

Official Copy

of the

2026-2027 Action Plan Draft

R. Martinez Elementary School

Oscar Urrutia - Principal

School Action Plan – Needs Assessment

District philosophy and guiding framework:

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

Parameters and metrics established by the District

Needs related to student achievement data

The current student achievement data highlights a critical need for differentiated instruction that addresses both remediation for students performing below grade level and enrichment for those meeting or exceeding expectations. A concerning trend has emerged in the primary grades, where low achievement is leading to foundational learning gaps. These gaps are not only persistent but are also compounding over time, making it increasingly challenging for students to reach grade-level standards in the upper grades.

Needs related to improving the quality of instruction

Based on 24-25 MAP data, students in K – 5 are performing at low achievement levels.

Based on 24-25 STAAR data, low achievement levels on Math, Science, and Reading in grades 3rd – 5th.

System evaluation (philosophy, processes, implementation, capacity)

Raul Martinez is a data-driven campus that uses data to improve quality of instruction and student achievement. Teachers and instructional leaders work together to continuously improve the quality of instruction through planning PLCS, Demo Days, calibration walks, and staff professional development. Teachers seek and receive coaching on the spot and implement feedback. Instructional leaders and teachers work together to

progress monitor students through PLC data discussions.

Key Actions
Student Achievement Data ● Analyze NWEA BOY Data Early: Review results as soon as they are available in 2026 to identify student needs and implement targeted interventions. ● Transition to Scratch2Screen: Begin training students in the 2026-27 school year to use scratch paper effectively without printed DOLs and ensure all work is recorded digitally in OnTrack. Improving Instructional Quality ● Embed STAAR Release Items in 'You Do': Ensure that every lesson's independent practice includes authentic STAAR question types to track student proficiency beyond DOLs. ● Adjust Lesson Planning Expectations: Align daily lesson plans to incorporate rigorous STAAR-aligned carry-through strategies. System Implementation & Capacity Building ● Ensure all staff participate in professional development before the 2026-27 school year to effectively integrate Cambium into instruction and extended assessments. ● Implement and monitor the platform's use across grade levels to ensure fidelity and alignment with instructional goals.

KEY ACTION ONE

Key Action 1: Student Achievement

Increase student achievement in mathematics for students in grades 3–5 .

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

- **By Spring 2027, at least 60% of students in grades 3–5 will meet or exceed their projected growth targets on the NWEA MAP Growth Mathematics assessment.**
- **By Spring 2027, the percentage of students in grades 3–5 scoring at or above the 50th percentile in Mathematics on the NWEA MAP Growth assessment will increase by 5 percentage points from the Fall 2026 baseline.**
- **By Spring 2027, the percentage of students in grades 3–5 performing at or above their grade-level MAP Mathematics norm will increase by 10 percentage points from the Fall 2026 baseline.**

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

- Conduct weekly classroom walkthroughs in grades 3–5 mathematics classrooms to monitor the implementation of grade-level standards, student engagement, and instructional rigor.
- Develop and monitor intervention plans for students performing below grade level, ensuring targeted supports are implemented and progress is reviewed every six weeks.
- Provide on the spot feedback and coaching to teachers following spot observations, with a focus on effective mathematics instruction, student discourse, and differentiation
- Set and communicate clear achievement goals for each grade level and regularly review progress toward MAP Growth and campus performance targets with staff.
- Recognize and celebrate student and teacher growth throughout the year to reinforce a culture of academic excellence and continuous improvement in mathematics.

	Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*
	• Implement daily grade-level mathematics instruction aligned to the TEKS and campus instructional expectations. • Participate actively in weekly PLCs and lesson planning meetings to analyze student work, align instruction, and plan for differentiated support. • Use formative assessment data and MAP Growth reports to identify student strengths and areas for growth and adjust instruction accordingly. • Monitor student progress regularly and maintain data trackers to ensure students are progressing toward growth and achievement goals. • Incorporate mathematical discourse and problem-solving opportunities into daily instruction to deepen student understanding and reasoning skills • Implement intervention plans with fidelity for students performing below grade level and communicate progress with instructional leaders during data meetings. • Collaborate with instructional coaches and administrators to implement feedback and continuously improve instructional practices.

