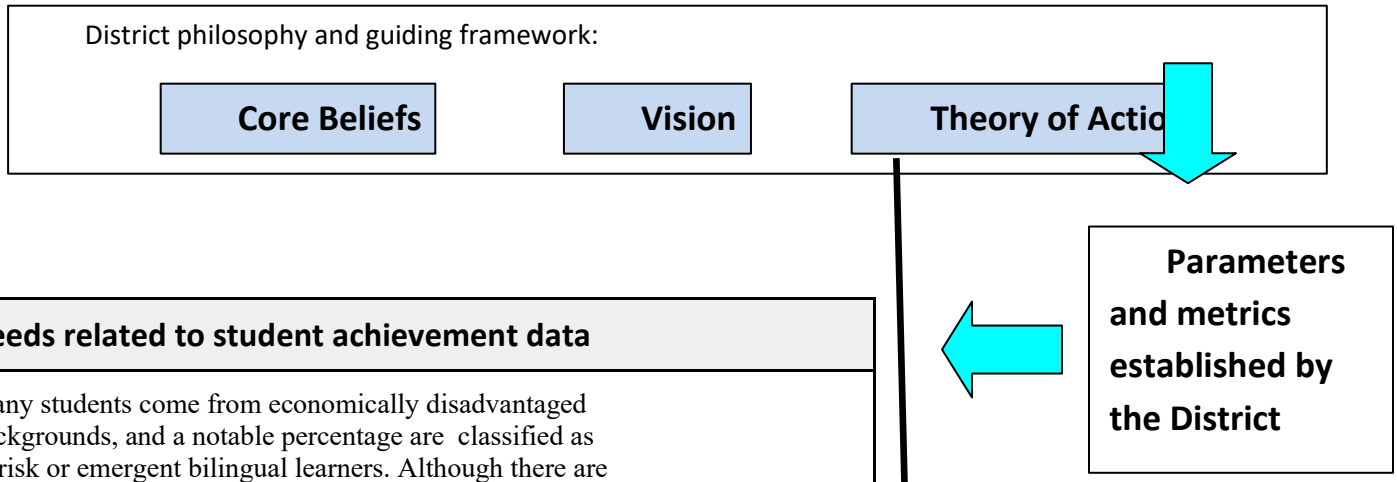
2026-2027 Action Plan

Neff Elementary

Mahalet Negussie

School Action Plan – Needs Assessment



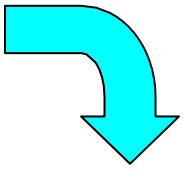
Needs related to student achievement data

Many students come from economically disadvantaged backgrounds, and a notable percentage are classified as at-risk or emergent bilingual learners. Although there are variations across subjects and grades, overall academic performance, especially in reading, shows significant room for improvement. NWEA Spanish assessments indicate higher proficiency levels, highlighting potential strengths and opportunities for acceleration. However, challenges in teacher capacity have contributed to limited growth in the Meets and Masters performance levels on STAAR. For the 2026–2027 school year, the goal is to implement targeted professional development to strengthen teacher capacity, use data more strategically, and reinforce our MTSS processes in order to improve student outcomes.

Needs related to improving the quality of instruction

Neff Elementary will be in the third year of NES during the 25-26 school year with an accountability score of 85. As we look ahead to the 2026-2027 school year, we anticipate welcoming approximately 8 new teachers to our campus, making building instructional capacity a top priority. To ensure success, we need a strong onboarding process that provides comprehensive training on NES instructional expectations, ongoing coaching, and job-embedded professional development to accelerate teacher effectiveness. Strengthening instructional practices will be key, with a focus on high-impact teaching strategies, lesson internalization, and aggressive monitoring to drive student progress. Additionally, sustaining a culture of continuous improvement through instructional leadership development, data-driven PLCs, and a collaborative, feedback-driven environment will be essential in maintaining and exceeding our

current performance. By addressing these needs, we can equip both new and returning teachers to deliver high-quality instruction, ultimately leading to stronger student outcomes and continued campus improvement.



