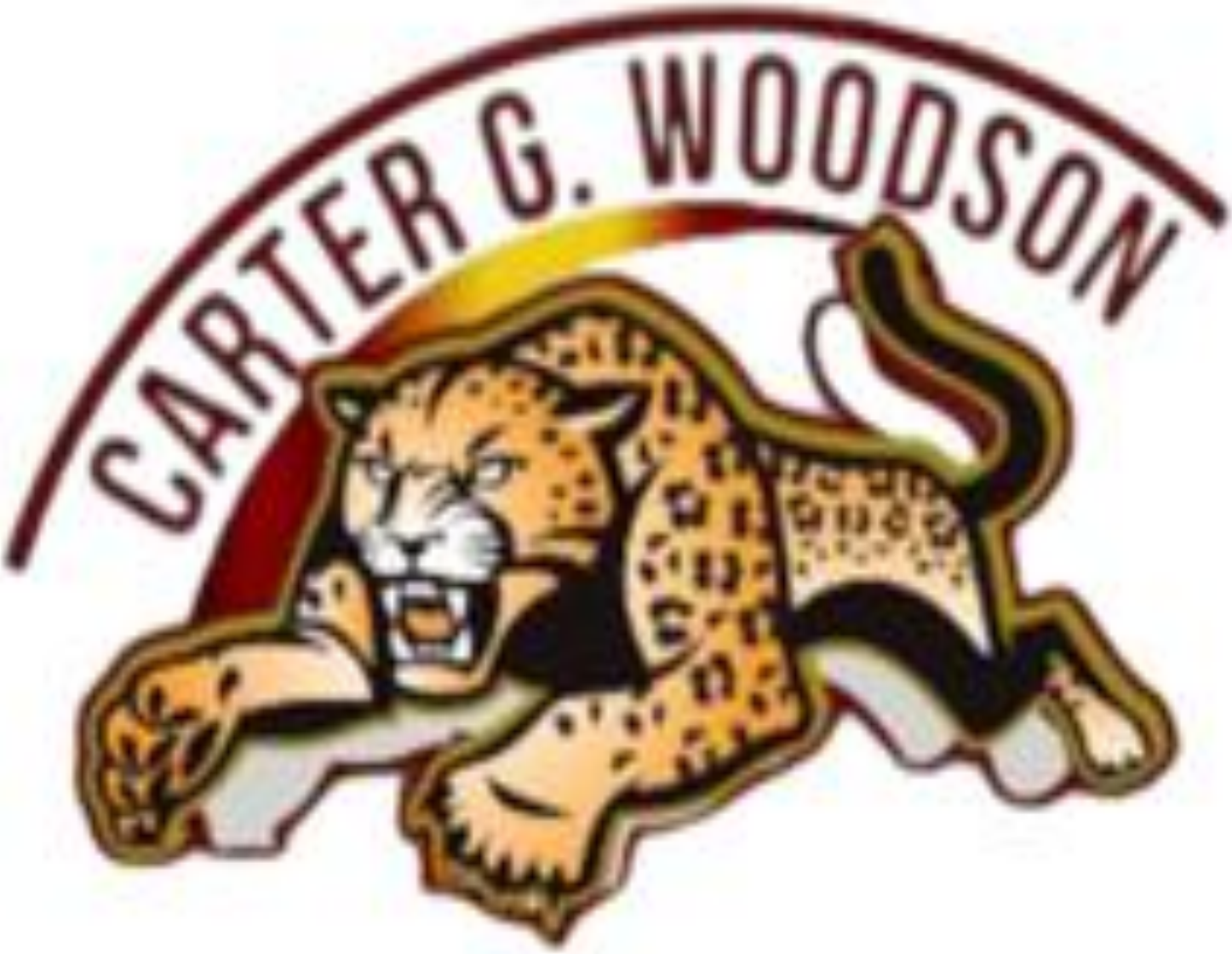
2026-2027 Action Plan



School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs | VISION | Theory of Action

Needs related to improving the quality of instruction:

