



2026 – 2027

Campus Action Plan

Campus Name

LOCKHART ELEMENTARY SCHOOL

Principal Name

WHITNEY BRUNS

Campus Action Plan – Needs Assessment

District philosophy and guiding framework

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

Continued improvement in overall accountability performance, increasing from a D (67) in 22–23 to a B (84) in 24–25; however, Domain 1 (Student Achievement) remains an area of concern and requires targeted improvement efforts. MAP Math achievement and growth data indicate significant concerns in Grades 1–4, particularly Grade 2 Math growth at the 25th percentile.

Reading MAP achievement data demonstrates concerns in Grades 3 and 4, with Spring achievement percentiles at the 42nd and 31st percentile respectively, and growth across Grades 2–4 below desired targets.

Need for stronger Tier 1 math instruction aligned to TEKS, exemplars, and standards-based planning to improve student mastery. Inconsistent implementation of data-driven small group instruction and intervention cycles limits the ability to accelerate student growth.

DIBELS proficiency improved significantly from 50.0% to 73.55%, demonstrating success with structured literacy systems and targeted intervention supports that should continue to be strengthened and sustained.

Needs related to improving the quality of instruction

Instructional quality indicators improved significantly in 25–26, including increased formative SPOT scores (8.92 to 10.86), evaluative SPOT scores (9.63 to 12.72), and IRT averages (12.25); however, continued improvement is needed to move instruction from compliance-based implementation to highly effective execution.

Inconsistent implementation of high-leverage instructional practices across classrooms, particularly:

- Monitoring and adjusting instruction
- Purposeful student discourse
- Rigorous writing opportunities
- Pacing toward independent mastery
- Effective use of exemplars and annotations

Need for stronger instructional rigor and alignment to campus instructional expectations during Tier 1 instruction and intervention blocks. Variation in teacher effectiveness across classrooms despite the majority of teachers performing within the Proficient I range and seven teachers earning Proficient II ratings.

Limited teacher ownership of instructional coaching cycles, data analysis, and reflective instructional practices.

System evaluation (philosophy, processes, implementation, capacity)

Campus discipline incidents increased significantly in 24–25, including increases in OSS, ISS, and classroom removals categorized as “Other,” indicating a need for stronger campus-wide behavior systems and restorative practices.

Classroom management systems and behavior expectations vary significantly across classrooms, resulting in loss of instructional time and inconsistent student experiences.

Need for stronger systems to ensure consistency in intervention implementation, data analysis cycles, and accountability for instructional follow-through.

Limited leadership density across the campus has impacted the ability to sustain coaching systems, monitor implementation with fidelity, and build teacher leadership capacity.

Student attendance remained stable at 92–93%, while teacher attendance improved to 97%, reflecting positive campus culture and staff commitment that can be leveraged to strengthen implementation systems and student outcomes.

Campus Action Plan Template

Key Action 1

Briefly state the specific goal or objective

Strengthen Tier 1 instruction through consistent high-leverage instructional practices

Indicators of Success

Measurable results that describe success

- By December 2026, the campus average for IRT will be at least Proficient I. By May 2027, the campus average for IRT will increase to Proficient II or higher.
- The number of teachers averaging Proficient II or higher on SPOT evaluations will increase from MOY in December to EOY in May.
- 100% of classrooms will consistently implement campus instructional look-fors, aligned to the Sweet Sixteen and SPOT form, as evidenced by spot scores and classroom observations.

Specific Actions – School Leaders

What specific action steps will the leaders take to accomplish the objective?

- Conduct daily "Power Walks" with calibrated feedback and on-the-spot coaching aligned to SPOT indicators
- Implement weekly instructional focus cycles aligned to identified campus trends
- Provide differentiated coaching cycles for teachers based on SPOT and IRT data
- Use PLCs to support teachers with internalizing curriculum, analyzing student work, and rehearsing exemplar responses.
- Leverage Demo Day to provide Tier 2 and Tier 3 teachers with additional opportunities to at-bat their lessons with high-leverage feedback from lead teachers and administrators.

Specific Actions – Staff

What specific action steps will the staff take to accomplish the objective?