Key Action One: Staff Development		
Who: Principal and Assistant Principal		
What: PD on understanding RIT score calculations, how students compared normatively, setting growth targets based on BOY scores, and grade level content expectations.		
When: August preservice, Mid - Year PD		
Where: On campus		
Key Action One: Budget		
Proposed item	**Description**	**Amount**

Staff development	On campus PD	$0
Materials/resources	NWEA MAP Platform	$0
Purchased services		
Other		
Other		
	TOTAL	$0
Funding sources:		

KEY ACTION TWO

Key Action 2: Special Education

Increase academic achievement and ensure compliance for students receiving Special Education services through high-quality instruction, consistent implementation of IEP accommodations and modifications, and adherence to ARD committee decisions.

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

- By Spring 2027, at least **60% of students receiving Special Education services will meet or exceed their projected growth targets** on the NWEA MAP Growth assessment.
- By Spring 2027, the percentage of Special Education students performing at or above their grade-level MAP norm will increase by **5 percentage points** from the Fall 2026 baseline.
- Throughout the 2026–2027 school year, **100% of ARD meetings will be held within required timelines and documented in compliance with district and state requirements.**
- Throughout the 2026–2027 school year, **100% of teachers serving Special Education students will consistently implement documented IEP accommodations and modifications as evidenced through lesson plans, classroom observations, and compliance monitoring.**

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

- Conduct quarterly audits of IEPs, ARD documentation, and accommodation implementation to ensure compliance.
- Monitor Special Education student performance data during PLCs and data meetings to identify students requiring additional support.
- Conduct classroom spot observations focused on the implementation of IEP accommodations, modifications, and specially designed instruction.
- Provide ongoing professional development and coaching on Special Education instructional practices, inclusion supports, and compliance requirements.
- Collaborate with Special Education staff to ensure ARD meetings are scheduled, conducted, and documented according to state and district guidelines.

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

- Implement all IEP accommodations, modifications, and specially designed instruction with fidelity during daily instruction.
- Maintain documentation demonstrating implementation of accommodations and student progress toward IEP goals.
- Participate actively in ARD meetings and contribute student performance data and instructional recommendations.
- Monitor and track progress toward IEP goals and adjust instructional strategies based on student needs.
- Collaborate regularly with Special Education teachers, interventionists, and administrators to ensure students receive appropriate supports and services.

Key Action Two: Staff Development
Who: **SPED Teachers, Inclusion Support, & General Ed Teachers**
What: IEP goal-setting, progress monitoring tools.
When: Every 6 weeks.
Where: B111

Key Action Two: Budget		
Proposed item	**Description**	**Amount**
Staff development	Training on **"How to write an IEP with fidelity".**	$0
Materials/resources	Progress monitoring tracker.	$0
Purchased services		
Other		
Other		
	TOTAL	$0

Funding sources: N/A

KEY ACTION THREE

Key Action 3: Staff Capacity

Improve staff capacity through the implementation of high-quality instructional practices.

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

- **By MOY February 2027, 70% of core teachers will score between 40th to 79th percentile, as measured by the monthly average spot.**
- **By the end of the academic year 2027, 80% of core teachers will score between 40th to 79th, as measured by the monthly average spot.**
- **By the end of the academic year, Spot scores for intervention or second teach instruction will meet or exceed 60th percentile**

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

- **Monitor the quality of instruction to provide in the moment feedback.**
- **Utilize Spot BI Platform to identify trends and patterns within the Spot form and create actionable steps to address.**
- **Strategically plan and lead PLCs utilizing planning protocols that utilize data to plan.**
- **Facilitate peer observation rounds to share best practices.**
- **Prioritize coaching and development for teachers below 40th percentile.**

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

- **Implement feedback provided by the leadership team and district leaders. Review Spot Form for specific feedback.**
- **Actively participate in PLC to backwards plan, customize slide decks, and internalize lessons.**
- **Actively participate in coaching cycles focused on instructional improvement.**
- **Track and reflect on personal SPOT performance trends and respond to SPOT form questions.**
- **Use student data to inform lesson design and ensure all students are accessing**

	content concepts.

