



2026 – 2027

Campus Action Plan

Campus Name

Pleasantville Elementary

Principal Name

Shanda Davis

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

Pleasantville Elementary is projected to receive an “A” rating for the 2025–2026 school year based on current accountability projections. For the 2026–2027 school year, Pleasantville Elementary will consolidate with Port Houston Elementary, requiring the campus to use data from both schools to identify achievement gaps, align instructional systems, and establish targeted supports for students transitioning into the consolidated campus.

The data used for this needs assessment is derived from 2025–2026 STAAR, TELPAS, NWEA MAP, CIRCLE, DIBELS, mCLASS Lectura, and ECR response data from Pleasantville Elementary and Port Houston Elementary.

STAAR Reading data indicate the following Meets/Masters performance levels:

- Grade 3 Reading: Pleasantville — 42.3% Meets/Masters; Port Houston — 54.8% Meets/Masters.
- Grade 4 Reading: Pleasantville — 25.9% Meets/Masters; Port Houston — 65.4% Meets/Masters.
- Grade 5 Reading: Pleasantville — 64.3% Meets/Masters; Port Houston — 32.3% Meets/Masters.

STAAR Math data indicate the following Meets/Masters performance levels:

- Grade 3 Math: Pleasantville — 42.3% Meets/Masters; Port Houston — 29.0% Meets/Masters.
- Grade 4 Math: Pleasantville — 40.7% Meets/Masters; Port Houston — 53.8% Meets/Masters.
- Grade 5 Math: Pleasantville — 41.4% Meets/Masters; Port Houston — 29.0% Meets/Masters.

TELPAS data indicate a need to accelerate language acquisition for emergent bilingual students:

- Pleasantville: 46.3% of EB students scored Advanced or Advanced High on

TELPAS composite, while 53.7% scored Beginning or Intermediate.

- Port Houston: 27.6% of EB students scored Advanced or Advanced High on TELPAS composite, while 72.4% scored Beginning or Intermediate.
- The consolidated campus will need aligned bilingual/ESL systems to support TELPAS growth, language-rich instruction, structured student talk, vocabulary development, and written academic language.

Early literacy data indicate a need for targeted foundational literacy support:

- CIRCLE Literacy English: Pleasantville — 76.2% met; Port Houston — 47.6% met.
- CIRCLE Literacy Spanish: Port Houston — 75.0% met.
- K–2 DIBELS English At/Above Benchmark:
 - Kindergarten: Pleasantville — 39.1%; Port Houston — 62.5%.
 - Grade 1: Pleasantville — 64.7%; Port Houston — 77.3%.
 - Grade 2: Pleasantville — 33.3%; Port Houston — 57.9%.
- K–2 mCLASS Lectura Spanish At/Above Benchmark:
 - Kindergarten: Port Houston — 75.0%.
 - Grade 1: Port Houston — 46.2%.
 - Grade 2: Port Houston — 58.3%.

NWEA MAP data indicate a need to continue strengthening reading and math growth systems:

- NWEA Spring Reading grades 2–5 English:
 - Pleasantville: 71.8% scored Average or higher.
 - Port Houston: 56.0% scored Average or higher.
- NWEA Spring Spanish Reading grades 2–5:
 - Port Houston: 70.5% scored Average or higher.
- NWEA Spring Math grades 2–5 English:
 - Pleasantville: 68.3% scored Average or higher.
 - Port Houston: 64.8% scored Average or higher.
- NWEA Spring Spanish Math grades 2–5:
 - Port Houston: 39.0% scored Average or higher.
- NWEA Spring Math K–2 English:
 - Pleasantville: 33.3% scored Average or higher.
 - Port Houston: 56.0% scored Average or higher.
- NWEA Spring Spanish Math K–2:
 - Port Houston: 56.7% scored Average or higher.