- Instructional Leadership Team SPOT observation calibrations
- Weekly PLC Protocol implementation aligned to the weekly planning protocol
- NES instructional model urgency, modeling, and implementation
- DEMO day planning and implementation
- On the spot coaching
- Culture of instructional feedback
- Culture of continuous improvement
- Culture of High Quality Instruction (HQI)

System Evaluation: (philosophy, processes, implementation, capacity)

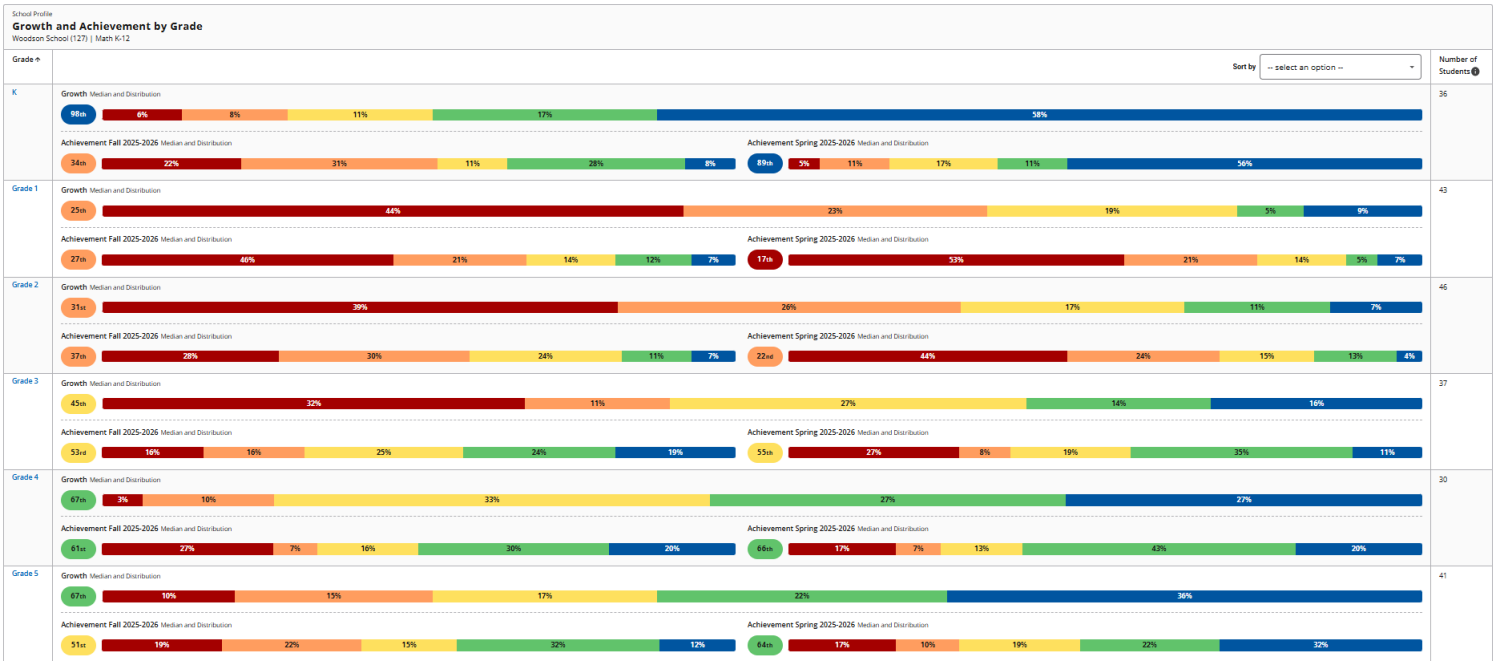
- HQI materials for all classrooms
- HQI focusing on differentiation and scaffolding
- NES model effective implementation
- Lesson plan internalization
- Curriculum alignment that provides what scholars need to know and how teachers will know if they learned it.
- Sweet 16 Engagement Strategies
- PLC Planning Protocol

