



2026 – 2027

Campus Action Plan

Campus Name

Jean Hines Caldwell Elementary

Principal Name

Deneshia Stigers

Campus Action Plan – Needs Assessment

District philosophy and guiding framework

Needs related to student achievement data

- Hines Caldwell Elementary School is projected to receive an “A” rating (94) for the 2025-2026 school year, according to the TEA rating system.
- The data used for this needs assessment is derived from the 2025-2026 STAAR tests.
- STAAR Reading scores in grade 3 - increased by 6% from 37% to 43% passing at the **Meets** level & increased by 7% from 13% to 20% passing at the **Masters** level.
- STAAR Reading scores in grade 4 - increased by 17% from 50% to 67% passing at the **Meets** level & increased by 5% from 23% to 28% passing at the **Masters** level.
- STAAR Reading scores in grade 5 - increased by 1% from 66% to 67% passing at the **Meets** level & increased by 0% from 41% to 41% passing at the **Masters** level (same masters % was achieved).

- STAAR Math scores in grade 3 - increased by 8% from 38% to 46% passing at the **Meets** level & increased by 18% from 5% to 23% passing at the **Masters** level.
- STAAR Math scores in grade 4 - increased by 15% from 54% to 69% passing at the **Meets** level & increased by 7% from 32% to 39% passing at the **Masters** level.
- STAAR Math scores in grade 5 - decreased by 5% from 51% to 46% passing at the **Meets** level & increased by 1% from 21% to 22% passing at the **Masters** level.
- STAAR Science scores in grade 5 - decreased by 6% from 40% to 34% passing at the **Meets** level & decreased by 8% from 20% to 12% passing at the **Masters** level.

- **2025-2026 compared to 2024-2025 TELPAS Proficiency**

School Year	% Beg.	% Inter.	%Advanced	%Adv. High
24-25 Total Students: 452	22%	46%	23%	8%
25-26 Total Students: 407	18%	42%	30%	9%

- **NWEA MAP Achievement Data EOY 2026**

NWEA EOY Math	Kindergarten	1st	2nd	3rd	4 th	5 th
1st-21st percentile	6%	30%	21%	14%	7%	13%
21st-40 th percentile	19%	23%	24%	18%	13%	15%
41st-60 th percentile	26%	22%	24%	16%	10%	21%
61st-80 th percentile	37%	14%	31%	29%	36%	20%
81st-99 th percentile	12%	11%	11%	23%	34%	31%

NWEA EOY Reading	2nd	3rd	4 th	5 th
1st-21st percentile	27%	24%	7%	6%
21st-40 th percentile	18%	20%	12%	14%

41st-60th percentile	14%	19%	24%	26%
61st-80th percentile	25%	20%	33%	35%
81st-99th percentile	16%	17%	24%	19%

NWEA Sp. Reading	2nd	3rd	4th	5th
1st-21st percentile	19%	14%	7%	13%
21st-40th percentile	7%	18%	13%	15%
41st-60th percentile	13%	16%	10%	20%
61st-80th percentile	13%	29%	36%	20%
81st-99th percentile	48%	23%	34%	32%

NWEA EOY Science	2nd	3rd	4th	5th
1st-21st percentile	21%	18%	8%	5%
21st-40th percentile	14%	16%	13%	16%
41st-60th percentile	10%	16%	16%	20%
61st-80th percentile	21%	21%	29%	26%
81st-99th percentile	34%	29%	34%	33%

- **Domain I STAAR Data**

2026 STAAR Results TEA Published (6-22-26) -JHC Domain 1 Totals

3rd-5th Reading 2026 STAAR Prelim. Data 6-1-26	3rd-5th Reading 2026 STAAR Prelim. Data 6-1-26	3rd-5th Reading 2026 STAAR Prelim. Data 6-1-26	3rd-5th Reading 2026 STAAR Prelim. Data 6-1- 26	3rd-5th Reading 2026 STAAR Prelim. Data 6-1-26	3rd-5th Math 2026 STAAR Prelim. Data 6-1-26	3rd-5th Math 2026 STAAR Prelim. Data 6-1-26	3rd-5th Math 2026 STAAR Prelim. Data 6-1-26	3rd-5th Math 2026 STAAR Prelim. Data 6-1- 26	3rd-5th Math 2026 STAAR Prelim. Data 6-1-26	5th Science 2026 STAAR Prelim. Data 6- 1-26	5th Science 2026 STAAR Prelim. Data 6- 1-26	5th Science 2026 STAAR Prelim. Data 6-1- 26	5th Science 2026 STAAR Prelim. Data 6-1- 26	5th Science 2026 STAAR Prelim. Data 6-1- 26
Perf. Level	DNM	Approaches	Meets	Masters	Perf. Level	DNM	Approaches	Meets	Masters	Perf. Level	DNM	Approaches	Meets	Masters
#	68	223	171	87	#	77	216	155	80	#				
Total #	291	291	291	291	Total #	293	293	293	293	Total #				
Points for Domain 1 (All grades, All subjects)	23%	77%	59%	30%	Points for Domain 1 (All grades, All subjects)	26%	74%	53%	27%	Points for Domain 1 (All grades, All subjects)				
Domain 1 Score	55%				Domain 1 Score	51%				Domain 1 Score				

