

2026-2027 Action Plan
Tinsley Elementary School

Tierraney Richardson, Principal

School Action Plan – Needs Assessment

Needs related to student achievement data

Demographic Profile:
At-Risk Students: 80%
Economically Disadvantaged: 98%
Emergent Bilingual Students: 84%
Languages Spoken: Spanish and English
Majority Hispanic: 90%
African American: 8%
Asian: 1%
White: 1%

1st Grade: 87
2nd Grade: 87
3rd Grade: 133
4th Grade: 130
5th Grade: 101
Total: 540

Reading Achievement

Need:
Reading achievement remains the campus's greatest academic need. NWEA MAP Reading achievement (29th percentile) and growth (39th percentile) both fall below the national average, indicating that students are performing below grade level and are not accelerating quickly enough to close learning gaps. Preliminary 25-26 STAAR Reading results show improvement in Meets performance (31% to 37%), but overall proficiency remains below the campus's long-term expectations.

Evidence

- MAP Reading Achievement: **29th percentile**
- MAP Reading Growth: **39th percentile**
- STAAR Reading Meets increased from **31% to 37%**
- STAAR Reading Masters increased from **11% to 12.9%**

Early Literacy Pipeline

Need:
The current Grade 2 cohort (rising Grade 3 students) represents the campus's

highest instructional priority. This group demonstrated the lowest Reading achievement (16th percentile) and growth (31st percentile) on MAP, placing students at significant risk as they enter the first STAAR-tested grade.

Evidence

- Grade 2 Reading Achievement: **16th percentile**
- Grade 2 Reading Growth: **31st percentile**

Mathematics Achievement

Need:
Although Mathematics is the campus's strongest academic area, opportunities remain to increase the percentage of students performing at the Meets and Masters levels. Preliminary 25-26 STAAR Mathematics results indicate improvement across all performance levels; however, growth remains near the national average, suggesting a need to accelerate learning for students already approaching proficiency.

Evidence

- MAP Math Achievement: **54th percentile**
- MAP Math Growth: **47th percentile**
- STAAR Math Meets increased from **47% to 48.6%**
- STAAR Math Masters increased from **18% to 19.1%**

Science Achievement

Need:
Science achievement continues to require focused attention. Although MAP Science achievement (45th percentile) and growth (49th percentile) indicate improvement toward the national average, continued emphasis on scientific vocabulary, conceptual understanding, and writing in science is necessary to improve future STAAR performance.

Evidence

- MAP Science Achievement: **45th percentile**
- MAP Science Growth: **49th percentile**

Emergent Bilingual Student Achievement

Need:
While TELPAS data demonstrate significant improvement in English language proficiency, continued efforts are needed to ensure language acquisition translates

into increased academic achievement across Reading, Mathematics, and Science.

Evidence

- Beginning decreased from **48.9% to 28.7%**
- Advanced increased from **9.0% to 24.9%**
- Advanced High increased from **2.4% to 6.3%**
- Intermediate remained stable at approximately **40%**, indicating continued movement through the proficiency continuum.

Needs related to improving the quality of instruction

Strengthening Tier I Instruction

Need:
Although Instructional Rounds Tool (IRT) scores improved by 3.32 points during the 2025–2026 school year, student achievement data indicate a need to strengthen the consistency and rigor of Tier I instruction across all classrooms to ensure instructional improvements result in increased student outcomes.

Evidence

- IRT Round 1: **11.06**
- IRT Round 4: **14.38**
- Student achievement growth has not yet fully matched instructional improvements.

Data-Driven Instruction

Need:
Instructional teams require consistent systems for analyzing formative and summative assessment data to identify misconceptions, monitor student progress, and adjust instruction in real time. PLCs must consistently focus on student work analysis, reteach planning, and monitoring the effectiveness of instructional strategies.

Evidence

- MAP Reading growth remains below national average.
- Variability exists across grade levels and content areas.
- Preliminary STAAR performance demonstrates opportunities to move more

students from Approaches to Meets and Masters.

Literacy Across the Curriculum

Need:
Reading achievement data indicate the need for all teachers, regardless of content area, to strengthen literacy instruction by embedding academic vocabulary, student discourse, writing, and comprehension strategies into daily instruction.

Evidence

- Reading remains the lowest-performing content area.
- Science and Mathematics success increasingly depend upon students' ability to read, write, and communicate using academic language.