ECR response data indicate a need for focused writing instruction in grades 4–5:

Prior Pleasantville STAAR ECR data showed that approximately 65% of students scored a 0 on the ECR. Port Houston's incoming 4th and 5th grade students also demonstrate a need for targeted writing support, with approximately 40% scoring a 0 and only approximately 44% scoring 2 or higher in the Development and Organization

of Ideas trait. These data indicate a need to strengthen students' ability to develop a clear controlling idea, organize responses, use relevant text evidence, elaborate on their thinking, and respond fully to grade-level writing tasks.

Based on these data, Pleasantville's 2026–2027 action plan will prioritize math growth, ECR writing proficiency, emergent bilingual language acquisition and bilingual achievement, and improved access to grade-level instruction for students receiving special education services.

Needs related to improving the quality of instruction

ROOT CAUSE

Pleasantville's instructional data shows growth in the quality of instruction; however, the consolidation with Port Houston creates a need to norm instructional expectations, strengthen campuswide systems, and ensure consistent implementation across all classrooms. Progress monitoring data, classroom walkthroughs, SPOT observations, PLC artifacts, student work, and assessment results indicate a continued need for professional development and coaching focused on differentiated instruction, support for special populations, student discourse, written response, small group instruction, active monitoring, checks for understanding, and timely feedback.

As Pleasantville transitions into a consolidated campus, leaders must ensure that all teachers have a shared understanding of campus expectations for high-quality instruction, including lesson internalization, DOL alignment, language-rich instruction, ECR writing, co-teaching, accommodations, specially designed instruction, intervention, and use of data to adjust instruction. This is especially important for emergent bilingual students, students receiving special education services, students entering from Port Houston, and students performing below grade level in reading, math, writing, and language acquisition.

System evaluation (philosophy, processes, implementation, capacity)

Philosophy, processes, implementation, and capacity

The following processes are present in the action plan and will help ensure accountability, alignment, and data-driven decision making for the consolidated Pleasantville campus:

- **Identifying Baseline Data:** Pleasantville will use 2025–2026 data from both Pleasantville and Port Houston to establish baseline performance for the consolidated campus. This includes STAAR, TELPAS, NWEA MAP, CIRCLE, DIBELS, mCLASS Lectura, ECR data, SPED data, intervention data, and classroom performance.
- **Setting Measurable Goals:** The campus action plan includes measurable indicators for math, writing, emergent bilingual achievement, and special education growth to ensure that goals are specific, monitored, and aligned to student needs.

- **Monitoring Implementation:** Campus leaders will monitor implementation through data trackers, PLCs, walkthroughs, SPOT/look-for forms, lesson plan reviews, student work analysis, coaching trackers, and intervention rosters.
- **Measuring Progress:** Student progress will be measured through district assessments, NWEA MAP, Zearn, CIRCLE, DIBELS, mCLASS Lectura, TELPAS, district ECR assessments, IEP progress monitoring, DOLs, and classroom data.
- **Making Adjustments:** Leaders and teachers will use ongoing data reviews to adjust small groups, reteach plans, intervention supports, language supports, co-teaching practices, accommodations, and instructional priorities throughout the year.
- **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.

Key Actions (Focus Areas)

- Improve language acquisition and bilingual academic achievement for emergent bilingual students, particularly students served in bilingual and ESL programs who demonstrate gaps in TELPAS proficiency movement, K–2 Spanish literacy, and Spanish reading and math achievement.
- Improve Extended Constructed Response writing proficiency for all 4th and 5th grade students, particularly students who scored a 0 on prior STAAR ECR data, students performing below proficiency on district ECR assessments, and incoming Port Houston students with identified writing gaps.
- Improve access to grade-level instruction and academic growth for students receiving special education services, particularly students served through co-teach, inclusion, and specialized settings who demonstrate gaps in reading and math growth.
- Improve math proficiency and growth for all students in Pre-K through 5th grade, particularly students who are below grade level, students who did not meet expected growth, and students with identified gaps based on NWEA MAP, Zearn, CIRCLE, DOLs, and classroom performance.

