribute to a culture of continuous improvement.
- Teacher leaders will mentor and support colleagues through coaching conversations, demonstration lessons, resource sharing, and onboarding support for new teachers.
- Teachers will utilize student achievement data, DOLs, and student work analysis during PLCs to collaboratively identify instructional gaps and determine high-leverage action steps.
- Teachers will contribute to campus leadership initiatives, committees, and improvement efforts by taking ownership of action items, implementation systems, and communication with stakeholders.
- Teachers will respond to coaching and leadership feedback with urgency by implementing agreed-upon action steps, reflecting on impact, and monitoring improvements in instructional quality and student outcomes.

Key Action Two: Staff Development

Who: Administration, Teacher Leaders, Teacher Specialists, Interventionists, Content Leaders, district and division leadership.

What: Professional Development, demonstration days, District level training, campus trainings, in class coaching, extended planning days, calibrations rounds, team instructional walk etc.

When: BOY PD days, Monthly Campus and District PD days, PLC's, Faculty meeting, extended planning two days a week after school, learning sessions.

Where: Campus, District designated locations

Key Action Two: Budget

Proposed item	Description	Amount
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Staff development	Division PD, West Division PD, on campus coaching	0
Materials/resources	Coaching development materials and literature	500.00
Purchased services		0
Other		
Other		
TOTAL		500.00
Funding sources:		

KEY ACTION THREE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve Instruction and Service Delivery for students receiving Special Education services
	Indicators of success <i>(Measurable results that describe success.)</i>
	● By January 2027, 70% of spot score averages for SPED teachers will be Proficient I or higher. That % will increase to 90% by May 2027. ● The percentage of SPED students scoring in the 61st percentile (or higher) on NWEA MAP growth will increase to 60% as compared to May 2026 data. ● By the end of the first semester 100% of campus ARDS will be held on or before the TEA deadline. This percentage will remain constant at 100% by EOY June 2027.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	● Leaders will conduct monthly Special Education folder audits, reviewing at least 20% of folders using the district Special Education audit rubric to ensure compliance, high-quality IEPs, and accurate implementation documentation. ● Leaders will meet weekly with the SPED department chair, interventionists, and support staff to review ARDs, IEP compliance, accommodations, progress monitoring, dyslexia documentation, and service delivery systems to ensure accountability and timely completion of all requirements. ● Leaders will provide block-to-block coaching focused on high-quality differentiated instruction, scaffolding, and inclusive instructional practices that increase access to grade-level content for students receiving special education services. ● Leaders will monitor implementation of accommodations and modifications through classroom walkthroughs, student work analysis, and PowerSchool audits every three weeks to ensure fidelity between IEP requirements and classroom practice. ● Leaders will calibrate weekly on SPED instructional look-fors, including self-contained and inclusion settings, using district SPOT specialty guidance with a targeted focus on Domain 2 Instruction and student engagement. ● Leaders will implement and monitor a prescriptive coaching and planning system that supports lesson customization, progress monitoring, intervention planning, and aligned instructional materials to meet the individualized needs outlined in student IEPs.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>

- Teachers will consistently implement all accommodations, modifications, and designated supports outlined in student IEPs during daily instruction, intervention blocks, and assessments.
- Teachers will intentionally differentiate Tier 1 instruction through scaffolds, visual supports, chunking, guided practice, and strategic grouping to ensure students receiving special education services can access grade-level rigor.
- Teachers will analyze student work samples, progress monitoring data, DOLs, and formative assessments weekly to identify learning gaps and adjust instruction to address student needs.
- Teachers will engage in collaborative planning and PLCs focused on lesson internalization, specially designed instruction, progress monitoring, and instructional strategies aligned to IEP goals and district SPOT expectations.
- Special education and inclusion teachers will provide targeted push-in support during core instruction, model effective instructional strategies, and collaborate with general education teachers to strengthen inclusive practices and student outcomes.
- Teachers will respond to instructional coaching and walkthrough feedback by implementing action steps immediately, refining instructional delivery, and monitoring the impact of accommodations and differentiated supports on student achievement.

Key Action Three: Staff Development

Who: Administration, Teacher Leaders, Teacher Specialists, Interventionists, Language Development Specialists

What: Professional Development, demonstration days, District level training, campus training, multilingual training, in class coaching, extended planning days, calibrations rounds, team instructional walk etc.

