2026-2027

Campus Action Plan



Whittier Elementary School

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School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs	Vision	Theory of Action

Theory of Action:

Strengthening Teacher Capacity to Improve Student Academic Outcomes

- **IF** schools invest in building teacher capacity through professional development, instructional coaching, and access to high-quality resources,
- **THEN** teachers will enhance their instructional practices, implement effective teaching strategies, and create more engaging learning environments,
- **WHICH WILL LEAD TO** improved student learning experiences, higher academic achievement, and better overall student success.

Vision:

Whittier Elementary School's mission is to provide academic excellence and a safe and nurturing learning environment that develops critical thinkers, independent learners, and responsible citizens who are college and career ready.

Core Beliefs:

All students can learn and reach his or her potential

Effective teachers make the most difference in student academic performance

For every child to succeed, we must hold students and ourselves to high expectations.

We value parent and community support.

We rely on clearly defined outcomes to guide our work and to which we hold ourselves accountable.

We value equity and commit to reducing inequities inherent in the education system.

Needs related to improving the quality of instruction

Based on SPOT observation data, feedback from IRT members, and NWEA Map data there is a need to improve the instructional characteristics of core content classes as they pertain to reading math, and science. Specific areas of focus include:

- improving the quality of Tier I instruction and second teach
- improving quality of instruction for special populations such as special education and emergent bilingual students.

Based on SPOT observations, demo days, and on-the-spot coaching there is a need to increase the effectiveness of lesson internalization to improve the quality of Tier I and second teach instruction.

School Action Plan Template

KEY ACTION ONE	**Improve staff capacity to deliver High-Quality Instruction**

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

- By January 2027 (MOY), the average IRT score for teachers will be at or above Proficient I (10.5-12) and increase to (13-15) by June 2027 (EOY).
- By January 2027 (MOY), 50% of teachers will score 9/13 or higher in the Instructional Domain of the spot observation form, and by June 2027 (EOY), 80% of teachers will score 10.5/13 or higher in the Instructional Domain.
- By January 2027 (MOY), 60% of teachers will score at or above Proficient I (10.5–14). By June 2027 (EOY), 75% of spot observation scores will meet or exceed the Proficient II level (14.5–16.5).

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

- Facilitate weekly, data-driven PLC meetings focused on lesson internalization aligned to the Great 8/Sweet 16, analyzing student work samples, identifying instructional gaps, and planning responsive instruction for 2nd teach.
- Provide daily coaching, modeling, and specific feedback during first and second teach, aligned to the Great 8/Sweet 16 and informed by spot observations and IRT feedback.
- Monitor and analyze spot observation scores and daily DOL data in OnTrack to identify instructional trends and adjust professional development monthly.
- Develop and implement personalized coaching plans for teachers scoring below Proficient I on spot observations, with targeted goals and progress checkpoints.
- Lead structured data meetings after each unit assessment, MAP, DIBELS, CIRCLE, and Semester 1- DSA to drive instructional adjustments and flexible student regrouping.

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

- Teachers will engage in weekly PLCs to internalize lessons, analyze student work, and plan targeted reteach using the Great 8/ Sweet 16 instructional practices.
- Teachers will implement feedback from coaching and modeling to strengthen the first and the 2nd teach aligned to the Great 8/Sweet 16.
- Teachers will review daily DOL data in OnTrack and use the results to adjust instruction based on student misconceptions and instructional trends.
- Teachers will actively participate in personalized coaching plans by implementing feedback, tracking progress, and striving toward proficiency.
- Teachers will prepare for and contribute to data meetings by bringing student data, create action plan identifying instructional next steps, adjusting instruction and student groups accordingly.

Key Action One: Improve staff capacity to deliver High-Quality Instruction

Staff Development

Key Action One: Staff Development

- Who: School Leaders and Teachers

What: The campus will engage in professional development that targets student engagement strategies (MRS), short constructed responses (SCRs), and aggressively monitoring with formative assessments. This will include STAAR, NWEA MAP, and DOLs.