Key Action Four: Staff Development
Who: **Principal and Assistant Principal**
What: Internalization and Customization of lessons based on Spot Observations along with teacher making adjustment to in the moment coaching.
When: BOY training, PLCs, Ongoing Coaching
Where: Classrooms, PLC Room, Library (PD)

Key Action Four: Budget

Proposed item	Description	Amount
Staff development	On campus PD	
Materials/resources	District planning resources	
Purchased services		
Other		
Other		
	TOTAL	$0

Funding sources:

KEY ACTION FOUR

Key Action 4:

Improve foundational literacy skills for students in grades PK–2.

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

- By Spring 2027, at least 60% of students in grades K–2 will demonstrate growth from their Beginning-of-Year DIBELS performance level.
- By Spring 2027, the percentage of students in grades K–2 scoring at Benchmark on DIBELS will increase by 5 percentage points from the Beginning-of-Year (BOY) assessment.
- By Spring 2027, the percentage of students in grades 1–2 demonstrating grade-level proficiency on Lectura assessments will increase by 5 percentage points from the BOY baseline.
- By Spring 2027, the percentage of students identified as Well Below Benchmark on DIBELS will decrease by 5 percentage points from the BOY assessment.

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

- **Conduct regular Spot Observations in PK–2 classrooms** to monitor the implementation of high-quality literacy instruction, student engagement, and adherence to district literacy expectations.
- **Facilitate weekly PLC and lesson internalization meetings** focused on foundational literacy skills, including phonological awareness, phonics, fluency, vocabulary, and comprehension.
- **Lead BOY, MOY, and EOY data meetings** to analyze DIBELS and Lectura results, identify student needs, and develop targeted action plans for intervention and enrichment.
- **Monitor the implementation of literacy interventions** to ensure students identified as Below Benchmark or Well Below Benchmark receive timely and appropriate support.
- **Provide coaching and feedback to teachers** based on Spot Observation data, student performance trends, and literacy instructional best practices.
- **Ensure the consistent use of high-quality instructional materials and district-approved literacy resources** to support foundational reading development.
- **Collaborate with literacy specialists, interventionists, and Special Education staff** to align instructional supports and monitor student progress.

- **Establish campus literacy goals and regularly communicate progress** toward DIBELS and Lectura targets with teachers, students, and families.

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

- **Implement daily, high-quality literacy instruction** aligned to district curriculum and focused on foundational reading skills, including phonological awareness, phonics, fluency, vocabulary, and comprehension.
- **Participate actively in weekly PLCs and lesson internalization meetings** to analyze student data, internalize lessons, and plan targeted instructional supports.
- **Administer DIBELS and Lectura assessments with fidelity** and use assessment data to inform instructional decisions and intervention planning.
- **Provide targeted small-group instruction and interventions** for students identified as Below Benchmark or Well Below Benchmark based on DIBELS and Lectura data.
- **Monitor student progress regularly** and maintain data trackers to assess growth toward literacy goals and benchmark expectations.
- **Differentiate instruction based on student needs** by utilizing appropriate scaffolds, intervention strategies, and enrichment opportunities.
- **Implement intervention plans with fidelity** and collaborate with interventionists, literacy specialists, and Special Education staff to support student success.
- **Engage students in literacy goal setting and progress monitoring** to build ownership of their learning and reading development.
- **Communicate regularly with families** regarding student literacy progress and provide resources and strategies to support reading at home.
- **Analyze student work and assessment results during PLCs** to identify trends, address

	learning gaps, and adjust instruction to improve literacy outcome

Key Action Six: Staff Development
Who: Principal and Assistant Principal
What: PD on understanding Dibels' and circle's performance measurements and how students compared normatively, setting growth targets based on skills, and intervention plan to address low skills.
When: BOY PD, Practice clinics during PLCs, Peer observation rounds
Where: PLC room, Classrooms

Key Action Six: Budget		
Proposed item	**Description**	**Amount**
Staff development	On Campus PD	$0
Materials/resources	Dibels Platform/Circle Platform	$0
Purchased services		
Other		
Other		
	TOTAL	$0

Funding sources: