



RED ELEMENTARY **STEM**



RED STEM MAGNET SCHOOL ACTION PLAN

• SCHOOL 2026-2027 •



SCIENCE
EXPLORE
& DISCOVER



TECHNOLOGY
INNOVATE
& CREATE



ENGINEERING
DESIGN
& BUILD



MATHEMATICS
THINK
& SOLVE



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PRINCIPAL

School Action Plan – Needs Assessment

The diagram illustrates the process of a School Action Plan Needs Assessment. It begins with 'Parameters and metrics established by the District', which leads to a 'Needs Assessment' section. This section is divided into three categories: 'Needs related to student achievement data', 'Needs related to improving the quality of instruction', and 'System evaluation (philosophy, processes, implementation, capacity)'. A vertical line separates these categories from the 'Key Actions' section at the bottom.

Needs related to student achievement data

Needs related to improving the quality of instruction

System evaluation (philosophy, processes, implementation, capacity)

Key Actions

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School Action Plan – Needs Assessment

Needs related to student achievement data

Needs related to student achievement data

Demographic Profile:

- Economically Disadvantaged: 67.4%
- Emergent Bilingual Students: 33%
- Hispanic: 61%
- African American: 19.7%
- Asian: 4.5%
- Attendance: 95.2%
- Enrollment: 528

Campus 3 Year Rating:

Year	Rating
2025-2026	B (80)
2024-2025	C (78)
2023-2024	B (85)
2022-2023	B (89)

STAAR Data:

Scale Scores

Year	Total	Performance (D1)	Academic Growth (D2A)	Relative Performance (D2B)	Combined(D2)	(D3)Close the Gaps
2023	89	86	85	90	90	87
2024	85(-4)	77	84	80	84	86
2025	78(-7)	77	78	81	81	70
2026	80(+2)	77	80	81	80	80

	Math				Reading				Science			
	2023	2024	2025	2026	2023	2024	2025	2026	2023	2024	2025	2026
Approaches %	80	71	72	29	87	82	76	21	87	82	78	33
Meets %	56	51	45	20	60	57	54	25	60	57	47	16
Masters %	23	22	20	20	27	25	23	31	27	25	17	28

Red ES has seen a steady decline in performance, dropping from a B (89) in 2023 to a C (78) in 2025. Science experienced the steepest declines, particularly at Meets (-13) and Masters (-10). Math and Reading both declined across all performance levels, with the most concerning drop at the Meets standard. Achievement gaps widened, with the “Close the Gaps” domain falling sharply by 16 points from 2024 to 2025. Student demographics (33% EB, 67% economically disadvantaged) reflect the need for strong instructional supports to accelerate learning and academic growth with an overall of a C rating.

NWEA MAP Data

2024-2025 EOY % Met Goal of 1.4 RIT Growth	
GOAL: 60% of the students	
Math	39.68%
Reading English	37.39%
Science	42.66%

Goal: 60% of students meeting 1.4 RIT growth

- Math: 39.68% (↓20.32% from goal)
- Reading (English): 37.39% (↓22.61% from goal)
- Science: 42.66% (↓17.34% from goal)

Red ES did not meet the district goal in any tested subject. Growth percentages were well below the 60% benchmark, with Reading showing the lowest growth (37.39%). Science, while the highest among the three, still fell short at 42.66%. The results align with STAAR data showing declining performance and limited academic growth, especially in Reading and Science.

CIRCLE, Dibels, Lectura:

EOY	2025-2026	2024-2025	2023-2024
CIRCLE (PRE-K)	50%	43%	
DIBELS (K-2)	69%	59.03%	65.87%
LECTURA (K-2)	71%	48.78%	100%

Early literacy measures also reflect concerning trends. While CIRCLE for Pre-K remained high at 98.11%, K–2 literacy development declined, with DIBELS dropping from 65.87% in 2024 to 59.03% in 2025, and LECTURA showing a dramatic decline from 100% to 48.78%.

STAAR Special Education Data

Year	SPED All Test			Reading			Math		
	App	Meets	Master	App	Meets	Master	App	Meets	Master
2025-2026									
2024-2025	53	36	8	63	41	7	44	35	7

2023-2024	64	50	16	67	51	16	63	47	16
2022-2023	67	47	18	68	45	13	63	43	20

From 2023 to 2025, Red ES has experienced a significant decline in STAAR performance for Special Education students across all subjects. In overall SPED results, Approaches dropped from 67% in 2023 to 53% in 2025, Meets fell from 47–50% down to 36%, and Masters decreased from 18% in 2023 to just 8% in 2025.

In Reading, Approaches remained relatively stable (68% in 2023, 63% in 2025), but Meets declined from 51% to 41%, and Masters dropped by more than half, from 16% to 7%.

In Math, the decline is sharper: Approaches dropped from 63% in 2023 and 2024 to 44% in 2025. Meets decreased from 47% in 2024 to 35% in 2025, while Masters fell significantly from 20% in 2023 to just 7% in 2025.

The Special Education review team report also indicates several areas are Below Proficient. Specifically, the campus is identified for ARD Timelines and Participation, Quality IEPs, and Sped Quality Instruction. This means Red ES has critical needs in ensuring timely ARD processes, developing high-quality IEPs, and strengthening the delivery of special education instruction, while maintaining compliance in the ARD process and increasing student outcomes.

Overall, the data shows that while Reading Approaches held relatively steady, Special Education students are struggling to move beyond Meets and Masters levels, with Math showing the steepest declines. This indicates widening achievement gaps and a pressing need to strengthen Tier 1 instruction, scaffolds, and targeted SPED interventions.

Needs related to improving the quality of instruction					
IRT Data:					
	IRT 1	IRT 2	IRT 3	IRT 4	AVG
2025-2026	14.9	14.3	14.0	14.4	14
2024-2025	8.13	9	10	9	9.5
2023-2024	8.5	11.63	11.25	Exempt	11.44
For 2023–2024, Red ES averaged 11.44 across three completed IRTs (IRT 1 = 8.5, IRT 2 = 11.63, IRT 3 = 11.25; IRT 4 was exempt). In 2024–2025, the average dropped to 9.5 across all four IRTs (IRT 1 = 8.13, IRT 2 = 9, IRT 3 = 10, IRT 4 = 9). This reflects a decline of nearly 2 points in the average IRT score, suggesting a decrease in instructional proficiency and consistency year over year.					
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Summary of Key findings:

Red Elementary has experienced a consistent decline in performance and instructional proficiency over the past two years(2023-2025.

Accountability Ratings:
The campus rating fell from a B (89) in 2023 to a C (78) in 2025, reflecting steady downward trends. In 2026, the campus rating is XXXX.

STAAR Performance:
Across subjects, results show declines at all performance levels. Math Meets dropped from 56% in 2023 to 45% in 2025, while Reading Meets fell from 60% to 54% over the same period. Science showed the steepest decline, with Meets falling 13 points (60% to 47%) and Masters dropping 10 points (27% to 17%). The “Close the Gaps” domain decreased sharply from 86 in 2024 to 70 in 2025, pointing to widening disparities for subgroups, especially EBs and SPED.

NWEA MAP Growth:
Only 39.68% of students in Math, 37.39% in Reading, and 42.66% in Science met the growth goal of 1.4 RIT, all far below the 60% target, confirming limited academic growth across tested areas.

Early Literacy (CIRCLE, DIBELS, Lectura):
Pre-K students remain strong in CIRCLE (98.11%), but early literacy in K–2 is a major concern. DIBELS dropped from 65.87% in 2024 to 59.03% in 2025, while Lectura plummeted from 100% to 48.78%, signaling serious gaps in bilingual literacy development.

Special Education STAAR Results:
SPED students showed sharp declines in proficiency. Overall Meets scores dropped from 50% in 2024 to 36% in 2025. In Math, Approaches fell from 63% to 44% and Masters from 20% to 7%. Reading remained stronger at Approaches but declined at Meets and Masters.

