HISD

2026 – 2027

Campus Action Plan

Campus Name

Windsor Village Elementary School

Principal Name

Shantelle Louis

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 includes BOY – MOY NWEA MAP growth data, Campus Spot Observation trends, and instructional progress monitoring results. Analysis of these data sources reveal a need to strengthen the quality and consistency of Tier 1 instruction.

NWEA MAP Beginning of Year (BOY ' 25 – ' 26) Math data indicated that:
12% of students were in the (1st-21st) percentile;
15% in (21st - 40th) percentile;
26% in (41st – 60th) percentile;
29% in (61st – 80th) percentile;
18% in (81st to 99th) percentile.
NWEA MAP Beginning of Year (MOY ' 25 – ' 26) Math data indicated that:
11% of students were in the (1st-21st) percentile;
16% in (21st - 40th) percentile;
25% in (41st – 60th) percentile;
26% in (61st – 80th) percentile;
22% in (81st to 99th) percentile.
NWEA MAP Beginning of Year (BOY ' 25 – ' 26) Reading data indicated that:
24% of students were in the (1st-21st) percentile;
20% in (21st - 40th) percentile;
20% in (41st – 60th) percentile;
22% in (61st – 80th) percentile;
14% in (81st to 99th) percentile.
NWEA MAP Beginning of Year (BOY ' 25 – ' 26) Reading data indicated that:
24% of students were in the (1st-21st) percentile;
16% in (21st - 40th) percentile;
18% in (41st – 60th) percentile;
24% in (61st – 80th) percentile;
18% in (81st to 99th) percentile.
Collectively, these data indicate a critical need to strengthen Tier 1 instruction by increasing student cognitive engagement, enhancing instructional clarity, and ensuring consistent implementation of high-quality instructional strategies so that a greater percentage of students demonstrate measurable academic growth over time.

Needs related to improving the quality of instruction

The data used for quality of instruction needs assessment is derived from monthly Spot Observations and IRT results. Our campus has shown growth over time, however there is still a need to improve instructional gaps.
• Campus Spot averages increased from 13.87 in September to 15.02 by April, reflecting steady improvement in instructional effectiveness across the year.
• Indicator level data shows strengths in: Getting to the Objective , Reinforce and Redirect and Learning Environment
• Indicator level data shows opportunities for growth in: Writing, Use of Student Answers and Monitor and Adjust

IRT Data
• IRT #1: 7.62
• IRT #2: 13.87
• IRT #3: 14.25
• IRT #4: 14.18

The data indicates that the campus is making steady progress in overall instructional quality, as evidenced by the consistent increase in Spot Observation averages and improved IRT scores throughout the year. This suggests that instructional practices, campus systems, and teacher implementation efforts are positively impacting classroom instruction over time. However, the data reveals ongoing instructional gaps that may be limiting deeper student learning and academic growth.
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System evaluation (philosophy, processes, implementation, capacity)

Windsor Village Elementary has established systems to support continuous improvement including:

•Building teacher capacity through on the spot coaching
•Calibration and alignment of all leaders weekly
•Data tracking system alignment (monitoring of DOLs)
•Adjustments to PLC structure and system
•Small group instruction observation daily

Campus Action Plan Template

Key Action One

Key Action 1

Briefly state the specific goal or objective

Improve Tier 1 instruction in Reading to increase proficiency across student groups.

Indicators of Success

Measurable results that describe success

- • By April 2027, 80% of ELA teachers will score 10/13 in Instruction as evidenced on the spot observation.
  ByJanuary 2027, 80% of ELA teachers will score 8/13 in Instruction as evidenced on the spot observation
- • By May 2027, the percentage of students who perform at or above benchmark on the EOY DIBELS assessment will improve by 3% from EOY 2025 2026 to EOY 2026 2027 for students in kindergarten and first grade.
  ByJanuary 2027, the percentage of students who perform at/above benchmark on
- the MOY DIBELS assessment will improve to 55% in kindergarten and first grade.

Specific Actions – School Leaders

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

- • The leadership team (LT) will provide PD to build capacity in teachers around effective reading strategies and look for use and implementation during spot observations and observations. PD Calendar will note PD sessions and sign in sheets will note who was trained. Spot forms will note on
- the spot coaching provided to teachers.
- • The LT will conduct spot observations and observations to provide feedback on delivery of instruction and use of strategies (MRS). Spot forms will note on the spot coaching that was provided.
- • The LT will track, review, and address patterns or trends and provide feedback to specific teams or individuals. Appraisers will keep trackers to ensure progress is being made and action plans for
- individual teachers that are not making sufficient progress.

Specific Actions – Staff

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

- • Teachers will conduct small group targeted intervention during SWI (School Wide Intervention) and ELA block. Groups will be determined based on analysis of data from Map testing, DOLs, teacher assessments and campus assessments. Teachers will have flexible groups data and individualized action plans in data binders.
- • Teachers will participate in PLCs to analyze data from Map testing, DOLs,, digital resources, teacher assessments and campus assessments. Teachers will come to PLCs ready with their data tracking resources to
- modify action plans as needed.
- • After receiving feedback and next steps from spot observations, teachers will implement strategies or procedures as provided to them from the admin team. Successful implementation or lack thereof will be noted on spot observation form and a follow up email.
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Key Action One

Staff Development

Who: Instructional Leadership Team and Teachers

What: Professional development will focus on implementing student centered instructional practices to improve reading outcomes: On the spot coaching, PLCs, and Demo Days

When: Daily/Weekly

Where: Campus

Budget

Proposed Item	Description	Amount
Staff Development	The Instructional Leadership Team will provide weekly, job embedded professional learning through PLCs, demonstration lessons, and coaching cycles aligned to campus data and Core Spot instructional indicators. Professional learning will emphasize the intentional use of student data (MAP, DOL, and formative assessments) to plan, adjust, and refine instruction. Teachers will be supported in analyzing data to identify skill gaps and misconceptions, and in designing lessons that include targeted questioning, scaffolds, and opportunities for students to apply learning independently	0
Materials/resources	• NWEA MAP reports and data dashboards (BOY, MOY, EOY) to identify trends, growth targets, and priority skill gaps • Formative assessment tools and DOL trackers to monitor daily student understanding and adjust instruction in real time • PLC data protocols and data analysis templates to guide structured conversations and action planning • Spot observation forms and calibration tools aligned to Instructional Indicators	0
Purchased services	IXL site licence	0
Other		0
Other		0
	TOTAL	0

Funding Sources: Title I

Key Action Two

Key Action 2

Briefly state the specific goal or objective

Improve Tier 1 instruction in Math to increase proficiency across student groups.

Indicators of Success

Measurable results that describe success

- By April 2027, Math teachers will score 10/13 in Instruction as evidenced on the spot observation.

  By January 2027, 80% of Math teachers will score 10/13 in Instruction as evidenced on the spot observation
  .
- By May 2027, 95% of 3rd-5th grade students will complete 75 Zearn digital lessons.

  By January 2027, 95% of 3rd-5th grade students will complete 50 Zearn digital lessons
  .
- By May 2027, 80% of students in grades 1-2 will complete 50 Zearn digital lessons.

  By January 2027, 80% of students in grades 1-2 will complete 25 Zearn digital lessons.

Specific Actions - School Leaders

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

- • The LT will provide PD to build capacity in teachers around effective math strategies and look for use and implementation during spot observations and observations. PD Calendar will note PD sessions and sign in sheets will note who was trained. Spot forms will note on the spot coaching provided to teachers.
- • The LT will conduct spot observations and observations to provide feedback on delivery of instruction and use of strategies (MRS). Spot forms will note on the spot coaching that was provided.
- • The LT will track, review, and address patterns or trends and provide feedback to specific teams or individuals. Appraisers will keep trackers to ensure progress is being made and action plans for individual teachers that are not making sufficient progress.
- • The LT will plan and conduct PLCs that are designed to analyze data and create action plans that address specific deficiencies. Student DOLs will be used for daily analysis of student progress. PLC calendar will note data dig days as well as agendas and sign in sheets.
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Specific Actions – Staff

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

- • Teachers will create and implement action plans that address deficiencies based on analysis of data from Map testing, DOLs, teacher assessments and campus assessments. Teachers will keep action plans in data binders.
- • Teachers will conduct small group targeted intervention during SWI (School Wide Intervention) and Math block. Groups will be determined based on analysis of data from Map testing, DOLs, teacher and campus assessments. Teachers will have flexible groups data and individualized action plans in data binders.
- • Teachers will participate in PLCs to analyze data from Map testing, DOLs,, digital resources, teacher assessments and campus assessments. Teachers will come to PLCs ready with their data tracking resources to modify action plans as needed.
- • After receiving feedback and next steps from spot observations, teachers will implement strategies or procedures as provided to them from the admin team. Successful implementation or lack thereof will be noted on spot observation form and a follow up email.
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Key Action Two

Staff Development

Who: Instructional Leadership Team and teachers

What: On the spot coaching, PLCs, and Demo Days Professional development will focus on implementing student centered instructional practices to improve reading outcomes

When: Daily/Weekly

Where: Campus

Budget

Proposed Item	Description	Amount
Staff Development	The Instructional Leadership Team will provide weekly, job embedded professional learning through PLCs, demonstration lessons, and coaching cycles aligned to campus data and Core Spot instructional indicators. Professional learning will emphasize the intentional use of student data (MAP, DOL, and formative assessments) to plan, adjust, and refine instruction. Teachers will be supported in analyzing data to identify skill gaps and misconceptions, and in designing lessons that include targeted questioning, scaffolds, and opportunities for students to apply learning independently.	0
Materials/resources	• NWEA MAP reports and data dashboards (BOY, MOY, EOY) to identify trends, growth targets, and priority skill gaps • Formative assessment tools and DOL trackers to monitor daily student understanding and adjust instruction in real time • PLC data protocols and data analysis templates to guide structured conversations and action planning • Spot observation forms and calibration tools aligned to Instructional Indicators	0
Purchased services	Coach Digital site license	0
Other	N/A	0
Other		0
	TOTAL	0

Funding Sources: Title I

Key Action Three

Key Action 3

Briefly state the specific goal or objective

Improve outcomes for Special populations through targeted instructional supports

Indicators of Success

Measurable results that describe success

- ? By January 2027, Campus will be proficient in ARD timelines and observations for quality of instruction.
  By April 2027, Resource Special Education teachers will score 10/13 in Instruction as evidenced on the spot observation.
- By January 2027, 100% of Resource Special Education teachers will score 8/13 in Instruction as evidenced on the spot observation.
  ? By January 2027, 80% of our students receiving Special Education services will show progress towards their IEP goals, as measured by 3-weeks ' progress notes; mCLASS/DIBELS and MAP Growth MOY and EOY assessments; and STAAR performance (for students in grades 3- 5).