- When: Beginning August 2026

Budget

Where: Whole campus and during PLC's.

Key Action One: Budget

Proposed item	Description	Amount
Staff development	District provided	0
Materials/resources	Index cards, whiteboards, and expo markers.	0

	Purchased services	N/A	
	Other		

Funding sources:

- School budget allocation for professional development and general supplies.
- Title I funding if applicable to the school's context.

KEY ACTION TWO	**Improve student achievement in Reading, Math, and Science for all students in Kinder - 5th grade**

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

- By January 2027 (MOY), 50% of K–2 students will demonstrate expected literacy growth on the DIBELS Composite assessment. By June 2027 (EOY), this percentage will increase to 70%.
- From BOY to MOY, the percentage of students meeting or exceeding projected growth targets on the MAP Reading and Math, will increase by 10 % ; this will further increase to 15% by June 2027 (EOY).
- By January 2027 (MOY), 50% of students will meet their growth targets on MAP Math; by June 2027 (EOY), 60% will meet growth targets for the year.
- By January 2027 (MOY), 50% of students will meet their growth targets on MAP Science; by June 2027 (EOY), 60% will meet growth targets for the year.
- By January 2027 (MOY), 75% of students will meet their weekly Zearn goal of 3 grade level lessons per week; this percentage will increase to 90% by June 2027(EOY).
- By January 2027 (MOY), 75% of students will meet their weekly Amira reading goal; this percentage will increase to 90% by June 2027 (EOY).

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

- School Administrators will facilitate weekly, data-driven PLCs focused on lesson internalization, reteach planning, and student progress monitoring for MAP, DIBELS, and Science assessments.
- School Administrators will monitor student data trends using OnTrack, MAP, and DIBELS dashboards and adjust professional development and coaching based on identified performance gaps.
- School Administrators (Reading, Math, Science) will provide targeted coaching, modeling, and co-teaching support aligned to the "Great 8" instructional practices.
- School Administrators will lead structured data meetings after each assessment cycle (BOY, MOY, EOY) to review performance and guide flexible regrouping decisions.
- Track, reflect on, and create key next steps to respond to reading, math, and science demonstration of learning (DOL) and unit assessment data outcomes during weekly leadership meetings

- School Administrators will ensure intervention schedules and small-group structures are implemented using MAP RIT bands and DIBELS progress pathways to meet student needs.

- Provide professional development weekly through PLCs and Demo days by modeling best practices aligned to high quality instruction.

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

- Teachers will actively participate in weekly PLCs by internalizing lessons, analyzing student work and data, and planning responsive reteach strategies based on MAP, DIBELS, and Science assessment results.
- Teachers will regularly review and reflect on student data in OnTrack, MAP, and DIBELS to identify trends, adjust instruction, and implement PD and coaching feedback to address performance gaps.
- Teachers will implement strategies modeled during coaching sessions and incorporate "Great 8" instructional practices into daily instruction to improve student learning outcomes.
- Ensure that all lessons are internalized, materials for 1st & 2nd teach are customized, prior to the 1st instruction, to fully align to the rigor of the TEKS to lead to student mastery
- Teachers will come prepared to data meetings with student work samples and assessment results, and will collaborate on regrouping decisions and instructional next steps.

	• Teachers will use MAP RIT bands and DIBELS data to plan and deliver targeted small-group interventions that align with student-specific growth needs and learning goals. • Engage in PLCs and Demo Days weekly to receive data driven professional development, practice upcoming lessons, give and receive peer feedback, reflect on practices and improve instructional delivery to ensure student mastery of learning objectives.