**NO 2026 5th Grade Science
STAAR Data is available as
of 6/22/2026**

ALL 2026 Prelim STAAR Data 6-1-26	All grades & content	All grades & content	All grades & content	All grades & content
Perf. Level	DNM	Approaches	Meets	Masters
#	145	439	326	167
Total #	584	584	584	584
Points for Domain 1 (All grades, All subjects)	25%	75%	56%	29%
Domain 1 Score	53%			B

- DIBELS EOY Data (Kindergarten)**

DIBELS Performance Level Summary (K)	Student Percent
Well Below Benchmark	20.75%
Below Benchmark	8.71%
At Benchmark	24.9%
Above Benchmark	45.64%

- CIRCLE EOY Math Data**

	Measure	On Track	Needs Support	Monitor	Out of Range
Math	Rote Counting	72%	16%	5%	7%
	Shape Naming	91%	7%	0%	2%
	Number Discrimination	95%	5%	0%	0%
	Number Naming	93%	2%	2%	2%
	Shape Discrimination	100%	0%	0%	0%
	Counting Sets	81%	12%	5%	2%
	Operations	56%	23%	7%	14%
	Overall Measure	100%	0%	0%	0%
* Measure has no benchmarks.					

	Measure	On Track	Needs Support	Monitor	Out of Range
Matemáticas	Conteo de memoria	96%	0%	0%	4%
	Nombre de las figuras	96%	0%	0%	4%
	Reconocimiento de números	100%	0%	0%	0%
	Nombre de los números	100%	0%	0%	0%
	Reconocimiento de figuras	100%	0%	0%	0%
	Conteo de grupos	92%	0%	8%	0%
	Operaciones	92%	4%	0%	4%
	Overall Measure	100%	0%	0%	0%
* Measure has no benchmarks.					

- CIRCLE EOY Reading Data**

Measure		On Track	Needs Support	Monitor	Out of Range
Rapid Letter Naming		98%	2%	0%	0%
Rapid Vocabulary	Rapid Vocabulary 3	86%	14%	0%	0%
	Overall Measure	86%	14%	0%	0%
Phonological Awareness	Syllabication	77%	12%	5%	7%
	Onset-Rime	88%	5%	2%	5%
	Alliteration	42%	37%	7%	14%
	Rhyming I	67%	16%	5%	12%
	Overall Measure	98%	2%	0%	0%
Optional PA	Listening	67%	16%	5%	12%
	Words in a Sentence	63%	21%	5%	12%
* Measure has no benchmarks.					

Measure		On Track	Needs Support	Monitor	Out of Range
Letras rápidas		100%	0%	0%	0%
Vocabulario rápido	Vocabulario rápido 3	96%	4%	0%	0%
	Overall Measure	96%	4%	0%	0%
Conciencia fonológica	División silábica	100%	0%	0%	0%
	Aliteración	96%	0%	0%	4%
	Rimas I	100%	0%	0%	0%
	Overall Measure	100%	0%	0%	0%
CF Opcional	Escuchar	100%	0%	0%	0%
	Palabras de la oración	100%	0%	0%	0%
* Measure has no benchmarks.					

Needs related to improving the quality of instruction

ROOT CAUSE

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 13.75 – BOY IRT 1 to 15.6 EOY IRT 4, the AIM platform (Lead Rating: PENDING), 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 how to effectively monitor to ensure teachers have a pulse on overall student mastery.

System evaluation (philosophy, processes, implementation, capacity)

- **Identifying Baseline Data:** The campus will review overall performance to identify the root cause of deficit areas that need improvement such as overall student achievement (Domain I) and closing gaps (Domain III). Once the data disaggregation process is complete, the campus will customize Tier I Instruction to ensure lessons are taught at the appropriate grade level rigor and ensure small group instruction will be planned and designed to meet targeted student needs.
- **Monitoring Implementation:** Regular monitoring will include calibration and alignment walks with all leaders, review of spot observation feedback to identify campus trends, demo sessions with teachers during PLC sessions, and coaching and feedback cycles for all teachers (tiered support based on teacher needs).
- **Measuring Progress:** The campus will continually assess student performance by tracking daily DOL's, unit assessments and interim assessments. NOTE: The campus will specifically track Domain I data based on the performance levels provided by TEA.
- **Making Adjustments:** When spot observation data or student performance data indicate campus strategies are ineffective, adjustments will be made. Some adjustments include Tier I lesson coaching plans and Falcon Focus calibration walks.

