



2026 – 2027

Campus Action Plan

Campus Name

Kennedy Elementary School

Principal Name

Maria Lidia Garza

Campus Action Plan – Needs Assessment

District philosophy and guiding framework

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

The data used for this needs assessment is derived from the results of the 2024-2025 & 2025-2026 STAAR tests. STAAR Reading and Math data indicate a continued need to increase the percentage of students performing at the Meets Grade Level standard, particularly among Emergent Bilingual students and students receiving Special Education services. NWEA MAP Reading data indicates that a large percentage of students are currently performing below the 40th percentile, demonstrating the need for strengthened Tier 1 instruction, academic discourse, student engagement, and lesson internalization. Additionally, TELPAS proficiency data indicates a continued need to strengthen language acquisition opportunities across all content areas.

2024-2025 TELPAS Proficiency 47%

NWEA MAP Beginning of Year (BOY '25 – '26) Math indicated that:

15% of students were in the (1st-21st) percentile;

18% in (21st - 40th) percentile;

23% in (41st – 60th) percentile;

25% in (61st – 80th) percentile;

19% in (81st to 99th) percentile.

NWEA MAP Beginning of Year (BOY '25 – '26) Reading data indicated that:

27% of students were in the (1st-21st) percentile;

28% in (21st - 40th) percentile;

16% in (41st – 60th) percentile;

20% in (61st – 80th) percentile;

9% in (81st to 99th) percentile.

Needs related to improving the quality of instruction

The data used for quality of instruction needs assessment is derived from progress monitoring data that analyzes instructional deficiencies using multiple sources of data, including IRT results which grew from 13.44 – BOY IRT #2 to 14.60 EOY IRT #4, the AIM platform (Lead Rating:), and the HISD Spot App. The data derived from the quality of instruction indicates a need for professional development centered on providing effective support to our students in special populations, such as special education and emergent bilingual students. Additionally, our data indicates a need for professional development on effectively engaging students through a variety of engagement strategies, as well as stamping key ideas and student responses.

System evaluation (philosophy, processes, implementation, capacity)

The following processes are present in the action plan and help ensure accountability and drive data-driven decisions to support rapid improvement at Kennedy ES.

Identifying Baseline Data: By understanding the school 's current performance, leaders can pinpoint specific areas that need improvement, such as low-test scores or poor attendance, directly aligning efforts with state standards the school needs to meet.

Setting Measurable Goals: Clear, measurable goals focus the school 's efforts on areas that directly affect meeting academic and operational standards, ensuring that every action taken contributes to progress.

Monitoring Implementation: Regular monitoring ensures that turnaround strategies, like curriculum adjustments or training, are being properly executed. This prevents wasted time and resources, keeping the school on track to meet standards.

Measuring Progress: By continually assessing student performance and teacher effectiveness, schools can track whether they are closing the gap between current performance and required standards.

Making Adjustments: When evaluations show that strategies are not working as expected, adjustments are made. This flexibility allows schools to refine their approach, improving their chances of meeting or exceeding standards over time.

Campus Action Plan Template

Key Action 1

Briefly state the specific goal or objective

Improve English proficiency for Emergent Bilingual students.

Indicators of Success

Measurable results that describe success

- By January 2027 (MOY), 80% of bilingual classroom teachers will earn an average SPOT observation score of 10.5 or higher. By May 2027 (EOY), 90% will earn an average SPOT observation score of 14.5 or higher, as evidenced by the monthly SPOT observation tracker.
- By the end of the 2026 – 2027 school year, 48% of Emergent Bilingual students will demonstrate growth of at least one proficiency level, as measured by the SY 2026 – 2027 TELPAS composite score compared to the SY 2025 – 2026 TELPAS composite score.
- By January 2027 (MOY), 90% of Emergent Bilingual students will complete at least 80% of their assigned Summit K12 lessons. By May 2027 (EOY), 95% will complete at least 90% of assigned Summit K12 lessons, as evidenced by Summit K12 usage reports.