KEY ACTION ONE	Key Action (Briefly state the specific goal or objective.)
	Improve English proficiency for identified at-risk population of Emergent Bilingual students.
	Indicators of success (Measurable results that describe success.)
	• By the 2026–2027 TELPAS administration, at least 40% of continuously enrolled emergent bilingual students with prior-year TELPAS data will increase by one or more composite proficiency levels.

- By EOY 2026–2027, students assessed in Spanish NWEA will demonstrate increased academic proficiency, with at least 40% of students in Spanish Reading and Math in Grades 2–5.
- By January 2026 Spot scores of campus bilingual instruction teachers (including IRT visits) will meet or exceed 9; this will increase to 10 by June 2026.

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

- Create and maintain an EB/Bilingual Student Progress Tracker that includes TELPAS history, current proficiency level, service model, language of assessment, Lectura status, Spanish NWEA performance, intervention needs, and assigned next steps.
- Conduct monthly EB/Bilingual data meetings by grade level to review TELPAS movement targets, Lectura progress, Spanish NWEA data, classroom evidence, intervention needs, and next instructional steps.
- Implement a weekly EB/Bilingual classroom look-for system to monitor language objectives, sentence stems, structured student talk, vocabulary/cognate support, visuals, checks for understanding, written responses, and evidence of teacher feedback.
- Provide targeted coaching and planning feedback based on EB data, lesson plans, student work, and walkthrough evidence, with follow-up documented in a coaching tracker.
- Monitor EB intervention groups monthly to ensure students who are Beginning, Intermediate, below benchmark in Lectura, or Low/Low Average in Spanish NWEA receive targeted support and are adjusted based on progress.

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

- Use the EB/Bilingual Student Progress Tracker to identify each EB student's language level, academic need, assessment language, intervention need, and next instructional step.
- Plan daily language objectives and vocabulary supports in reading, math, science, and social studies lessons, including sentence stems, visuals, cognates when appropriate, and opportunities for students to speak, read, and write.
- Implement structured student talk every day through turn-and-talk, partner rehearsal, response stems, choral response, oral rehearsal before writing, and accountable discussion routines.
- Provide daily written response opportunities connected to reading, math, science, or social studies content, and give feedback on vocabulary use, sentence structure, clarity, and content understanding.
- Progress monitor K–2 Spanish literacy using Lectura data to identify students below benchmark, adjust small groups, and provide targeted support in foundational literacy skills.

- Use Spanish NWEA data to plan targeted small-group instruction, intervention, and acceleration based on student skill needs.
- Bring evidence to PLCs and data meetings, including student work, assessment data, intervention notes, daily DOL trackers, and progress-monitoring evidence to determine next instructional adjustments.

Key Action One: Staff Development

Who: Campus leadership team, bilingual/ESL lead, teachers serving EB students, interventionists, and instructional support staff

What: Professional development, PLCs, coaching cycles, planning support, and model lessons focused on language-rich instruction, TELPAS proficiency levels, mCLASS Lectura, Spanish NWEA data, linguistic accommodations, vocabulary development, structured student talk, cognates, sentence stems, and written academic language.

When: BOY professional development, monthly EB/Bilingual data meetings, weekly PLCs, and ongoing coaching cycles

Where: Campus PLCs, classrooms, district professional learning sessions, and planning meetings

Key Action One: Budget

Proposed item	Description	Amount
Staff development	Professional development and planning support focused on bilingual/ESL instructional strategies, TELPAS growth, Lectura progress monitoring, Spanish NWEA data use, and language-rich instruction.	0
Materials/resources	TELPAS resources, bilingual/ESL instructional tools, vocabulary supports, sentence stem resources, visuals, cognate supports, student language trackers, mCLASS Lectura reports, Spanish NWEA reports, and progress-monitoring tools.	0
Purchased services	NA	
Other	Copies, student folders, data binders, classroom language support materials,	

	and tracker materials as needed.	
	TOTAL	0
Funding sources: Campus funds, Title I, Title III/EB funds, district-provided resources, and existing instructional materials, as applicable.		