Key Actions (Focus Areas)

- Improve the quality of instruction in Reading and Writing to increase the number of students performing at or above grade level.
- Improve the quality of instruction in Math to increase the number of students performing at or above grade level.
- Enhance Quality of Instruction for all students
- Close learning gaps for Emergent Bilingual Students.

Campus Action Plan Template

KEY ACTION ONE	Key Action Based on the campus needs assessment, we will improve the quality of instruction in Reading and Writing to increase the number of students performing at or above grade level.
	Indicators of success <i>(Measurable results that describe success.)</i>

- Based on the Prekindergarten 2026 EOY CIRCLE rhyming subtest 56% of Prekindergarten scored on track. By January 2027, 40% of Prekindergarten students will score on track for the rhyming subtest. By May 2027, 61% of Prekindergarten students will score on track on the rhyming subtest.
- By January 2027, 45% 5th grade students will receive a 3 or higher on the district provided ECR by May 2027, 60% of 5th grade students will receive a 4 on the ECR district provided ECR according to the TEA rubric.
- Based on the Dibels 2026 EOY overall composite score 71% of kindergarten scored at or above benchmark. By January 2027, 60% of Kindergarten students will score at or above benchmark for the composite score. By May 2027, 76% of Kindergarten students will score at or above benchmark on the composite score.

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

- All instructional leaders will facilitate content professional learning communities weekly to assist with lesson planning and customization. PLC sign in sheets will be maintained in the campus PLC binder.
- Leaders will schedule weekly or biweekly demo days for teachers performing below proficiency level on the Spot form.
- Leaders will provide on the spot coaching for teachers and document via the spot observation form.
- All instructional leaders will provide ongoing professional development around the campus Reading Language Arts instructional frameworks.
- Adjustments to professional development will be made based on campus needs. Sign-In sheets and agendas will be maintained in the campus binder.
- Leaders will review student writing samples and strategies (DOLs/Assessments) during professional learning communities to discuss misconceptions, and student supports needed to increase mastery. Student writing portfolios with rated writings will be maintained by the content teacher.
- Leaders will provide skills routines to be aligned across Pre-K through 2nd grade classrooms based on CIRCLE, DIBELS and Lectura student data. Pre-Service plans and sign ins aligned to this expectation will be kept by the campus.
- Leaders will facilitate after-school learning labs based on campus needs.

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

- Teachers will complete DOL exemplars and readily accessible on Instructional Mats.
- Teachers will attend content based professional learning communities weekly and implement training provided (spot observation feedback will indicate training implementation).
- Teachers will review student writing samples and strategies during professional learning communities to discuss misconceptions, and student supports needed to increase mastery. Teachers will maintain student writing portfolios.
- Pre-K through First grade teachers will deliver scripted Haggerty phonics lessons. Teachers will demo lesson implementation before going “live” with students.
- Teachers will participate in DEMO lessons with vertical alignment content teams.
- Teachers will implement feedback given right away (spot observation feedback will indicate training implementation).
- Teachers will participate in after school learning labs based on campus needs.
- Teachers will track DOLs daily and provide small group intervention for students performing below grade level and enrichment for students performing at or above grade level.
- All Reading/ELA and Social Studies teachers in grades 2-5 will assign a minimum of one writing task using the RACE strategy per week (modified strategy for grades 2).

Reading/ELA and Social Studies teachers in grades 3-5 will use the Grades 3-5 RLA Constructed Responses Scoring Guide to rate students' responses and provide feedback.

- Instructional delivery will be adjusted based on the dibels subtest.

Who: All teachers and staff

When: August 2026-May 2027

Where: Hines Caldwell Elementary (professional learning communities' space, teacher classrooms)

Proposed item	Description	Amount
Staff Development	Leader and teacher led	0.00
Materials/Resources	Flocabulary site license, Scholastic News Subscription, IXL site license, pens, chart paper, highlighters, chart paper markers, Wayground	12000 5520
Purchased Services	Flocabulary site license, Scholastic News Subscription	3325
Other	Amplify Boost	0.00 (District Funded)
Funding Sources	Funding sources: Title I Fund, General Fund	

TOTAL \$20,845

KEY ACTION TWO

Key Action

Based on the campus needs assessment, we will improve the quality of instruction in Math to increase the number of students performing at or above grade level.