Specific Actions – School Leaders

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

- Campus leaders will conduct Rapid Fire Walks three times daily to monitor instruction and identify trends. The administrative team will review and discuss instructional trends weekly to determine next steps, provide targeted coaching, and monitor implementation.
- Leaders will coach teachers on effectively implementing engagement strategies to provide various opportunities for scholars to increase their ability to read, write, and speak in English.
- Leaders will coach teachers to mastery on how to effectively monitor, make the needed instructional adjustments and provide feedback to EB students.
- Leaders will train teachers on using the campus Lesson Internalization framework with a focus on differentiating and scaffolding their lessons to meet the needs of EB scholars during preservice in August 2026 and as needed throughout the school year.
- Leaders will effectively train all K-1st teachers on how to effectively administer the TELPAS assessment and rate student outcomes by February 2027.
- Leaders will coach and monitor the implementation of SCR and ECR across contents and provide on-going professional development refreshers monthly to ensure mastery in these areas for teachers and scholars.
- Monitor implementation fidelity of The Great Eight and The Next Eight instructional strategies through weekly walkthroughs and PLC calibration meetings.

Specific Actions – Staff

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

- Teachers will implement feedback received during Rapid Fire Walks promptly and consistently, making instructional adjustments to improve student engagement, lesson delivery, and learning outcomes.
- Execute HISD specific engagement strategies daily & consistently throughout the instructional block to provide scholars various opportunities to listen to, read, write and speak in English.
- Intentionally adjust instructional practices to reflect targeted, differentiated, support for all emergent bilingual (at-risk) students in all instructional spaces, on a block-to-block daily basis.
- Implement instructional best practices focused on the “Great 8” and the “The Next 8” provided during PD sessions utilizing the campus lesson internalization framework with a focus on differentiating and scaffolding.
- Engage in PLCs with a focus on SCR and ECR across content areas; will provide evidence of implementation and provide peer feedback on how to improve students’ writing.
- Teachers will submit weekly lesson internalizations aligned to TEKS rigor, language objectives, and scaffolds for Emergent Bilingual students.
- 95% of classrooms will demonstrate implementation of The Great Eight and The Next Eight during weekly walkthroughs.

Key Action One		
Staff Development	Who: Kennedy Admin Team.	
	What: Professional development on High Quality Instruction, on the spot coaching, daily planning, PLCs, and Demo days.	
	When: During Pre-Service week and throughout the school year.	
	Where: Kennedy ES, HISD	
Budget	Proposed Item	Amount
	Staff Development	0
	Materials/resources	0
	Purchased services	0
	Other	0
	Other	0
	TOTAL	0
Funding Sources:		

Key Action 2

Briefly state the specific goal or objective

Improve math proficiency in Kinder-5th grade.

Indicators of Success

Measurable results that describe success

- By January 2027 (MOY), 50% of K – 5 students will meet or exceed their projected MAP Math growth target. By May 2027 (EOY), 70% of K – 5 students will meet or exceed their projected MAP Math growth target, as evidenced by the MAP Growth Targeted Distribution report.

- By January 2027 (MOY), campus wide Zearn engagement and lesson completion will reach 90%, increasing to 95% of students completing at least 90 lessons by EOY.

- By January 2027 (MOY), the campus will earn an average of at least 7 points in the Instruction domain during Independent Review Team (IRT) visits. By May 2027 (EOY), the campus will earn an average of at least 9 points, as evidenced by IRT reports.

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Specific Actions – School Leaders

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

- Campus leaders will conduct Rapid Fire Walks three times daily to monitor instruction and identify trends. The administrative team will review and discuss instructional trends weekly to determine next steps, provide targeted coaching, and monitor implementation.
 - Provide ongoing coaching, feedback, and SPOT observations focused on high-quality Tier 1 math instruction, student engagement, and stamping key ideas and student responses.
 - Monitor Zearn implementation weekly to ensure students are completing lessons with fidelity and teachers are consistently providing rigorous math instruction aligned to grade-level standards.
 - Facilitate professional development focused on math discourse, problem-solving strategies, checks for understanding, and data-driven instructional planning aligned to STAAR expectations.
 - Ensure lesson internalization and instructional planning are aligned to the rigor of the TEKS and STAAR Math expectations through regular planning meetings and instructional support.
- Communicate expectations and student progress regularly with teachers, students, and families to promote accountability and increase completion of Zearn lessons and overall math achievement.
- Conduct monthly walkthrough calibration sessions focused on student engagement, math discourse, and implementation of rigorous Tier 1 instruction.

Specific Actions – Staff

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

- Teachers will implement feedback received during Rapid Fire Walks promptly and consistently, making instructional adjustments to improve student engagement, lesson delivery, and learning outcomes.
 - Teachers will deliver rigorous grade-level math instruction daily, aligned to the rigor of the TEKS and STAAR expectations.
 - Teachers will utilize multiple engagement strategies, including response cards, math discourse, and frequent checks for understanding, to actively engage students throughout instruction.
 - Teachers will internalize and customize math lessons using the gradual release model to ensure rigorous and student-centered instruction.
 - Teachers will ensure students complete Zearn lessons with fidelity and will consistently monitor student progress toward the goal of completing four lessons per week.
 - Teachers will incorporate The Great Eight and The Next Eight instructional strategies into lessons, while consistently stamping key ideas, using exemplars, and lifting student responses to reinforce learning objectives and academic vocabulary.
- Teachers will implement The Great Eight and The Next Eight instructional strategies daily, as evidenced through walkthrough observations and lesson internalization documents.

Key Action Two		
Staff Development	Who: Kennedy Admin Team.	
	What: Professional development on High Quality Instruction, on the spot coaching, daily planning, PLCs, and Demo days.	
	When: During Pre-Service week and throughout the school year.	
	Where: Kennedy ES, HISD	
Budget	Proposed Item	Amount
	Staff Development	0
	Materials/resources	0
	Purchased services	0
	Other	0
	Other	0
	TOTAL	0
Funding Sources:		

Key Action 3

Briefly state the specific goal or objective

Improve reading proficiency in Kinder-5th grade.

Indicators of Success

Measurable results that describe success

- By January 2027 (MOY), at least 50% of students will perform On Level or Above Grade Level on DIBELS/Lectura. By May 2027 (EOY), at least 88% of students will perform On Level or Above Grade Level, as evidenced by DIBELS/Lectura benchmark assessment reports.
- By January 2027 (MOY), 50% of 2 – 5 students will meet or exceed their projected MAP Reading growth target. By May 2027 (EOY), 60% of 2 – 5 students will meet or exceed their projected MAP Reading growth target.
- By January 2027 (MOY), the campus will earn an average of at least 8 points in the Instruction domain during Independent Review Team (IRT) visits to reading classrooms. By May 2027 (EOY), the campus will earn an average of at least 9.0 points, as evidenced by IRT reports.
- By January 2027 (MOY), 50% of 2 – 5 students will meet or exceed their projected MAP Reading growth target. By May 2027 (EOY), 70% of 2 – 5 students will meet or exceed their projected MAP Reading growth target, as evidenced by the MAP Growth Targeted Distribution report.
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Specific Actions – School Leaders

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

- Campus leaders will conduct Rapid Fire Walks three times daily to monitor instruction and identify trends. The administrative team will review and discuss instructional trends weekly to determine next steps, provide targeted coaching, and monitor implementation.
- Provide ongoing coaching, feedback, and SPOT observations focused on TEKS-aligned reading instruction, student engagement, and stamping key ideas and student responses.
- Monitor Amira implementation weekly to ensure students are completing lessons with fidelity and teachers are consistently providing rigorous reading instruction aligned to grade-level standards.
- Facilitate professional development focused on reading discourse, comprehension strategies, academic vocabulary, checks for understanding, and data-driven instructional planning aligned to STAAR Reading expectations.
- Ensure lesson internalization and instructional planning are aligned to the rigor of the TEKS and STAAR Reading expectations through regular planning meetings and instructional support.
- Communicate expectations and student progress regularly with teachers, students, and families to promote accountability and increase completion of Amira lessons and overall reading achievement.
- Facilitate monthly PLCs focused on analyzing reading data, exemplar responses, and alignment of instruction to STAAR Reading rigor.
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Specific Actions – Staff

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

- Teachers will implement feedback received during Rapid Fire Walks promptly and consistently, making instructional adjustments to improve student engagement, lesson delivery, and learning outcomes.
- Teachers will deliver high-quality Tier 1 reading instruction daily, aligned to the rigor of the TEKS and STAAR Reading expectations.
- Teachers will utilize multiple engagement strategies, including turn-and-talk, annotation, response cards, reading discourse, and frequent checks for understanding, to actively engage students throughout instruction.
- Teachers will internalize and customize reading lessons using the gradual release model to ensure rigorous and student-centered instruction.
- Teachers will ensure students complete Amira lessons with fidelity and will consistently monitor student progress toward weekly lesson completion goals.
- Teachers will incorporate The Great Eight and The Next Eight instructional strategies into lessons while consistently stamping key ideas, using exemplars, lifting student responses, and reinforcing academic vocabulary and comprehension skills throughout instruction.
- Teachers will implement daily opportunities for reading discourse, annotation, writing about reading, and academic vocabulary development during all reading lessons.