Overall Rating (Pending 25-26 Ratings)				
2022 (Not Rated)	2023 (Unofficial)	2024	2025	2026
F	F	F	B	A

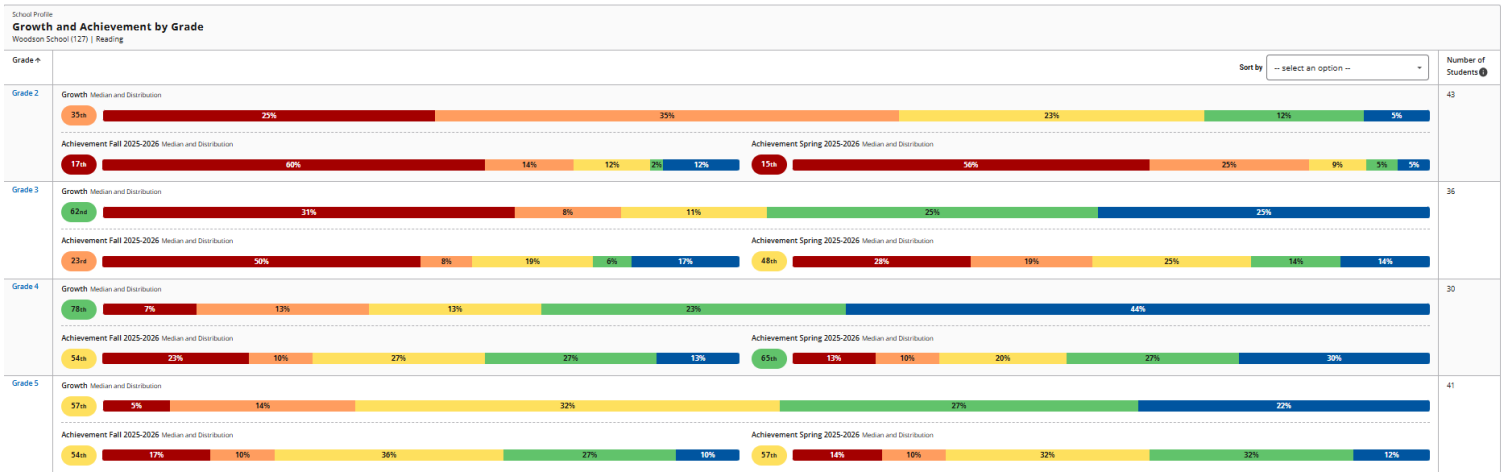
PRELIMINARY STAAR RESULTS 2025/2026				
Subject	Did Not Meet	Approaches	Meets	Masters
Reading (3rd)	39%	61%	44%	15%

Reading (4th)	13%	87%	66%	25%
Reading (5th)	18%	82%	58%	30%
Math (3rd)	39%	61%	20%	7%
Math (4th)	15%	85%	56%	27%
Math (5th)	23%	77%	45%	14%
Science (3rd)				
Science (4th)				
Science (5th)				

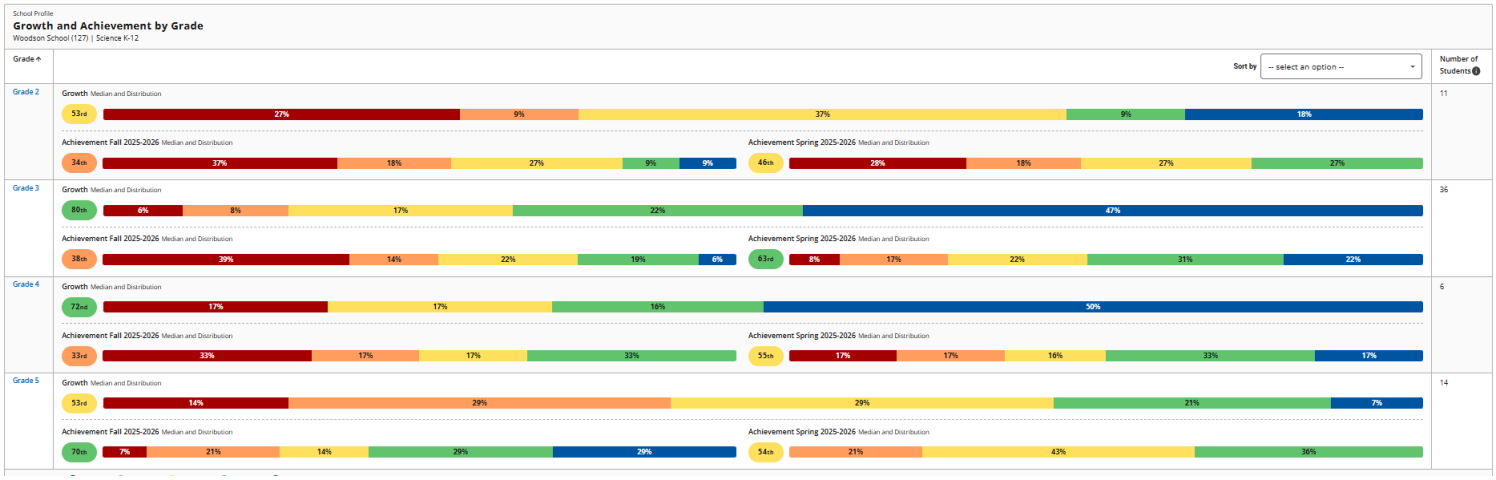
NWEA Math 2025/2026:



NWEA Reading 2025/2026:



NWEA Science 2025/2026:



School Action Plan Template

KEY ACTION ONE

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

Increase HQI Tier I instruction and student performance in Reading and Writing for grades PK-5.

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

- By December 2026, 55% of students will effectively implement the process of the RACE strategy SCRs and ECRs.
- By December 2026, 5% of scholars will achieve Meets on Reading Unit assessments utilizing the OnTrack data system and increase to 8% in Meets by Spring 2027.
- By December 2026, 30% of teachers will have a rate of 10% of scholars reporting to the Team Center after leveling up from Tier 1 instruction, while increasing to at least 15% in May 2027 as measured by the DOL and LSAE data tracker.
- By December 2026, 50% of teachers will have an average score of at least 10.5 on their SPOT observations as measured by the spot observation rubric administered by the ILT and increase to 11.5 in May 2027.
- By January 2027, 35% of PreK-4 students will be “On Track” in Phonological Awareness and Rapid Vocabulary based on the Circle assessment data, and by April 2027, 55%.

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

- Campus Leaders will model and conduct weekly feedback on lesson plans (DOLs, slide decks, LSAE) utilizing the Sweet 16 Instructional practices.
- Campus Leaders will lead weekly PLCs to provide explicit support for lesson internalization utilizing the Lesson Internalization Protocol and weekly DOL data tracker.
- Campus Leaders will conduct weekly on the spot coaching to teachers, apprentices, and learning coaches utilizing the SPOT form.
- Campus leaders will calibrate every morning to identify trends of misalignment utilizing the SPOT form.
- Campus leaders will coach ECR and SCR effective implementation by developing teacher’s exemplar and comparing student’s artifacts.

	Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)* ● Instructional Staff will internalize the district's curriculum and annotate the LSAE instructional materials to ensure alignment and accuracy with delivering high-quality instruction. ● Instructional Staff will actively engage in ongoing professional development opportunities that support lesson internalization, classroom culture, and data-driven instructional decisions. ● Instructional Staff will actively engage in weekly data-driven PLCS that adhere to the Campus Based PLC protocol. ● Instructional Staff will practice the following week's lesson during weekly DEMO days every Thursday from 4:15-5:15 p.m. ● Instructional Staff will implement writing MRS throughout the direct instruction and incorporate three SCRs per lesson with supports using sentence stems, cognates, and visual aids.

	Key Action One: Improve Instructional Quality & Capacity		
Staff Devel.	Who: Instructional Staff		
	What: Improve the instructional quality and capacity of the teaching staff to meet the diverse learning needs of our students by delivering high-leveraged Tier I instruction which will result in higher student achievement.		
	When: Ongoing		
	Where: Woodson		
Budget	**Proposed item**	**Description**	**Amount**
	Staff development	District Provided PD, Leadership Development Trainings	$0
	Materials/resources	Calendars, Data Binder, pacing calendar binders,	
	Purchased services		
	Other		

	Other		
		TOTAL	
	Funding sources: Title I Resources		

KEY ACTION TWO	**Key Action** *(Briefly state the specific goal or objective.)* ARDS for scholars with IEPs will be held on time and principal/assistant principal will participate in ARDs.
	Indicators of success *(Measurable results that describe success.)* ● By the end of the first semester, 100% of campus ARDs are held on or before the deadline. ● Ensure that 100% of newly enrolled scholars with IEPs will have information verified and accurately reflected in the ARD tracker within one week of their enrollment, with bi-weekly checks to monitor accuracy. ● The principal/assistant principal will ensure timely and full attendance at 100% of ARD meetings, actively participating in discussions to enhance student support as evidenced by the ARD minutes and ARD participation.
	Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)* ● Campus Leaders will monitor the Campus Compliance Dashboard in Frontline. ● Campus Leaders will review records of newly enrolled students and begin services if the student has an IEP. ● Campus Leaders will maintain campus ARD tracker to ensure all ARDs are held on time and with required members. ● Campus Leaders will develop a tracking tool for teachers and students to track student data and progress regularly as measured by the daily DOL and LSAE exemplars. ● Campus Leaders will collaborate with teachers during PLC to discuss data and interventions for individual students as measured by weekly data collections of monthly unit assessments. ● Campus Leaders will utilize resources to support teacher content-knowledge, rigor, and depth of TEKS, and student engagement as measured by the T-TESS rubric and TES expectations. ● Campus Leaders will be well-informed of district curriculum, assessment schedules, school data, district pivots, current trends, and research as measured by the South Division Weekly Insider.

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

- Instructional Staff will conduct data conferences with leaders and colleagues: Share student work samples, assessment data folders (organization, usage, maintenance) and assessment data projections as measured by Campus Based PLC Protocol.
- Instructional Staff will engage in reflective practices that connect student growth and achievement to the impact on professional teaching goals, department goals, and school goals, collectively as measured by NWEA and monthly unit assessments.
- Instructional Staff will Maintain data binders and all tracking tools regularly as measured by the Ontrack reporting system.
- Instructional Staff will utilize data to drive targeted intervention and monitor regularly as measured by the exemplar created by the teacher.
- Instructional Staff will create a culture of differentiated instruction: implement differentiated instruction techniques to address the diverse learning styles and abilities within special populations as measured by the SPOT observation rubric.
- Instructional Staff will provide small group instruction and one-on-one support to students in each of the subgroups who require additional assistance in math and/or reading as measured by the DOL and LSAE exemplars.

	Key Action Two:		
Staff Devel.	Who: Instructional Staff		
	What: Implement targeted intervention aimed at closing the Math and Reading academic gaps of all subgroups (SPED, EB, and HB 1416) to decrease the achievement gap between all students.		
	When: Ongoing		
	Where: Woodson		
Budget	**Proposed item**	**Description**	**Amount**
	Staff development	Pre-service and monthly PD sessions that support high-quality instructional practices for Special Populations.	$0
	Materials/resources	Manuals, exemplars, slide decks, SPOT observation forms, T-TESS Rubric, IEPs	$0

	Purchased services		
	Other		
	Other		
		TOTAL	
	Funding sources:		

KEY ACTION THREE	
	Key Action *(Briefly state the specific goal or objective.)* Teachers will implement the LSAE framework daily to increase Tier I HQI and student performance in Mathematics.
	Indicators of success *(Measurable results that describe success.)* ● By December 2026, 5% of scholars will achieve Meets on Unit assessments on open-ended questions utilizing the OnTrack data system and increase to 8% in Meets by Spring 2027. ● Students will demonstrate mastery of the learning objective and demonstrate growth by 20% by October 2026, and that percentage will increase by 50% by February 2027, and the percentage will increase to 70% by May 2027 as measured by daily D.O.L in the OnTrack platform. ● By December 2026, 30% of teachers will have a rate of 10% of scholars reporting to the Team Center after leveling up from Tier 1 instruction, while increasing to at least 15% in May 2027 as measured by the DOL and LSAE data tracker. ● By January 2027, 70% of teachers will have completed at least 60% of their grade-level ZEARN modules. By April 2027, 90% of students will have completed all assigned grade-level ZEARN modules.
	Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)* ● Campus Leaders will model and conduct weekly feedback on lesson plans (DOLs, slide decks, LSAE) utilizing the Sweet 16 expectations. ● Campus Leaders will lead weekly PLCs to provide explicit support for lesson internalization utilizing the Lesson Internalization Protocol and weekly DOL data tracker. ● Campus Leaders will conduct weekly on the spot coaching to teachers, apprentices, and learning coaches utilizing the SPOT form. ● Campus leaders will calibrate every morning to identify trends of misalignment utilizing the SPOT form. ● Campus leaders will coach ECR and SCR effective implementation by developing teacher's exemplar and comparing student's artifacts.

	Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)* ● Instructional Staff will implement a data tracking system within their classroom to guide their instructional decisions as measured by the DOL and LSAE exemplar. ● Instructional Staff will participate in various trainings, professional development, and PLCs (Professional Learning Communities) to augment their expertise and proficiency in implementing effective literacy instructional strategies as measured by the Campus Based PLC Protocol. ● Instructional Staff will implement identified structures to ensure that the leveled push out process happens with fidelity as measured by the framework of the NES model.

	Key Action Three:		
Staff Devel.	Who: Instructional Staff		
	What: Teachers will faithfully implement the LSAE framework daily, except for Extended Fridays.		
	When: Ongoing		
	Where: Woodson		
Budget	**Proposed item**	**Description**	**Amount**
	Staff development	LSAE Professional Development	$0
	Materials/resources	Exemplars, annotated slide decks, Criteria of Success	$0
	Purchased services		
	Other		
	Other		
		TOTAL	

	Funding sources:

KEY ACTION FOUR	**Key Action** *(Briefly state the specific goal or objective.)* Teachers will implement the LSAE framework daily to increase Tier I HQI and student performance in science.
	Indicators of success *(Measurable results that describe success.)* ● By January 2027, the campus average score will increase Monitor and Adjust for in Instruction, will support the campus averaging 10.5 out of 18 points, and 11 out of 18 by May 2027. ● By December 2026, 75% of teachers will effectively implement the success criteria for scoring and teaching the RACE strategy for all SCRs and ECRs 85% by EOY. ● By December 2026, 5% of scholars will achieve Meets on Unit assessments utilizing the OnTrack data system and increase to 10% in Meets by Spring 2027. ● By December 2026, 30% of teachers will have a rate of 10% of scholars reporting to the Team Center after leveling up from Tier 1 instruction, while increasing to at least 15% in May 2027 as measured by the DOL and LSAE data tracker.
	Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?* ● Campus Leaders will model and conduct weekly feedback on lesson plans (DOLs, slide decks, LSAE) utilizing the Game Plan tracker. ● Campus Leaders will lead weekly PLCs to provide explicit support for lesson internalization utilizing the Lesson Internalization Protocol and weekly DOL data tracker. ● Campus Leaders will conduct weekly on the spot coaching to teachers, apprentices, and learning coaches utilizing the SPOT form and Sweet 16 instructional expectations. ● Campus leaders will calibrate every morning to identify trends of misalignment utilizing the SPOT form. ● Campus leaders will coach ECR and SCR effective implementation by developing teacher's exemplar and comparing student's artifacts.