System evaluation (philosophy, processes, implementation, capacity)

We have established systems to equip teachers with the skills needed to deliver Tier 1 instruction effectively. Our goal is to continue to implement the NES model with fidelity going into our third year, ensuring a strong foundation for student learning. Moving forward, we will focus on enhancing our Professional Learning Community (PLC) structure and restructuring our data discussions to maximize their effectiveness through backward planning. We will use data trends to inform our IAT, 504, and SPED processes.

Key Actions

1. **Improve staff capacity to provide high quality instruction.**
2. **Improve special education service and delivery.**
3. **Improve effective Intervention systems.**
4. **Increase high quality instruction for Emergent Bilinguals.**

School Action Plan Template

KEY ACTION ONE

Key Action ***(Briefly state the specific goal or objective.)***

Improve staff capacity to provide high quality instruction.

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

- **75% of the scores on spot observations conducted on IRT2 will be proficient or higher; that percentage will increase to 80% by May 2027.**
- **70% of teachers will average 8 points or higher on the Instruction section on spot form defined by MOY SPOT averages by January 2027; that point average will increase to 10 points by May 2027.**
- **IRT 1 and 2 scores will average at or above 12 and will increase to a 14 by IRT 4 May 2027.**
- **50% or more students in Math & Reading will receive expected growth as defined by NWEA MAP EOY.**

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

- **Train teachers in effective instructional scaffolding strategies to minimize misconceptions and respond to them in real time.**
- **Monitor student data through writing samples, DOL, and authentic samples of SCR/ECR.**
- **Calibrate as an instructional leadership team weekly to ensure all leaders have an instructional lens that leads to impactful coaching.**
- **Facilitate effective planning systems during weekly PLC that include but not limited to lesson internalization, lesson customization, creation of exemplars, scripting high level questions, and planning engagement opportunities.**

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

- **Engage weekly in effective PLC focused on lesson internalization, scaffolds, and how to address misconceptions.**
- **Implement the use of effective scaffolds and aggressive monitoring techniques daily.**
- **Engage in daily planning consistently of lesson internalization, customization, and demo'ing to ensure effective delivery of instruction.**
- **Respond openly to on-the-job coaching both in the moment and/or during planning.**

Key Action One: Staff Development

Who: SPED Teachers, SPED Teacher Apprentices, SPED Paraprofessional, General Education Teachers, Admin

What:

- Introduction and deep dive into scaffolds for effective implementation in daily instruction.
- Analyzing student work (SCR/ECR) to **identify misconceptions and adjust instruction accordingly.**
- **Regular coaching cycles focused on scaffolds and monitor and adjust.**
- **Refining observation and feedback methods for targeted teacher support**
- **Lesson internalization and customization**
- **Creation of exemplars and scripting high-level questions**

When: August PD, PD Development Days, PLC

Where: Cafeteria, Library

Key Action One: Budget

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

Other		
	TOTAL	0
Funding sources:		

KEY ACTION TWO

Key Action ***(Briefly state the specific goal or objective.)***

Improve special education service and delivery and coteach model to improve student access to general education curriculum

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

- Administrators observed that in 80% of co-teach classrooms, accommodations were actively implemented during instruction.
- Accurate records of service delivery and ARD timelines, including dates, times, and types of services provided, are consistently maintained across different classrooms. These records achieve a 90% rating or higher in both the fall and spring for quality of IEP's written.
- 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.
- 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.

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

- Ensure 100% of all teachers are documenting accommodations into PowerSchool through compliance checks every 6 weeks.
- Monitor the Campus Compliance document provided by the Sped coordinator.
- Attend all PLC meetings and review service logs, progress tracking, and Dyslexia intervention weekly.
- Administer 2 soft audits in the fall and spring to review SPED folder compliance and accuracy.

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

- Sped co-teachers will maintain an accurate SPED binder and consistently use designated accommodations for students.
- Provide rigorous instruction to all students and monitor mastery through DOLs and informal assessments.
- **SPED service providers will maintain an accurate data binder, monitor and document student progress on IEP goals weekly, and ensure students are actively using their accommodations while tracking the effectiveness of those accommodations on student progress.**
- Case Managers will input all service logs and progress monitoring data points weekly.

Key Action Two: Staff Development

Who: SPED Teachers, SPED Paraprofessional, General Education Teachers

What:

- SPED expectations, compliance, accommodations, and student support.
- SPED service provider binder contents, planning, campus compliance.
- General Education teachers gradebook expectations
- SPED case managers student folder organization and development
- SPED staff and Admin - Frontline Training
- SPED case managers IEP development

When: August PD, PD Development Days

Where: Cafeteria, Library

Key Action Two: Budget

Proposed item	Description	Amount
Staff development	NA	NA
Materials/resources	Binders and Dividers	$700
Purchased services	NA	NA
Other	NA	NA
Other	NA	NA
	TOTAL	$700

Funding sources: Campus Budget

KEY ACTION THREE	**Key Action** ***(Briefly state the specific goal or objective.)***
	Improve writing and reading proficiency for Emergent Bilinguals
	Indicators of success ***(Measurable results that describe success.)***
	● By the end of the 2026– 2027 school year, 30% of 2nd – 5th grade students will advance by one proficiency level on the Writing TELPAS assessment. ● By the end of the 2026 - 2027 school year, the percentage of English Language Learner students in grades 2 through 5 to achieve the 2023 - 2027 EL Proficiency goal of 42% by advancing one TELPAS proficiency level. ● By May 2027, 52% of emergent bilingual students will meet their individual growth target on 2-5th NWEA MAP Reading.
	Specific actions – school leaders ***(What specific action steps will the building leaders take to accomplish the objective?)***
	● **Monitor the progress of emergent bilingual students by implementing scheduled data dig protocols using OnTrack to review ECR and SCR data from their reading classes. Facilitate data meetings to analyze student performance and guide targeted instructional decisions that promote academic growth and student success.** ● **Ensure students complete ELD assessments through Summit K12 at BOY, MOY, and EOY to effectively monitor their progress. Use this data to support students in advancing at least one proficiency level in writing and achieving a minimum of one year of holistic growth on TELPAS.** ● **Provide professional development on utilizing STAAR and TELPAS rubrics, response cards, sentence stems, word walls, and word banks to support student writing development. Monitor implementation through coaching sessions, classroom observations, and spot-check forms to ensure writing strategies are consistently integrated across all content areas and effectively support student achievement.** ● **Establish strong and clearly defined systems on identification, enrollment, scheduling, and monitoring coding for all EB students.**
	Specific actions – staff ***(What specific action steps will the staff take to accomplish the objective?)***

- **Staff will attend PLC and engage in ECR and SCR data meetings with pre-work completed such as grading the ECR and SCR.**
- **Engage in professional development for Summit K-12 to be able to navigate the platform, access and read reports to monitor progress.**
- **Staff will include writing across the curriculum through response cards, writing samples, DOL, and authentic student work.**
- **Engage in consistently utilizing the RACE strategy in the classroom for writing.**
- **Engage in PLC focusing on Differentiation and Scaffolding.**

Key Action Four: Staff Development
Who: **Teachers & Staff**
What: Summit K12, Race Strategy, ECR and SCR through contents
When: August PD and PLCs
Where: Cafeteria, Conference Room, Classrooms

Key Action Three: Budget		
Proposed item	**Description**	**Amount**
Staff development	West Division training on Differentiation for EB's by CTM's	$0
Materials/resources	Notebooks, Response Cards, Highlighters	1500
Purchased services	N/A	N/A
Other		
Other		
	TOTAL	1500

Funding sources: Campus Budget