When: BOY PD days, Monthly Campus and District PD days, PLC's, Faculty meeting, extended planning two days a week after school, learning sessions.

Where: Campus, District designated locations

Key Action Three: Budget

Proposed item	Description	Amount
Staff development	Professional Development, District, Campus	0.00
Materials/resources	Special Education Classroom Supplies	3,000.00
Purchased services	none	0.00
Other		

Other		
TOTAL		3000.00
Funding sources: GF1; Title 1; SPED		

KEY ACTION THREE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve Emergent Bilingual Instruction and Dual Language Program.
	Indicators of success <i>(Measurable results that describe success.)</i>
	● By January 2027, 55% of Emergent Bilingual students in grades 2–5 will meet or exceed their individualized growth targets on the NWEA MAP Reading assessment. By May 2027, this percentage will increase to 70% as measured by EOY MAP Reading growth data. ● By May 2027, 100% of identified Emergent Bilingual students will successfully complete all required TELPAS assessments with full compliance to TEA testing requirements, as evidenced by zero testing irregularities, missed assessments, or compliance violations. ● By May 2027, 50% of Emergent Bilingual students will increase at least one proficiency level on the TELPAS Composite Rating as compared to their 2065 TELPAS results, demonstrating growth in listening, speaking, reading, and writing domains.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	● Leaders will facilitate ongoing professional development and coaching cycles focused on sheltered instruction, dual language implementation, academic discourse, and language acquisition strategies to strengthen instructional delivery for Emergent Bilingual students. ● Leaders will conduct weekly instructional walkthroughs focused on language objectives, student discourse, scaffolds, and linguistic accommodations, providing targeted feedback aligned to SPOT expectations and effective EB instructional practices. ● Leaders will monitor implementation of Summit K12 and dual language instructional systems through usage reports, classroom observations, and student performance data to ensure alignment between language development supports and daily instruction. ● Leaders will ensure full compliance with federal, state, and district requirements related to Emergent Bilingual identification, TELPAS testing, LPAC documentation, and instructional services through ongoing audits, training, and progress monitoring systems. ● Leaders will provide planning support and job-embedded coaching to teachers on lesson internalization, language scaffolds, academic vocabulary development, and differentiation to ensure Emergent Bilingual students access grade-level rigor in all content areas. ● Leaders will facilitate regular data reviews focused on Emergent Bilingual student growth using TELPAS, MAP, unit assessments, and classroom data to identify instructional gaps, adjust interventions, and monitor progress toward language proficiency goals.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	● Attend and actively participate in professional development sessions focused on sheltered instruction and effective strategies for supporting Emergent Bilingual (EB) learners. ● Consistently embed all components of the Dual Language Program—including visual, written, and oral supports—into daily instruction to promote language development and academic success for EB students. ● Implement and integrate Summit K12 into small group instruction and independent practice, ensuring appropriate time allocation and purposeful use aligned with student language goals. ● Maintain compliance with federal, state, and district regulations regarding EL identification, services, and assessments, including timely documentation and accurate reporting.

- Use Summit K12 supports during independent practice to reinforce language acquisition and monitor student progress toward proficiency.
- Teachers pending ESL certification will enroll in an accelerated preparation course and complete the ESL certification exam by June 2026, with support from campus leadership.
- Participate in collaborative planning and PLCs to share strategies, review EB student data, and refine instructional practices that meet the needs of diverse learners.

Key Action Three: Staff Development

Who: Administration, Teacher Leaders, Teacher Specialists, Interventionists, Language Development Specialists

What: Multilingual Professional Development, demonstration days, District level training, campus training, multilingual training, in class coaching, extended planning days, calibrations rounds, team instructional walk etc.

When: BOY PD days, Monthly Campus and District PD days, PLC's, Faculty meeting, extended planning two days a week after school, learning sessions.

Where: Campus, District designated locations

Key Action Three: Budget

Proposed item	Description	Amount
Staff development	District and West Professional Development	0.00
Materials/resources	Additional Language support materials	7,000.00
Purchased services	Summit K-12 (District Provided)	0.00
Other		
Other		
TOTAL		7000.00

Funding sources: GF, Title 1, State Comp Ed