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

- Instructional Staff will internalize the district's curriculum and annotate the LSAE instructional materials to ensure alignment and accuracy with delivering high-quality instruction.
- Instructional Staff will actively engage in ongoing professional development opportunities that support lesson internalization, classroom culture, and data-driven instructional decisions.
- Instructional Staff will actively engage in weekly data-driven PLCS that adhere to the Campus Based PLC protocol.
- Instructional Staff will practice the following week's lesson during weekly DEMO days every Thursday from 4:15-5:15 p.m.
- Instructional Staff will implement writing MRS throughout the direct instruction and incorporate three ECR or SCR per lesson with supports using sentence stems, cognates, and visual aids.

	Key Action Four:		
Staff Devel.	Who: Instructional Staff		
	What: All students will show sizeable achievement growth in math, reading, and science standards.		
	When: Ongoing		
	Where: Woodson		
Budget	**Proposed item**	**Description**	**Amount**
	Staff development	Data-Driven Instruction with an emphasis on high-quality instruction	$0
	Materials/resources	Powerpoint presentation, NWEA student profiles,	$0
	Purchased services		
	Other		
	Other		
		TOTAL	
	Funding sources:		

KEY ACTION FIVE	
	Key Action *(Briefly state the specific goal or objective.)* Improve English proficiency for Emergent Bilingual scholars.
	Indicators of success *(Measurable results that describe success.)* ● The percentage of students in grades K-5 performing at Advanced and Advanced High level on TELPAS Reading will increase from 31% on TELPAS 2026 to 53% on TELPAS 2027. ● By 2027 PEIMS snapshot, 100% of students identified as potential EB students defined by Home Language Survey indicators are tested and appropriately coded. ● Progress monitoring will be conducted through Summit K-12 program usage and assessments. ● 100% of EB identified students will complete weekly progress monitoring on Summit K-12.
	Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)* ● Campus Leaders will pull current scholar's composite ratings on TELPAS for 2026-2027 school year, percent of scholars who met reclassification criteria, and have the interim target for English Language Proficiency standard internalized. ● Campus Leaders will facilitate meetings to share the student-level data and goals with campus administrators, staff, and teachers. ● Campus Leaders will review the EB spot form guidance document and the lesson internalization protocol with all administrators and teachers to clarify all instructional expectations, set norms, and calibrate. ● Campus Leaders will identify which teachers are serving EBs during which class periods to ensure they are observing teachers during instruction for EBs by reviewing class rosters. ● Campus Leaders will establish strong and clearly defined systems on respective campus for identification, enrollment, scheduling, and monitoring coding for all EB scholars. ● Campus Leaders will ensure documentation, timelines, and coding align with federal and state guidelines. ● Campus Leaders will review potential EB list provided by multilingual department for identifying students who need to test EB identification assessment before district snapshot date.

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

- Instructional Staff will conduct data conferences with leaders and colleagues: Share student work samples, assessment data folders (organization, usage, maintenance) and assessment data projections as measured by Campus Based PLC Protocol.
- Instructional Staff will engage in reflective practices that connect student growth and achievement to the impact on professional teaching goals, department goals, and school goals, collectively as measured by NWEA and monthly unit assessments.
- Instructional Staff will Maintain data binders and all tracking tools regularly as measured by the Ontrack reporting system.
- Instructional Staff will utilize data to drive targeted intervention and monitor regularly as measured by the exemplar created by the teacher.
- Instructional Staff will create a culture of differentiated instruction: implement differentiated instruction techniques to address the diverse learning styles and abilities within special populations as measured by the SPOT observation rubric.
- Instructional Staff will provide small group instruction and one-on-one support to EB scholars who require additional assistance in math and/or reading as measured by the DOL and LSAE exemplars.

	Key Action Two:		
Staff Devel.	Who: Instructional Staff		
	What: Implement targeted intervention aimed at closing the Math and Reading academic gaps of EB scholars.		
	When: Ongoing		
	Where: Woodson		
Budget	**Proposed item**	**Description**	**Amount**
	Staff development	Pre-service and monthly PD sessions that support high-quality instructional practices for Special Populations.	$0
	Materials/resources	Manuals, exemplars, powerpoint presentation, SPOT observation forms, T-TESS Rubric, IEPs	$0