Support for Emergent Bilingual Learners

Need:
Given that 87% of students are Emergent Bilingual, teachers must consistently implement language objectives, structured student discourse, sentence stems, and vocabulary routines to ensure language development supports academic achievement in every classroom.

Evidence

- TELPAS gains demonstrate effective language development practices.
- Reading achievement indicates additional support is needed to connect language proficiency with literacy outcomes.

Instructional Coaching and PLC Effectiveness

Need:
Campus leadership will continue strengthening instructional coaching cycles, PLC facilitation, lesson internalization, and classroom observations to increase teacher effectiveness and ensure consistent implementation of high-quality instructional practices.

Evidence

- Positive IRT growth demonstrates coaching effectiveness.
- Continued coaching is necessary to accelerate student achievement outcomes.

Vertical Alignment and Early Intervention

Need:
Leadership must strengthen collaboration between primary and intermediate grade levels to ensure students master prerequisite skills before advancing to the next grade. Particular emphasis should be placed on supporting the current Grade 2 cohort as they transition into Grade 3.

Evidence

- MAP data identify the current Grade 2 cohort as the campus's greatest instructional need.
- Early intervention is critical to improving future Grade 3 STAAR performance.

Summary

Student Achievement Priorities

- Accelerate Reading achievement, particularly for rising Grade 3 students.
- Increase Mathematics performance at the Meets and Masters levels.
- Improve Science achievement through stronger Tier I instruction.
- Continue increasing English language proficiency while ensuring those gains translate into academic achievement.

Instructional Priorities

- Strengthen the consistency and rigor of Tier I instruction.
- Improve PLC effectiveness through data-driven planning.
- Expand literacy and language development across all content areas.
- Continue instructional coaching and classroom feedback cycles.
- Use early intervention and vertical alignment to prevent future achievement gaps.

This separation creates a clear cause-and-effect relationship in your action plan: the Student Achievement Data identify the outcomes that need to improve, while the Quality of Instruction section identifies the adult practices and systems that will produce those improved outcomes. That alignment is exactly what district reviewers and TEA look for in a strong campus improvement plan.

System evaluation (philosophy, processes, implementation, capacity)

The first of HISD's core values states that ALL students can learn and reach his/her potential. Improving quality instruction through the implementation of Multiple Response Strategies supports Core Value #2 - Effective teachers make the most difference in student academic performance and Core Value #3 - For every child to succeed, we must hold students and ourselves to high expectations. In addition, part of Superintendent Miles' Destination 2035 plan is to develop all principals into effective instructional coaches by knowing quality instruction and developing the ability to guide and coach the improvement of it.

Key Actions
1. Use data to drive instructional decisions and increase reading and math achievement 2.

School Action Plan

Key Action ***(Briefly state the specific goal or objective.)***
Use data to drive instructional decisions and increase Reading and Math achievement.
Indicators of success ***(Measurable results that describe success.)***

KEY

ACTION ONE

2026 ACCOUNTABILITY SUMMARY & 2027 GOALS

ACCOUNTABILITY DOMAIN	2026 SCORE	2027 GOAL	NEEDED
Domain 1: Student Achievement	72	75	+3
Domain 2: School Progress	88	89	+1
Domain 3: Closing the Gaps	91	91	Maintain
OVERALL	**89 – B**	**90 – A**	**+1**

2026 STAAR PERFORMANCE & 2027 MINIMUM GOALS

MEASURE	2026	MINIMUM 2027 GOAL
Overall Rating	89	90
School Progress	88	89
Closing the Gaps	91	91
RLA	65 / 41 / 15 Approaches / Meets / Masters	75 / 50 / 20 PLANNING TARGET
Math	80 / 52 / 21 Approaches / Meets / Masters	85 / 60 / 25 PLANNING TARGET
Science	57 / 19 / 7 Approaches / Meets / Masters	65 / 30 / 10 PLANNING TARGET

- 100% DOL tracker completion daily with goal of achieving the above DOL “on track” scores
- Weekly PLC action steps implemented
- Improved DOL proficiency each grading cycle

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

- Review Reading and Math DOL data daily by 9:00 AM to identify priority standards, student misconceptions, and teachers requiring additional instructional support.
- Provide targeted support through side-by-side planning within 48 hours for teachers identified through DOL and student achievement data.
- Analyze student achievement data prior to weekly PLCs and facilitate PLCs focused on DOL trends, student misconceptions, teach-backs, and instructional planning.

- Develop weekly instructional lifts based on campus-wide data trends and monitor student progress toward campus achievement goals each grading cycle to adjust supports and interventions as needed.