KEY ACTION TWO	Key Action (Briefly state the specific goal or objective.)
	Improve Extended Constructed Response writing proficiency for all 4th and 5th grade students.
	Indicators of success (Measurable results that describe success.)
	- By May 2027, the percentage of 4th and 5th grade students scoring a 0 on district ECR assessments will decrease from the prior STAAR ECR baseline of approximately 65% to 25% or less by the final district ECR assessment. - By May 2027, at least 50% of 4th and 5th grade students will score a 2 or higher in the Development and Organization of Ideas trait on the final district ECR assessment, demonstrating an identifiable idea, purposeful organization, and relevant text-based evidence.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	- Establish and monitor a 4th–5th grade ECR data tracker that includes district ECR assessment scores, percentage of students scoring 0, percentage of students scoring 2 or higher in Development and Organization of Ideas, student growth by assessment cycle, subgroup trends, and incoming Port Houston student performance. - Lead ECR data meetings after each district ECR assessment to identify trends in controlling idea, organization, text evidence, elaboration, expression of ideas, and conventions; determine reteach needs; and create grade-level action steps. - Monitor implementation of the Pleasantville Writing Feedback System in 4th and 5th grade reading, writing, and science classrooms through walkthroughs, student work reviews, PLC artifacts, and teacher conference notes. - Provide targeted coaching and feedback to teachers on ECR instruction, including unpacking prompts, developing a clear controlling idea, organizing responses, selecting relevant text evidence, explaining evidence, elaborating, and using rubric-aligned feedback. - Track, celebrate, and communicate writing progress after each district ECR assessment by recognizing reductions in 0 scores, increases in students scoring 2 or higher, individual student growth, classroom growth, and strong examples of student writing.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)

- Implement the Pleasantville Writing Feedback System consistently in 4th and 5th grade reading, writing, and science classrooms to provide students with clear, rubric-aligned feedback on ECR responses.
- Facilitate regular writing conferences with students to review ECR progress, identify strengths and next steps, set writing goals, and support revision based on feedback.
- Teach and model the ECR writing process, including unpacking the prompt, identifying the task, developing a clear controlling idea, planning the response, selecting relevant text evidence, explaining evidence, elaborating, drafting, revising, and editing.
- Use district ECR rubrics, exemplars, student-friendly checklists, and anchor responses to help students understand expectations for Development and Organization of Ideas and Conventions.
- Analyze student ECR responses after each district assessment to identify trends in controlling idea, organization, evidence, elaboration, expression of ideas, and conventions, then plan reteach lessons based on the data.
- Maintain classroom writing trackers that monitor student ECR scores, rubric trait progress, feedback provided, conference completion, and individual growth from one district ECR assessment to the next.
- Provide students with frequent opportunities to write text-based responses in reading, writing, and science so they can practice using evidence, explaining their thinking, organizing ideas, and improving clarity before district ECR assessments.

Key Action TWO: Staff Development

Who: District Leadership Development Team (Curriculum) & Campus Leaders

What: Provide professional development sessions: On the spot coaching, daily planning, PLCs, and Demo Days

When: Daily & Weekly

Where: Campus and District locations

Key Action TWO: Budget

Proposed item	Description	Amount
Staff development	Professional development and calibration sessions focused on ECR writing instruction, rubric alignment, student work analysis, writing conferences, and feedback cycles.	0
Materials/resources	District ECR rubrics, student-friendly checklists, writing exemplars, anchor responses, writing conference tools, campus writing trackers,	0

	student folders, and Pleasantville Writing Feedback System materials.	
Purchased services	NA	
Other	Printing/copying of rubrics, exemplars, trackers, writing folders, and student goal-setting tools as needed.	
TOTAL		0
Funding sources: Campus funds, Title I, district curriculum resources, and existing instructional materials, as applicable.		