	Key Action Two: **Improve student achievement in reading, math, and science for all students in Kinder - 5th grade.**		
Staff Development	Who: Instructional Leaders including Principal, Assistant Principal, and Teacher Leaders		
	What: • Lead content development, side-by-side lesson internalization and demos during weekly grade level PLCs. • On-the-Spot Coaching and immediate feedback. • Professional Learning Communities (PLC) focused on high-leverage instructional practices (The Sweet Sixteen). • Data tracking and analysis		
	When: • Pre-service week training • Daily when conducting coaching sessions. • Weekly PLCs • Demo Thursdays • District professional development days		
	Where: • On campus for preservice, PLCs, Demo Thursdays • Individual teacher classrooms for on-the-spot coaching opportunities. • Designated sites for district-wide professional development.		
Budget	**Proposed item**	**Description**	**Amount**
	Staff development	• District and campus -led PD • Funds for materials (copy paper, pencils, highlighters, post-its, clipboards, anchor chart paper, whiteboards, manipulatives,	0

		notebooks)	
	Materials/resources	• Funds for materials (copy paper, pencils, highlighters, post-its, clipboards, anchor chart paper, whiteboards, manipulatives, notebooks)	0
	Purchased services	N/A	
	Other		
	Other		
		TOTAL	
	Funding sources: • School budget allocation for professional development. • Title I funding if applicable to the school's context.		

KEY ACTION THREE	**Key Action** *(Briefly state the specific goal or objective.)* **Improve student achievement for Special Education students.**
	Indicators of success *(Measurable results that describe success.)* • By January 2027 at least 40% of K-5 SpEd students will meet their expected growth in NWEA Math. This percentage will increase to 55% by May 2027. • By January 2027, at least 40% of 2nd -5th grade SpEd students will meet their expected growth target on the NWEA Reading assessment. This percentage will increase to 55% by May 2027. • By January 2027, at least 40% of 2nd -5th grade SPED students will meet their expected growth target on the NWEA Science assessment. This percentage will increase to 55% by May 2027. • By January 2027 (MOY), 50% of SpEd Staff Spot scores will meet or exceed 12 and will increase to 14 by June 2027 (EOY). • By January 2027 (MOY), 100% of campus ARDS will be held on or before the TEA deadline. This percentage will remain constant at 100% by June 2027 (EOY) **Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish the objective?)*

- Conduct weekly walkthroughs and spot observations in inclusion and resource classrooms using the HISD special education spot observation forms.
- Perform campus based monthly SPED folder audits, reviewing 20% of all SPED folders each time, with a focus on quality of IEPs using the Office of Special Education Services Folder Audit Rubric.
- Provide on the spot coaching, actionable feedback to teachers following observations, with clear next steps for improving specially designed instruction and accommodations.
- Facilitate ongoing professional development focused on effective inclusion practices, differentiated instruction, and implementation of IEP accommodations.
- Ensure collaboration structures (PLC, co-planning time) are scheduled and protected for general and special education teachers.
- Ensure co-teach demos weekly.
- Monitor student progress data and observation trends monthly to identify instructional gaps and provide targeted coaching support.
- Partner with special education staff to review IEP implementation fidelity and address instructional inconsistencies.

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

- Co-teachers and teachers will document all SPED student accommodations and/or modifications in PowerSchool, as reflected by the 3-week grading benchmarks.
- Actively implement feedback from walkthroughs and spot observations to improve delivery of specially designed instruction and accommodations.
- Consistently apply HISD Special Education Spot Observation expectations in daily instruction within inclusion and resource settings.
- Participate in on-the-spot coaching conversations and implement instructional best practices to ensure high quality, differentiated and scaffolded instruction daily.
- Engage in ongoing professional development and apply learned strategies related to inclusion, differentiation, and IEP implementation.
- Collaborate during PLCs and co-planning sessions to design, adjust, and refine instruction for students with disabilities.
- Participate in weekly co-teaching demonstrations and implement co-teaching models with fidelity.

Key Action Three: Improve student achievement for Special Education students.

Staff Development	Who: Instructional leaders including principal, assistant principal, teachers, and SPED teachers
	What: ● Preservice week training ● Daily when conducting coaching sessions. ● Weekly PLCs ● Demo Thursdays ● District professional development days ● SPED Folder checks ● Weekly progress monitoring audits ● Send weekly email reminders about documenting in PowerSchool.
	When: ● Preservice week training ● Daily when conducting coaching sessions. ● Weekly PLCs. ● Demo Thursdays ● District professional development days ● Monthly PLC sessions with department chair
	Where: ● On campus for preservice, PLCs, Demo Thursdays ● Individual teacher classrooms for on-the-spot coaching opportunities. ● Designated sites for district-wide professional development.