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

- Administer Reading and Math DOLs daily, enter results into the digital tracker immediately following administration, and analyze data to identify student misconceptions and mastery gaps.
- Bring analyzed student data, completed DOL exemplars, and identified misconceptions to PLCs and actively participate in data discussions, teach-backs, and collaborative planning.
- Adjust instruction, reteach plans, and student groupings based on DOL and assessment data.
- Monitor student progress toward mastery of priority standards and implement agreed-upon PLC action steps within the next instructional cycle.

Key Action One: Staff Development
Who: Principal, Assistant Principals, Instructional Staff
What: Data-driven instruction, DOL analysis, PLC protocols, Item analysis, Reteach planning, Progress monitoring
When: Summer PD, Daily D3 (Data Dives), PLCs, Weekly leadership meetings
Where: PLCs , Classrooms, Leadership meetings

Key Action One: Budget		
Proposed item	**Description**	**Amount**
Staff development		

Materials/resources		
Purchased services		
Other		
Other		
	TOTAL	
Funding sources: Title I Campus Budget District Curriculum Department		

KEY ACTION TWO

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

Develop teacher effectiveness through coaching, PLCs, Demo Days, and data-driven professional learning.

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

- 90% of teachers meet or exceed campus instructional expectations.
- 100% lesson plans submitted on time.
- 100% teachers receive weekly on the spot coaching.
- 100% teachers participate in weekly PLCs and Demo Days.
- 100% Tier 2 teachers have active coaching plans.

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

- Provide timely feedback on instructional planning by reviewing lesson plans and slides within 24 hours, providing actionable feedback, and verifying implementation of revisions within 24 hours of feedback.
- Develop teacher effectiveness through daily spot observations, bite-sized on-the-spot coaching, and follow-up observations within 24 hours to monitor implementation and growth.
- Differentiate teacher support by tiering teachers after the first 15 instructional days using observation and student achievement data, developing coaching plans for Tier 2 teachers, and monitoring progress weekly.
- Strengthen instructional practice through weekly Demo Days and targeted practice clinics aligned to campus instructional priorities, observation trends, and student achievement data.

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

- Submit lesson plans and slides by the established deadline and ensure all lessons meet the Tinsley Planning Expectations Checklist, including required engagement opportunities, sentence stems, exemplars, timers, and anchor charts.
- Internalize lessons by reviewing slides, preparing teacher notes, anticipating misconceptions, completing exemplar DOLs, and planning for student discourse and writing opportunities prior to instruction.
- Deliver instruction aligned to campus expectations for lesson planning and internalization, instruction, and classroom culture while implementing coaching feedback and action steps within 24 hours.
- Participate actively in PLCs, Demo Days, and assigned practice clinics by bringing required materials, engaging in collaborative planning and reflection, and applying learned strategies to daily instruction.

Key Action Two: Staff Development
Who: Principal, Assistant Principals, All Teachers
What: Teach Like a Champion, Coaching cycles, Lesson internalization, Demo Days, Classroom management, Planning expectations
When: Summer PD, Monthly PD, Weekly PLCs, Daily coaching
Where: Classrooms, PLCs

Key Action Two: Budget		
Proposed item	**Description**	**Amount**
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
	TOTAL	

Funding sources:
Title I
Campus Budget

KEY ACTION THREE

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

Improve English Proficiency for Emergent Bilingual Students

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

TELPAS Level	2024–25	2025–26	2026–27 Goal
Beginning	48.9%	28.7%	**20%**
Intermediate	39.7%	40.1%	**35%**
Advanced	9.0%	24.9%	**32%**
Advanced High	2.4%	6.3%	**13%**

.

- 100% of teachers consistently implement required language supports in daily instruction.
- 100% of weekly lesson slides include language objectives, sentence stems, visuals, and cognates (where applicable).
- 100% of EB students receive required LPAC services and placement.
- 100% of EB students complete Summit K12 BOY, MOY, and EOY assessments.
- Classroom walkthroughs show students regularly engaging in academic conversations and content-area writing.
- EB students demonstrate at least one proficiency level growth in writing and at least one year of holistic growth on TELPAS.