- Implement gradual release structures with clear expectations for student engagement and checks for understanding.
- Use exemplars and annotation strategies daily to support student reasoning and justification.
- Engage in weekly PLCs and come prepared
- Utilize student work analysis protocol to adjust instruction based on student misconceptions
- Implement feedback and on-the-spot coaching with fidelity

Key Action One			
Staff Development	Who: Administrators & Instructional Staff		
	What: Provide weekly professional development aligned to SPOT indicators and campus instructional look-fors. Conduct PLCs focused on internalizing curriculum, standards alignment, exemplar development, and rigorous questioning strategies. Implement coaching cycles using SPOT and IRT data to provide differentiated support for teachers. Train teachers on high-leverage instructional practices Effective pacing toward independent mastery Utilize Power Walks and calibration walks to monitor implementation and provide actionable feedback. Provide intervention and Team Center training focused on misconceptions analysis and data-driven reteach practices		
	When: Ongoing		
	Where: Lockhart		
Budget	Proposed Item	Description	Amount
	Staff Development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		
	Funding Sources:		

Key Action 2

Briefly state the specific goal or objective

Improve student outcomes in Math and Reading

Indicators of Success

Measurable results that describe success

- By May 2027, increase the percentage of students meeting or exceeding grade-level expectations on STAAR mathematics by 20 percentage points from 30% in 2025-2026.

- At the NWEA MAP MOY Math assessment in January 2027, 60% of our K-5th grade students will meet their individual growth goal from BOY to MOY; at EOY in May 2027, at least 70% of our students will meet their individual MAP growth goal.

- At MOY, 50% of students will perform At or Above grade level on DIBELS from BOY to MOY. The percentage will increase to 70% at EOY.

- At the NWEA MAP MOY Reading assessment in January 2027, 60% of our 2nd-5th grade students will meet their individual growth goal from BOY to MOY; at EOY in May 2027, at least 70% of our students will meet their individual MAP growth goal.

Specific Actions – School Leaders

What specific action steps will the leaders take to accomplish the objective?

- Conduct spots and provide timely, actionable feedback

- Implement individualized instructional coaching cycles, including observations, feedback, modeling, co-planning, and follow-up support for all teachers.

- Monitor planning time to ensure teachers are maximizing the time to internalize slide decks and customize based on student needs

- Review common assessment, DOL, and MAP data after each assessment window to identify students requiring additional support and adjust instructional plans accordingly.

- Recognize and celebrate teacher and student growth throughout the year while maintaining accountability through ongoing progress monitoring toward MOY and EOY math achievement goals.

Specific Actions – Staff

What specific action steps will the staff take to accomplish the objective?

- Deliver daily, standards-aligned Tier I math instruction using district curriculum resources, incorporating rigorous questioning, mathematical discourse, and checks for understanding.

- Analyze student performance data during weekly PLCs to identify learning gaps, develop targeted reteach plans, and adjust instruction based on student needs.

- Implement differentiated LSAE lessons and Tier 2 instruction to provide timely interventions for students identified through classroom, MAP, and common assessment data.

- Progress monitor Tier II and Tier III students regularly, maintain accurate intervention documentation, and communicate student progress during MTSS meetings.

- Participate actively in instructional coaching, professional learning, and collaborative planning by implementing feedback, sharing best practices, and continuously refining instructional practices.

Key Action Two			
Staff Development	Who:		
	What:		
	When:		
	Where:		
Budget	Proposed Item	Description	Amount
	Staff Development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		
	Funding Sources:		

Key Action 3

Briefly state the specific goal or objective

Ensure equitable academic growth and achievement for students in Special Populations.

Indicators of Success

Measurable results that describe success

- From BOY to MOY CIRCLE assessment in January 2027, 70% of Pre-K students will demonstrate expected or above expected progress in literacy and mathematics. By EOY in May 2027, 85% of Pre-K students will demonstrate expected or above expected progress, indicating kindergarten readiness.

85% of students receiving Tier II or Tier III math intervention, according to MTSS, will meet or exceed their individualized math growth goals by May 2027. At MOY, 100% of Tier 2 and 3 students will receive documented targeted interventions and 70% will meet or exceed their MOY growth targets.

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At the NWEA MAP MOY assessment in January 2027, 60% of Special Education students will meet or exceed their individual growth goals in reading and/or mathematics from BOY to MOY. By the NWEA MAP EOY assessment in May 2027, at least 70% of Special Education students will meet or exceed their individual growth goals.

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Specific Actions – School Leaders

What specific action steps will the leaders take to accomplish the objective?