KEY ACTION THREE	Key Action (Briefly state the specific goal or objective.)
	Improve access to grade-level instruction and academic growth for students receiving special education services.
	Indicators of success (Measurable results that describe success.)
	- By May 2027, 80% of co-teach and applicable specialized setting classrooms will demonstrate proficient implementation of instructional expectations as measured by the campus co-teach SPOT form, including evidence of shared instructional ownership, purposeful grouping, accommodations, student engagement, progress monitoring, and specially designed instruction. - By EOY 2027, at least 50% of SPED students will meet or exceed expected growth in reading as measured by NWEA MAP growth reports. - By EOY 2027, at least 50% of SPED students will meet or exceed expected growth in math as measured by NWEA MAP growth reports.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	- Establish and monitor a SPED instructional data tracker that includes IEP goals, accommodations, service delivery, co-teach SPOT trends, specialized setting trends, NWEA MAP reading growth, NWEA MAP math growth, and intervention needs. - Conduct monthly SPED data meetings to review co-teach implementation, specialized setting implementation, student growth, service delivery, accommodation use, intervention progress, ARD preparation needs, and next instructional steps.

	• Use the co-teach SPOT form and specialized setting look-fors during walkthroughs to provide feedback on co-planning, shared delivery of instruction, grouping, accommodations, specially designed instruction, student engagement, and checks for understanding. • Facilitate targeted planning and lesson-preparation support for general education teachers, special education teachers, and paraprofessionals, including expectations for co-planning, accommodations, specially designed instruction, and progress monitoring. • Monitor SPED student growth in reading and math after each NWEA MAP administration and ensure reteach, intervention, inclusion supports, and specialized setting supports are adjusted based on student data.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	• General education and special education teachers will co-plan weekly using student IEPs, accommodations, NWEA MAP data, classroom performance, priority standards, and co-teach SPOT expectations. • Co-teach teams will implement purposeful co-teaching models aligned to the co-teach SPOT form to increase SPED student access to grade-level instruction, active engagement, academic discourse, and checks for understanding. • Teachers will implement and document accommodations, modifications, scaffolds, and specially designed instruction during daily instruction, assessments, small group instruction, and intervention. • Teachers will prepare for ARDs by maintaining current evidence of student progress, accommodation implementation, IEP goal progress, classroom performance, and intervention response. • Teachers will monitor SPED student reading and math progress using NWEA MAP data, DOLs, student work, IEP goal progress, classroom assessments, and SPED PLC notes. • Co-teach teams will adjust grouping, reteach plans, accommodations, and intervention supports based on student performance data and feedback from the co-teach SPOT form. • Teachers and paraprofessionals will participate in SPED PLCs to review student data, identify implementation needs, align supports, and determine next steps for instruction, intervention, accommodations, and progress monitoring.

Key Action THREE: Staff Development

Who: Campus leadership team, SPED department chair, special education teachers, general education co-teachers, paraprofessionals, interventionists, and related service providers as appropriate

What: Professional development, SPED PLCs, coaching cycles, co-planning support, and classroom modeling focused on co-teaching, specially designed instruction, accommodations, modifications, IEP implementation, progress monitoring, ARD preparation, service delivery, and use of NWEA MAP data to support SPED student growth in reading and math.

When: BOY professional development, monthly SPED PLCs/data meetings, weekly co-planning, and ongoing walkthrough/coaching cycles

Where: Campus PLCs, classrooms, SPED PLC meetings, ARD preparation meetings, and district professional learning sessions

Key Action THREE: Budget

Proposed item	Description	Amount
Staff development	Professional development and coaching focused on co-teaching, specialized settings, specially designed instruction, accommodations, IEP implementation, progress monitoring, and SPED student growth.	0
Materials/resources	IEP-at-a-glance documents, co-teach SPOT form, accommodation trackers, service delivery trackers, progress-monitoring tools, NWEA MAP reports, DOL trackers, student work folders, and SPED PLC artifacts.	0
Purchased services	NA	
Other	Copies, student folders, data binders, accommodation tools, and specialized instructional support materials as needed.	
TOTAL		0
Funding sources: Campus funds, Title I, IDEA/SPED funds, district-provided resources, and existing instructional materials, as applicable.		