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

- Train and coach teachers on Content-Based Language Instruction (CBLI), including the use of sentence stems, sentence frames, visuals, cognates (Dual Language), and the NSV writing strategy across all content areas.
- Monitor implementation through weekly lesson slide reviews, classroom walkthroughs, coaching cycles, and student work analysis to ensure language supports are consistently embedded in instruction.
- Ensure program fidelity by verifying all Emergent Bilingual students are correctly identified through LPAC, appropriately placed, and receive required language instruction and services.
- Monitor student progress by ensuring 100% completion of Summit K12 BOY, MOY, and EOY assessments, analyzing TELPAS and Summit K12 data during data meetings, and adjusting instructional supports based on student needs.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*
• Implement Content-Based Language Instruction daily by embedding language objectives, sentence stems, sentence frames, visuals, cognates (Dual Language), and the NSV writing strategy into instruction across all content areas. • Design and deliver instruction that incorporates required language supports in lesson slides and consistently implements feedback from walkthroughs and coaching cycles. • Provide required instructional accommodations and language supports for Emergent Bilingual students in accordance with LPAC decisions and program requirements. • Administer Summit K12 assessments, analyze student language proficiency data, and adjust instruction to accelerate English language development and TELPAS growth.

Key Action Three: Staff Development
Who: Principal, Assistant Principals, ELD Interventionist, LPAC Administrator Classroom Teachers
What: Content-Based Language Instruction (CBLI), Language objectives, Sentence stems and academic discourse, NSV writing strategy, Summit K12, TELPAS
When: Summer PD, Weekly PLCs, Monthly EB professional learning, BOY, MOY, and EOY data meetings
Where: PLCs, Classrooms, Professional Development sessions

Key Action Three: Budget		
Proposed item	**Description**	**Amount**
Staff development		
Materials/resources		
Purchased services		

Other		
Other		
	TOTAL	
Funding sources: Title I Campus Budget		

KEY	
	Key Action *(Briefly state the specific goal or objective.)*
	Strengthen Special Education Compliance and IEP Implementation
	Indicators of success *(Measurable results that describe success.)*
	• 100% of special education timelines (ARDs, annual reviews, reevaluations, progress reports, and required documentation) are completed in compliance with district, state, and federal requirements. • 100% of classroom observations indicate that required IEP accommodations and modifications are implemented and documented with fidelity. • 100% of special education service logs, progress monitoring documentation, and IEP records are completed accurately and pass campus compliance audits. • 100% of teachers acknowledge receipt of relevant IEP information and demonstrate implementation of required accommodations and supports during classroom observations and compliance reviews.
	Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

ACTION FOUR

- Schedule and conduct focused classroom observations to monitor the consistent use of accommodations and modifications, using the SPOT form to provide actionable feedback aligned to the monitor and adjust domain.
- Implement a campus-wide system for documenting service minutes, session types, and timelines. Review logs bi-weekly to ensure accuracy and compliance with IEP service requirements and ARD timelines.
- Lead monthly reviews of student IEP progress monitoring data with case managers and service providers to ensure data points accurately reflect student goals and are being tracked consistently.
- Create a campus protocol that requires relevant portions of IEPs be shared with all appropriate staff within three days of ARD finalization and verify this distribution through staff acknowledgment forms or a centralized tracking log.
- Offer targeted training throughout the year on topics such as implementing accommodations, documenting services, progress monitoring, and legal compliance to build staff capacity and improve instructional quality for students receiving special education services.

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

- Consistently apply accommodations and modifications outlined in students' IEPs during daily instruction, and make real-time adjustments based on student needs, as observed and documented during walkthroughs.
- Record all special education services provided, including the date, time, and type of service, in a timely and accurate manner to ensure compliance with IEP requirements and ARD timelines.
- Regularly collect and log data on student performance aligned to IEP goals and progress indicators, ensuring that 90% or more of recorded data points reflect the targeted outcomes.
- Review the relevant portions of each student's IEP within three days of finalization and sign off to confirm understanding and readiness to implement supports as outlined.
- Work closely with case managers and service providers to align instructional strategies and share best practices for delivering high-quality instruction and support for students receiving special education services.

Key Action Four: Staff Development
Who: Principal, Assistant Principals, ARD Facilitator, Case Managers, General

Education Teachers, Special Education Teachers

What: IEP implementation, Accommodations and modifications, Progress monitoring, Documentation, ARD compliance, Service logs

When: Summer PD, Beginning of each semester, Monthly compliance meetings Quarterly refresher training

Where: Professional Development sessions, Classrooms, ARD meetings, Leadership meetings

Key Action Four: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
	TOTAL	

Funding sources:
Special Education Funds
Title I
Campus Budget