SPED Compliance:
Red ES was flagged Below Proficient in three key areas: ARD Timelines and Participation, Quality IEPs, and SPED Quality Instruction, reflecting compliance and instructional delivery issues that align with STAAR outcome gaps.

IRT Data:
Instructional proficiency, as measured by IRT, also declined. The campus averaged 11.44 in 2023–2024 but dropped to 9.5 in 2024–2025, reinforcing the decline in instructional quality.

Key Findings

1. Campus ratings have declined steadily (B to C), driven by drops in STAAR performance.
2. Science is the most concerning content area, with large declines in Meets and Masters.
3. Student growth is far below district expectations, as shown in NWEA MAP results.
4. Early literacy is a critical weakness, especially in Spanish Lectura (K–2).
5. Special Education performance and compliance are both major gaps, with declines in outcomes and flagged deficiencies in IEP quality and ARD processes.
6. Instructional proficiency (IRT scores) has dropped, signaling weaker instructional delivery and coaching effectiveness.

System evaluation (philosophy, processes, implementation, capacity)

Red ES System Evaluation

Philosophy

Red ES demonstrates a commitment to educating a diverse student body, with 67.4% economically disadvantaged, 33% Emergent Bilinguals, and nearly 20% African American students. The campus values early childhood readiness, as reflected

in strong CIRCLE outcomes, and has built a foundation of high attendance (95.2%). However, the data reveals a misalignment between the campus vision and the outcomes, particularly in literacy, bilingual education, and special education. The philosophy of equity and access is present but not fully realized in practice, as achievement gaps for SPED and EB students continue to widen.

Processes

- **Assessment and Monitoring:**
Systems for data collection are in place (STAAR, NWEA MAP, CIRCLE, DIBELS, Lectura), but data is not systematically used to adjust instruction and interventions. For example, Lectura dropped by 51 points in one year without evidence of a corrective response.
 - **SPED Compliance:**
ARD timelines, IEP quality, and SPED instructional systems are rated Below Proficient, showing that compliance processes are reactive rather than proactive, undermining both instructional quality and state accountability.
 - **Progress Monitoring:**
MAP growth and IRT results show limited progress, suggesting inconsistent feedback loops between teacher practice, leadership coaching, and student learning outcomes.
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Implementation

- **Instructional Rigor:**
STAAR data indicates Tier 1 instruction is not consistently aligned to grade-level TEKS rigor, especially in Reading and Science. Students are meeting Approaches but not progressing to Meets or Masters, showing that implementation breaks down at higher levels of cognitive demand.
 - **Interventions:**
Supports for EBs and SPED students are not fully implemented. Sentence stems, scaffolds, and small-group structures are likely inconsistent across classrooms, reflected in large gaps on Close the Gaps (from 86 to 70).
 - **Leadership Coaching:**
IRT averages dropped from 11.44 to 9.5, suggesting that leadership implementation of coaching systems is less effective and less consistent year over year.
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Capacity

- **Leadership:**
While leaders are monitoring and coaching, capacity to analyze data deeply and translate into teacher practice is limited. Evidence shows weaker coaching outcomes and fewer gains on student assessments.
- **Teacher Development:**
Teachers need stronger support in early literacy instruction, scaffolding for bilingual students, and integrating rigorous practice in math and science. Current professional learning systems are insufficient to build sustained teacher capacity.
- **SPED Systems:**
Compliance and quality concerns highlight a capacity gap in special education staffing, training, and instructional design, resulting in both compliance risks and underperformance for SPED students.

System Shifts Needed to Improve

1. Strengthen the Data-to-Instruction Pipeline

- Establish structured progress monitoring cycles (weekly CFAs, MAP checkpoints, STAAR Interim reviews).
- Require reteach plans and evidence of adjustments tied directly to data.

2. Rebuild Early Literacy Systems

- Implement a campus-wide literacy block with fidelity checks in K–2.
- Use DIBELS/LECTURA data weekly to track growth, intervene early, and integrate bilingual scaffolds consistently.