Budget

Proposed item	Description	Amount
Staff development	● District-led PD ● Funds for materials (copy paper, pencils, highlighters, post-its, clipboards, anchor chart paper, whiteboards)	0
Materials/resources	● Funds for materials (copy paper, pencils, highlighters, post-its, clipboards, anchor chart paper, whiteboards, specialized folders for SPED)	0
Purchased services	None	
Other		
Other		

	TOTAL	$1000
	Funding sources: ● School budget allocation for professional development. ● Title I funding if applicable to the school's context.	

KEY ACTION FOUR	**Key Action** *(Briefly state the specific goal or objective.)* **Improve EB quality of instruction and student outcomes.**
	Indicators of success *(Measurable results that describe success.)* ● The percentage of students increasing at least one level of proficiency, as defined by previous school year TELPAS composite to current school year TELPAS composite will increase by 5%. ● By September 2026, 100% of EB students will be active in the Summit K-12 platform. ● By January 2027 (MOY), 50% of Emergent Bilingual students (EB) will meet their individual growth target on 2nd - 5th grade NWEA MAP Reading. This percentage will increase by 60% by May 2027, (EOY). ● By January 2027 (MOY), 30% of Kinder - 2nd grade EB students will meet their expected growth target on DIBELS (English) assessment. This percentage will increase to 50% by May 2027 (EOY).
	Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- School leaders will create a classroom and school-wide tracking system with incentives to increase Summit K-12 usage.
- School leaders will conduct PLCs with teachers teaching EB students and focus on research-based strategies and data analysis.
- School leaders will provide teachers with on-the-spot coaching and feedback.
- Leaders will coach teachers on effectively implementing MRS to provide multiple opportunities for students to increase their ability to read, write, and speak in English.
- Leaders will coach teachers on how to effectively monitor, make needed instructional adjustments and provide feedback to students.
- Leaders will coach and monitor the implementation of SCR and ECR across content areas and provide on-going professional development to ensure mastery in these areas for teachers and students.

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

- Teachers will implement Summit K-12 as noted in the instructional schedule.
- Teachers will implement a classroom tracking and incentive system for students.
- Teachers will participate in weekly PLCs which will focus on lesson internalization and data analysis.
- Teachers will participate in coaching and feedback sessions with administrators and adjust lessons in-the-moment.
- Teachers will execute daily monitoring to prioritize EB students' quality of student work and overall English language proficiency.
- Teachers will engage in PLCs with a focus on SCR and ECR across content areas; will provide evidence of implementation and provide peer feedback on how to improve student's writing.

	Key Action Four: **Improve EB quality of instruction and student outcomes.**
Staff Development	Who: Instructional leaders including principal, assistant principal, and teachers.
	What: ● Lead side-by-side lesson internalization and demos during weekly grade level PLCs. ● On-the-Spot Coaching and immediate feedback. ● Professional Learning Communities (PLC) focused on researched based practices for EB students. ● Data tracking and analysis
	When: ● Preservice week training ● Daily when conducting coaching sessions. ● Weekly PLCs ● Demo Thursdays ● District professional development days
	Where: ● On campus for preservice, PLCs, Demo Thursdays ● Individual teacher classrooms for on-the-spot coaching opportunities. ● Designated sites for district-wide professional development.

Budget	**Proposed item**	**Description**	**Amount**
	Staff development	● District-led PD Funds for materials (copy paper, pencils, highlighters, post-its, clipboards, anchor chart paper, whiteboards)	0
	Materials/resources	● Funds for materials (copy paper, pencils, highlighters, post-its, clipboards, anchor chart paper, whiteboards, specialized folders for SPED)	0
	Purchased services	None	
	Other		

	Other		
		TOTAL	
	Funding sources: ● School budget allocation for professional development. ● Title I funding if applicable to the school's context.		