- Conduct monthly Special Populations data meetings to monitor the progress of Pre-K, Special Education, and Tier II/Tier III students and adjust instructional supports based on student performance data.
- Complete regular classroom walkthroughs focused on the implementation of individualized accommodations, small-group instruction, evidence-based interventions, and high-quality Tier I instruction.
- Implement instructional coaching cycles for teachers serving Special Populations, including lesson modeling, co-planning, observation, and actionable feedback to strengthen instructional practices.
- Monitor fidelity of intervention programs (CIRCLE, MTSS, MAP, IEP implementation, and progress monitoring) through monthly data reviews and classroom observations.
- Collaborate with teachers, interventionists, and support staff during PLCs and MTSS meetings to ensure timely identification of student needs, monitor progress toward MOY and EOY goals, and adjust supports to maximize student growth.

Specific Actions – Staff

What specific action steps will the staff take to accomplish the objective?

- Deliver high-quality, differentiated instruction that incorporates students' IEP accommodations, language supports, and individualized learning needs while maintaining grade-level rigor.
- Implement targeted small-group instruction and interventions using student data from CIRCLE, MAP, classroom assessments, and MTSS progress monitoring to address identified skill deficits.
- Progress monitor student growth consistently, maintain accurate documentation for IEPs, MTSS, and CIRCLE, and use data to adjust instruction and intervention plans.
- Collaborate regularly with special education teachers, interventionists, Pre-K staff, and support personnel during PLCs, ARD/MTSS meetings, and collaborative planning to ensure coordinated support for all Special Population students.
- Ensure students actively engage with assigned intervention programs and instructional resources (e.g., CIRCLE activities, MAP-aligned interventions, and individualized instructional supports) while communicating student progress and needs with families and campus support staff.

Key Action Three			
Staff Development	Who:		
	What:		
	When:		
	Where:		
Budget	Proposed Item	Description	Amount
	Staff Development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		
	Funding Sources:		

Key Action 4

Briefly state the specific goal or objective

Foster a Positive School Culture that Promotes Student Attendance, Positive Behavior, and Social-Emotional Growth.

Indicators of Success

Measurable results that describe success

- By January 2027, campus Average Daily Attendance (ADA) will increase to 95%, and chronic absenteeism will decrease by 7 percentage points from the 2025–2026 baseline. By May 2027, campus ADA will reach 96%, and chronic absenteeism will decrease by 10 percentage points from the baseline.
- By January 2027, ISS and OSS incidents will decrease by 20% from the 2025–2026 baseline, and 90% of students receiving behavior interventions will demonstrate improved behavior outcomes. By May 2027, ISS and OSS incidents will decrease by 35% from the baseline, with at least 95% of students having no ISS or OSS placements during the school year.
- By January 2027, 90% of students identified through attendance, behavior, or SEL data as needing Tier II or Tier III supports will participate in documented interventions, mentoring, restorative practices, or check-in/check-out supports. By May 2027, at least 80% of these students will demonstrate measurable improvement in attendance, behavior, or social-emotional goals, as evidenced by campus intervention data and progress monitoring.

Specific Actions – School Leaders

What specific action steps will the leaders take to accomplish the objective?

- Monitor attendance, behavior, and SEL data weekly to identify trends, provide targeted supports, and evaluate progress toward campus goals.
- Conduct regular classroom and common area walkthroughs to ensure consistent implementation of PBIS, restorative practices, CHAMPS expectations, and positive behavior supports.
- Facilitate monthly Attendance, MTSS, and Student Support Team meetings to review individual student data, monitor interventions, and adjust action plans as needed.
- Implement campus-wide attendance and behavior recognition programs that celebrate positive attendance, behavior, and student growth at weekly pep rallies and monthly celebrations.
- Partner with families and community stakeholders through timely communication, attendance conferences, home visits, and restorative meetings to remove barriers to student success and strengthen school-home relationships.

Specific Actions – Staff

What specific action steps will the staff take to accomplish the objective?

- Build positive relationships with students by consistently teaching, modeling, and reinforcing campus behavior expectations and social-emotional competencies.
- Monitor student attendance daily, communicate attendance concerns promptly with families, and refer students with chronic attendance concerns through the campus intervention process.
- Implement proactive classroom management strategies, restorative practices, and PBIS supports to create a safe, structured, and engaging learning environment while minimizing the need for exclusionary discipline.
- Participate in MTSS, Attendance, and Student Support Team meetings by documenting interventions, monitoring student progress, and collaborating with colleagues to implement targeted supports.
- Recognize and celebrate positive student attendance, behavior, and character through classroom and campus incentive programs while maintaining consistent communication with families regarding student progress and needs.

Key Action Four			
Staff Devel.	Who:		
	What:		
	When:		
	Where:		
Budget	Proposed Item	Description	Amount
	Staff Development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		
	Funding Sources:		