3. Tighten SPED Systems

- Ensure ARDs are timely and IEPs reflect clear, actionable goals.
- Align SPED instruction with high-quality Tier 1, supported by ongoing training and leader monitoring.

4. Elevate Instructional Coaching Capacity

- Recalibrate IRT implementation with clear action steps from each observation.
- Focus coaching on rigor, discourse, and scaffolds to move students from Approaches to Meets/Masters.

5. Science and Math Integration

- Embed academic vocabulary and inquiry-based practices across content.
- Leverage reading integration (graphs, data, informational text) to strengthen Science performance.

Red ES has strong student commitment and foundational assessment systems, but gaps in implementation and capacity limit impact. To reverse the decline, the campus must strengthen early literacy, SPED compliance and quality, instructional rigor, and leadership coaching systems to create a consistent, equity-driven improvement cycle.

Key Actions

Improve staff capacity to deliver high quality instruction.

Improve services to Special Education students.

Improve the Quality of Instruction to improve growth for EB and GT students.

School Action Plan

KEY ACTION ONE	Key Action One
	Improve staff capacity to deliver high quality instruction in Reading and Math.
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> • IRT 1 and 2 scores will average at or above 10.5 and will increase to at least a 12 by IRT 4 in May 2027. • 55% or more students (2nd - 5th) will meet 0.6 growth as measured by NWEA MAP in Math and Reading by EOY. • 55% or more students (Kindergarten - 1st) will score at or above Benchmark as measured by DIBELS/Lectura. • More than 50% of our Teachers will average a 7.5 in Domain II (Instruction) by February, which will increase to a 9 by May 2026. • By the EOY May 2027 at least 50% of our students will be ON Track using the Circle assessment.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> • Train teachers to maximize points for scaffolds and stamping the learning by consistently implementing the Hive Steps for Success and utilizing daily anchor charts aligned to the lesson objective. • Train Kindergarten and 1st grade teachers on creating and maintaining print-rich classrooms by intentionally incorporating labeled visuals, word walls, anchor charts, environmental print, and student work displays that reinforce literacy skills. • Support teachers in utilizing daily read-alouds to explicitly model foundational reading behaviors such as tracking print, identifying text features, building vocabulary, practicing fluency, and demonstrating comprehension through think-alouds and student discussion. • Provide on-the-job coaching regularly around best practices for Engage & Deliver and Monitor & Adjust. • Implement a structured DEMO schedule in which teachers model various components of the lesson cycle in front of their peers to receive immediate, actionable feedback on instructional delivery, student engagement, scaffolds, questioning strategies, and stamping the learning.

Key Action One: Staff Development

Who: All teachers, Teaching Assistants, ILT and Campus Support Staff

What: High Quality Instructional Development and Collaborative Professional Learning designed to strengthen teacher capacity in lesson internalization.

When: Pre- Service: July 30 - August 7, 2026

Where: Red Elementary Magnet School
Campus/ Division professional development days : September 2nd, October

Key Action One: Budget

Proposed item	Description	Amount
Staff development	Campus Based	
Materials/resources		
Purchased services	Amplify Boost & IXL	\$14,000
Other		
Other		
TOTAL		\$14.000

Funding sources: Title I

KEY ACTION TWO	Key Action Two
	Improve equitable access, instructional support, and compliance systems for students receiving Special Education services.
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> By May 2027, the principal will ensure that at least 60% of IEPs include specific, clear and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. (Review and compare to sped rubric - low goal; remove it or change goal. By March 2027, 100% of teachers serving SPED students will participate in targeted professional learning focused on accommodations, inclusion strategies, and IEP implementation as evidenced through sign-in sheets, coaching documentation, and walkthrough feedback. Throughout the 2026–2027 school year, 100% of staff members will receive the relevant portions of student IEPs within 3 instructional days of finalization as evidenced through campus dissemination records and staff acknowledgment documentation.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> Conduct quarterly SPED compliance and instructional walkthroughs to monitor implementation of accommodations, modifications, and IEP-aligned instructional supports in all classroom settings. Provide ongoing professional development for general education and special education staff focused on inclusion strategies, accommodations, progress monitoring, and effective implementation of IEP supports. Monitor SPED progress monitoring documentation and student performance data quarterly to identify trends, address instructional gaps, and provide targeted support for students and teachers.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> Consistently implement accommodations and modifications outlined in student IEPs during daily instruction, assessments, and classroom activities. Maintain accurate and timely progress monitoring documentation for students receiving Special Education services in alignment with district and IEP timelines. Collaborate regularly with SPED teachers, interventionists, and campus support staff to plan instruction, review student progress, and address individual student needs. Utilize differentiated instructional strategies, small-group instruction, and scaffolded supports to increase access to grade-level curriculum for SPED students.