Key Action Three			
Staff Development	Who: Kennedy Admin Team.		
	What: Professional development on High Quality Instruction, on the spot coaching, daily planning, PLCs, and Demo days.		
	When: During Pre-Service week and throughout the school year.		
	Where: Kennedy ES, HISD		
Budget	Proposed Item	Description	Amount
	Staff Development	Teachers will participate in targeted professional development focused on delivering high-quality Tier 1 reading instruction through the campus Lesson Internalization framework, with an emphasis on reading comprehension, academic vocabulary, student discourse, engagement strategies, and scaffolding instruction to meet the needs of all students, including Emergent Bilingual students.	0
	Materials/resources	Curriculum documents Lead4ward documents Ontrack reports SPOT form Lesson internalization document.	0
	Purchased services	N/A	0
	Other		0
	Other		0
	TOTAL		0
Funding Sources:			

Key Action 4

Briefly state the specific goal or objective

Improve the quality of SPED instruction.

Indicators of Success

Measurable results that describe success

- By January 2027 (MOY), 90% of SPED compliance indicators, including timely ARDs, IEP implementation, and progress-monitoring documentation, will meet district requirements. By May 2027 (EOY), compliance will increase to 95%.

By January 2027 (MOY), SPED teachers will earn an average SPOT score of 12, increasing to 14.5 by EOY 2027.

- By EOY 2026/2027, 90% of students receiving SPED services will meet district expectations for Zearn and Amira lesson completion.
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Specific Actions – School Leaders

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

- Campus leaders will conduct Rapid Fire Walks three times daily to monitor instruction and identify trends. The administrative team will review and discuss instructional trends weekly to determine next steps, provide targeted coaching, and monitor implementation.
Provide ongoing coaching, feedback, and SPOT observations focused on high-quality Tier 1 instruction, accommodations, student engagement, and effective implementation of IEP supports for SPED students.
- Facilitate professional development focused on differentiated instruction, scaffolding strategies, gradual release, academic discourse, and rigorous grade-level instruction for students receiving Special Education services.
Monitor implementation of accommodations, modifications, and instructional supports to ensure alignment with IEP requirements and grade-level expectations.
- Ensure lesson internalization and instructional planning are aligned to the rigor of the TEKS, STAAR expectations, and SPED student needs through regular planning meetings and instructional support.
Communicate expectations and student progress regularly with teachers, students, and families to promote accountability and improve academic outcomes for SPED students.
- Conduct regular co-planning meetings between SPED and classroom teachers to ensure alignment of accommodations, lesson rigor, and instructional delivery.
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Specific Actions – Staff

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

- Teachers will implement feedback received during Rapid Fire Walks promptly and consistently, making instructional adjustments to improve student engagement, lesson delivery, and learning outcomes.
SPED and classroom teachers will collaboratively plan and deliver high-quality Tier 1 instruction aligned to the rigor of the TEKS and STAAR expectations while implementing accommodations and supports outlined in students' IEPs.
- Teachers will utilize effective co-teaching models and multiple engagement strategies, including checks for understanding, response cards, academic discourse, and scaffolds, to actively engage SPED students throughout instruction.
- Teachers will internalize and customize lessons using the gradual release model to ensure rigorous and accessible instruction for SPED students.
- Teachers will analyze NWEA MAP Reading and Math data regularly to monitor student progress and adjust instruction based on student needs and performance trends.
Teachers will consistently stamp key ideas, use exemplars, lift student responses, and reinforce academic vocabulary to strengthen comprehension and student learning outcomes.
SPED and classroom teachers will collaboratively plan and implement co-teaching models that ensure students receive rigorous grade-level instruction with appropriate scaffolds and accommodations.

Key Action Four			
Staff Devel.	Who: Kennedy Admin Team.		
	What: Professional development on High Quality Instruction, on the spot coaching, daily planning, PLCs, and Demo days.		
	When: During Pre-Service week and throughout the school year.		
	Where: Kennedy ES, HISD		
Budget	Proposed Item	Description	Amount
	Staff Development	Teachers will participate in targeted PD focused on using the campus Lesson Internalization framework with a focus on differentiating and scaffolding their lessons to meet the needs of SPED students and to ensure a well-rounded education.	
	Materials/resources	Curriculum documents Lead4ward documents Ontrack reports SPOT form Lesson internalization document.	
	Purchased services	N/A	
	Other		
	Other		
	TOTAL		
	Funding Sources:		