Specific Actions - School Leaders

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

- The LT will provide regular coaching and written feedback to identify areas of strengths and growth opportunities. We will then look for its use and implementation.
- • The teachers will receive training from the SPED chair team during August PD about the IEPs and learning goals.
- • The admin team will plan and conduct/facilitate PLCs that focus on accommodations and modifications.
  • There will be ongoing monitoring and checks of implementation of IEPs (goals).
- • Review records of newly enrolled students and begin services if the student has an IEP.
  • The LT will meet weekly with SPED chair to review ARD timelines and meeting dates.
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Specific Actions – Staff

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

- Co-Teachers and Teachers will document all SpEd. scholar accommodations and/or modifications in PowerSchool, as reflected by the 3-week grading benchmarks.
- Complete all required paperwork for ARD meetings and documentation of IEP implementation.
- Implement instructional best practices providing during professional development sessions and on the spot coaching to ensure high quality differentiated and scaffolded instruction, daily, to scholars.
- Implement high quality instructional look fors based on the district specialty guidance for Special Educations teachers, with a targeted focus on Domain 2 Instruction.

Key Action Three

Staff Development

Who: Instructional leaders and Special Education Department Chair

What: Accurately identify and create a plan to implement special education student needs, based on students' IEPs. Additionally, Provide professional development session on the following: On the spot coaching, daily planning, PLCs, and Demo days

When: Daily/Weekly

Where: Campus

Budget

Proposed Item	Description	Amount
Staff Development	Teachers will participate in professional development focused on increasing instructional rigor while incorporating effective scaffolds to ensure special education students can access grade level content and apply higher order thinking skills.	0
Materials/resources	• NWEA MAP reports and data dashboards (BOY, MOY, EOY) to identify trends, growth targets, and priority skill gaps • Formative assessment tools and DOL trackers to monitor daily student understanding and adjust instruction in real time • PLC data protocols and data analysis templates to guide structured conversations and action planning • Spot observation forms and calibration tools aligned to Instructional Indicators	0
Purchased services	Coach Digital site license	0
Other	N/A	0
Other		0
	TOTAL	0

Funding Sources: Title I

Key Action Four

Key Action 4

Briefly state the specific goal or objective

Improve English proficiency for Emergent Bilingual Students

Indicators of Success

Measurable results that describe success

- 100% of Emergent Bilingual students will receive targeted instruction in Reading.
  By January 2027, 80% of EB students will receive targeted instruction
- By June 2027, 80% of Emergent Bilingual students will show progress in listening, speaking, writing and reading as measured by TELPAS.
  By January 2027, 50% of students will show progress in listening, speaking, writing, and reading on Summit K12.
  By May 2027, 80% of EB teachers will score 10/13 or higher in Instruction of the spot as measured by the monthly average spot score.
- By January 2027, 80% of EB teachers will score 8/13 in Instruction as evidenced on the spot observation.

Specific Actions - School Leaders

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

- The LT will provide regularly coaching and written feedback to identify areas of strengths and growth opportunities. We will then look for its use and implementation.
- • The teachers will receive sheltered instruction/language development training during August PD.
- • The admin team will plan and conduct/facilitate PLCs that focus on the development and English proficiency of EB students.
  • There will be ongoing monitoring and checks of ESL blocks.
- • Review records of newly enrolled students and place identified EB students in a bilingual or ESL classroom
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Specific Actions – Staff

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

- Teachers will meet with the LPAC Coordinator to discuss/review student progress.
- • Teachers will provide all EB students with evidence based instructional materials and strategies appropriate to support their language development.
- • Teachers will attend PD that increase their capacity in the area of emergent bilinguals.
- • Teachers will conduct small group targeted intervention during SWI (School Wide Intervention).
- • Teachers will schedule a minimum of 45 minutes a week for students to utilize Summit K 12.

Key Action Four

Staff Devel.

Who: Instructional Leadership Team and EB teachers

What: Provide quality PD sessions, on the spot coaching, daily planning, PLCs and demo days

When: Weekly/Daily

Where: Campus

Budget

Proposed Item	Description	Amount
Staff Development	Teachers will participate in targeted PD focused on differentiating and scaffolding their lessons to meet the needs of EB students.	
Materials/resources	Coach digital, Summit K 12, spot forms, curriculum documents	
Purchased services	Coach digital site licence	
Other	N/A	
Other		
	TOTAL	

Funding Sources: Title I