Key Action Two: Staff Development

Who: All teachers, Teaching Assistants, ILT and Campus Support Staff

What: High Quality Instructional Development and Collaborative Professional Learning designed to strengthen teacher capacity in lesson internalization.

When: Pre- Service: July 30 - August 7, 2026

Where: Red Elementary Magnet School
Campus/ Division professional development days : September 2nd, October

Key Action Two: Budget

Proposed item	Description	Amount
Staff development	Campus Based	
Materials/resources		
Purchased services		
Other		
Other		
TOTAL		
Funding sources:		

KEY ACTION THREE	Key Action Three
	Improve the Quality of Instruction to improve growth for EB students.
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> Throughout the 2026–2027 school year, differentiated instructional strategies and language supports for EB students will be evident in 100% of observed instructional settings as measured through walkthrough data, lesson plans, and student work samples. By June 2027, at least 40% of EB students will be on track to meet or exceed their individual projected growth targets on NWEA. By May 2027, 50% of Bilingual teachers will score at least 8/13 in Domain II on SPOT Observations. By May 2027, evidence of structured academic discourse, student collaboration, and higher-order questioning aligned to Bilingual instructional strategies will be observed in 90% of core content walkthroughs.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> Train/Refresh teachers on the “Sweet 16” during August PD and thread throughout the year during campus PD days. Conduct frequent instructional walkthroughs focused on differentiation, academic discourse, implementation of ELPS-aligned language supports, and rigor for EB, and provide timely feedback aligned to Domain II of the SPOT rubric. Train/Refresh teachers on the integration of ELPS (English Language Proficiency Standards) and how to integrate sentence frames and probing questions into lessons during August PD and thread throughout the year during campus PD days. Track student progress on ALL digital resources. Provide training and campus expectations on utilizing Summit K-12 for EB students, including progress monitoring (BOY, MOY, EOY) and reports throughout the year.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>

- Consistently integrate ELPS-aligned language objectives and linguistic accommodations into daily lesson internalization, planning, and instruction to support language acquisition and content mastery for EB students.
- Implement structured student discourse, collaborative learning opportunities, and engagement strategies that intentionally develop listening, speaking, reading, and writing skills aligned to TELPAS domains.
- Utilize Summit K-12, NWEA MAP, classroom assessments, and progress monitoring data to identify student needs, adjust scaffolds, and provide targeted instructional support for EB students.
- Differentiate instruction through the use of rigorous tasks, higher-order questioning, scaffolds, and flexible grouping to increase academic growth and access for EB and GT learners.
- Actively participate in PLCs focused on lesson internalization, ELPS implementation, student data analysis, academic discourse, and aligned instructional strategies that support rigor and student engagement.
- Respond positively to instructional coaching, walkthrough feedback, and collaborative planning conversations by implementing actionable next steps to improve instructional effectiveness.
- Incorporate opportunities for academic vocabulary development, student justification, annotation, and written responses across all content areas to strengthen comprehension and critical thinking skills.

Key Action Three: Staff Development

Who: All teachers, Teaching Assistants, ILT and Campus Support Staff

What: High Quality Instructional Development and Collaborative Professional Learning designed to strengthen teacher capacity in lesson internalization.

When: Pre- Service: July 30 - August 7, 2026,

Where: Red Elementary Magnet School

Campus/ Division professional development days : September 2nd, October

Key Action Three: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
TOTAL		
Funding sources:		