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

- Based on the Prekindergarten students 2026 CIRCLE EOY counting sets subtest, 86% scored on track. By January 2027, 75% of prekindergarten students will score on track for the counting sets subtest. By May 2027, 91% of prekindergarten students will score on track for the counting sets subtest.
- By January 2027, 4th grade emergent bilingual students will perform at the 45% percentile or higher for conditional growth on the MOY NWEA Math Assessment and the 55% percentile or higher by May 2027 on the EOY NWEA Math assessment.
- By January 2027, 60% of third grade students will complete 45 ZEARN lessons passed. By May 2027, 75% of third grade students will complete 90 ZEARN lessons passed.

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

- All instructional leaders will facilitate content professional learning communities weekly to assist with lesson planning and customization. PLC sign in sheets will be maintained in the campus PLC binder.
- School leaders schedule weekly or bi-weekly demo days for teachers performing below proficiency level on the spot form.
- Leaders will provide on the spot coaching for teachers and document via the spot observation.
- Adjustments to professional development will be made based on campus needs. Sign in sheets and agendas will be maintained in the campus binder.
- All instructional leaders will provide ongoing professional development around the campus math instructional frameworks.
- Leaders will review student Math strategies (DOLs/assessments) during content professional learning communities to discuss misconceptions and student supports needed to increase mastery. Students will maintain an instructional repository for vertically aligned math strategies.
- Leaders will facilitate after school learning labs based on campus needs

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

- Teachers will complete the DOL's weekly to begin with the end in mind and create exemplars to determine how to customized lesson slide decks and have them readily accessible on instructional mats.
- Teachers will attend content professional learning communities weekly and implement training provided (spot observation feedback will indicate training implementation).
- Teachers will review student Math strategies (DOLs/assessments) during content professional learning communities to discuss misconceptions and student supports needed to increase mastery.
- Teachers will maintain an instructional repository for each student.
- Teachers will participate in DEMO lessons with vertical alignment content teams.
- Teachers will meet with content partners weekly to internalize and customize lessons outside of the administrator led PLC and using the lesson internalization protocol as a guide.
- Teacher will track DOLs daily and provide small group intervention for students performing below grade level and enrichment for students performing at or above grade level.
- Teachers will participate in after school learning labs based on campus needs.

Who: All teachers and staff

When: August 2026-May 2027

	Where: Hines Caldwell Elementary (professional learning communities' space, teacher classrooms)		
	Proposed item	Description	Amount
	Staff Development	Leader and teacher led	0.00
	Materials/Resources	IXL site license, pens, chart paper, highlighters, chart paper markers	200
	Purchased Services	Scholastic News Subscription	3000
	Other	My Math Academy	0.00 (District Funded)
	Funding Sources	Funding sources: Title I Fund, General Fund	
			TOTAL \$3200

KEY ACTION THREE	Key Action Three: Based on the Campus Needs Assessment, we will Enhance Quality of Instruction for Special Educations and all students.
	Indicators of success <i>(Measurable results that describe success.)</i>
	• 3 out 5 Special Education teachers will receive 7 out of 13 points under Instruction on the Spot Observation Form by January 2027, and 9 out 13 points under Instruction on the Spot Observation Form by May 2027. • By January 2027, the assigned teachers for the SPED coteach model will score an overall score of 10.5 or higher on the SPOT observation form and 12.5 by May 2027. • By the end of the fall semester, 85%-94% of IEP's reviewed will be compliant based on the district evaluation tool. By the end of the spring semester, 95% or more of IEP's reviewed will be compliant based on the district evaluation tool. • By January 2027, 12 out of 28 core teachers will receive partial points (.5) under monitor and adjust as stated on the Spot Observation Form. By May 2027, 17 out of 28 core teachers will receive full points (1) under monitor and adjust as stated on the Spot Observation Form.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish</i>

the objective?)

- All instructional leaders will facilitate professional learning communities weekly to assist with lesson planning and customization. PLC sign in sheets will be maintained in the campus PLC binder.
- All appraisers will analyze spot observation data during weekly leadership meetings to provide differentiated teacher support. Teacher progression of spots will be maintained via the shared drive for campus leaders.
- Leaders will provide on the spot coaching for teachers and document on the spot coaching via the spot observation form. Leaders will calendar professional development in the summer planning document. Adjustments to professional development will be made based on campus needs. Sign in sheets and agendas will be maintained in the campus binder.
- All instructional leaders will provide ongoing professional development around the campus instructional frameworks.
- Leaders will participate in calibration walks to improve vertical alignment and analyze teacher reinforcement and refinement areas.
- The leadership team will conduct training on the Constructed Response Scoring Guide for all core content teachers in grades 2-5 during August Pre-Service; will monitor implementation of the RACES strategy for constructed response in RLA, Social Studies and Science classes; oversee the collection of student writing samples

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

- Teachers will attend professional learning communities weekly and implement training provided (spot observation feedback will indicate training implementation).
- Teachers will implement feedback given right away (spot observation feedback will indicate training implementation).
- Teachers will review student DOLs and strategies during professional learning communities to discuss misconceptions and student supports needed to increase mastery.
- Teachers will track student demonstration of learning and assessments to develop action plans with leadership to improve student outcomes.
- Teachers will receive planning and demo support from Science Curriculum Leaders
- Teachers will add Domain 3 to their goal setting plans to align the campus PBIS initiative.
- Teachers will track DOLs daily and provide small group intervention for students performing below grade level and enrichment for students performing at or above grade level.

Who: All teachers and staff

When: August 2026-May 2027

Where: Hines Caldwell Elementary (professional learning communities' space, teacher classrooms)

Proposed item	Description	Amount
Staff Development	Leader and teacher led	0.00
Materials/Resources	I-Pads, pens, chart paper, highlighters, chart paper markers	2000
Purchased Services	I Ready	8925
Other		
Funding Sources	Funding sources: Title I Fund, General Fund	

**KEY ACTION
FOUR**

Key Action Four: Based on the campus Needs Assessment, Close learning gaps for Emergent Bilingual Students.

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

- By January 2027, 5th grade emergent bilingual students will perform at the 53 percentile or higher for conditional growth on the MOY NWEA Science Assessment and the 64 percentile or higher by May 2027 on the EOY NWEA Science assessment.
- By January 2027, 4th grade emergent bilingual students will perform at the 60 percentile or higher for conditional growth on the MOY NWEA Reading Assessment and the 65 percentile or higher by May 2027 on the EOY NWEA Reading assessment.
- By January 2027, 15% of 4th grade students will receive a writing score of advanced and 2% will receive a writing score of advanced high (K12 Summit progress monitoring tool). By March 2027, 21% of 4th grade students will receive a writing score of advanced and 5% will receive a writing score of advanced high on the TELPAS assessment.

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

the objective?)

- All instructional leaders will facilitate professional learning communities weekly to assist with lesson planning and customization. PLC sign in sheets will be maintained in the campus PLC binder.
- All appraisers will analyze spot observation data during weekly leadership meetings to provide differentiated teacher support. Teacher progression of spots will be maintained via the shared drive for campus leaders.
- Leaders will provide on the spot coaching for teachers and document on the spot coaching via the spot observation form. Leaders will calendar professional development in the summer planning document. Adjustments to professional development will be made based on campus needs. Sign in sheets and agendas will be maintained in the campus binder.
- All instructional leaders will provide ongoing professional development around the campus instructional frameworks.
- Leaders will participate in calibration walks to improve vertical alignment and analyze teacher reinforcement and refinement areas.
- The leadership team will conduct training on the Constructed Response Scoring Guide for all core content teachers in grades 2-5 during August Pre-Service; will monitor implementation of the RACES strategy for constructed response in RLA, Social Studies and Science classes; oversee the collection of student writing samples

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

- Teachers will attend professional learning communities weekly and implement training provided (spot observation feedback will indicate training implementation).
- Teachers will implement feedback given right away (spot observation feedback will indicate training implementation).
- Teachers will review student DOLs and strategies during professional learning communities to discuss misconceptions and student supports needed to increase mastery.
- Teachers will track student demonstration of learning and assessments to develop action plans with leadership to improve student outcomes.
- Teachers will receive planning and demo support from Science Curriculum Leaders

- Teachers will add Domain 3 to their goal setting plans to align the campus PBIS initiative.
- Teachers will track DOLs daily and provide small group intervention for students performing below grade level and enrichment for students performing at or above grade level.

Who: All teachers and staff

When: August 2026-May 2027

Where: Hines Caldwell Elementary (professional learning communities' space, teacher classrooms)

Proposed item	Description	Amount
Staff Development	Leader and teacher led	0.00
Materials/Resources	Flocabulary site license, Scholastic News Subscription, IXL site license, pens, chart paper, highlighters, chart paper markers	0.00
Purchased Services	Flocabulary site license, Scholastic News Subscription	3000
Other	K-12 Summit	0.00 (District Funded)
Funding Sources	Funding sources: Bilingual Fund, Title I Fund, General Fund	

TOTAL \$3000