KEY ACTION FOUR	Key Action (Briefly state the specific goal or objective.)
	Improve math proficiency and growth for all students in Pre-K through 5th grade.
	Indicators of success (Measurable results that describe success.)

	• By EOY 2027, at least 55% of students in grades K–5 will meet or exceed expected growth in math as measured by NWEA MAP growth reports. • By May 2027, at least 75% of students in grades K–5 will demonstrate consistent progress toward grade-level math skills as measured by Zearn completion, lesson progress, and/or usage data. • By EOY 2027, at least 60% of Pre-K students will meet expected growth or end-of-year benchmarks in math as measured by CIRCLE progress monitoring data.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	• Establish and monitor a campuswide math data tracker that includes NWEA MAP BOY/MOY/EOY data, Zearn progress, CIRCLE math data, DOL trends, grade-level trends, subgroup trends, intervention needs, and classroom snapshot data. • Lead monthly math data meetings to review NWEA MAP growth, Zearn progress, CIRCLE data, DOL performance, student work, intervention effectiveness, and next instructional steps. • Monitor implementation of daily math instruction, problem solving, checks for understanding, math discourse, small group instruction, and math journals through walkthroughs, lesson plan reviews, SPOT/look-for forms, PLC artifacts, and student work analysis. • Provide targeted coaching, planning feedback, and follow-up support to teachers on lesson internalization, TEKS alignment, math misconceptions, questioning, manipulatives, conceptual understanding, Zearn implementation, and reteach planning. • Protect and monitor intervention and acceleration time to ensure students receive targeted support aligned to NWEA MAP, Zearn, CIRCLE, classroom performance, DOLs, and priority math standards.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	• Use NWEA MAP, Zearn, CIRCLE, DOLs, student work, and classroom trackers to identify student strengths, gaps, growth targets, and instructional next steps. • Plan and deliver daily math instruction aligned to TEKS, learning objectives, DOLs, thinking steps, academic vocabulary, manipulatives, and common misconceptions. • Implement targeted small group instruction and reteach based on NWEA MAP data, Zearn progress, CIRCLE data, checks for understanding, DOLs, and classroom assessments. • Monitor student progress through trackers, exit tickets, Zearn reports, CIRCLE data, DOLs, student work samples, assessment results, and math journals to guide instructional decisions. • Provide students with regular opportunities to explain, justify, model, and defend mathematical thinking using academic vocabulary, sentence stems, manipulatives, written responses, and math journals. • Provide students with timely, specific feedback on mathematical thinking, written justification, strategy use, and misconceptions during whole group, small group, digital learning, and independent practice.

- Use Zearn and other digital learning data to monitor completion, identify unfinished learning, provide coaching during digital learning, and adjust intervention or acceleration groups.

Key Action FOUR: Staff Development

Who: Campus leadership team, Pre-K through 5th grade teachers, interventionists, instructional support staff, and district math support as available

What: Professional development, PLCs, coaching cycles, planning support, and model lessons focused on high-quality math instruction, NWEA MAP data use, Zearn implementation, CIRCLE math progress monitoring, math journals, problem solving, small group instruction, math discourse, manipulatives, checks for understanding, reteach planning, and feedback on mathematical thinking.

When: BOY professional development, monthly math data meetings, weekly PLCs, and ongoing coaching cycles

Where: Campus PLCs, classrooms, district professional learning sessions, and planning meetings

Key Action FOUR: Budget

Proposed item	Description	Amount
Staff development	Professional development and planning support focused on NWEA MAP data analysis, Zearn implementation, CIRCLE math progress monitoring, math discourse, small group instruction, and reteach planning.	0
Materials/resources	NWEA MAP reports, Zearn reports, CIRCLE data, math journals, manipulatives, classroom trackers, DOL trackers, student work folders, problem-solving templates, and instructional planning resources.	0
Purchased services	NA	
Other	Copies, math journals, data binders, student goal-setting sheets, and	

	progress-monitoring materials as needed.	
TOTAL		o
Funding sources: Campus funds, Title I, district-provided math resources, and existing instructional materials, as applicable.		