



**2026-2027
Campus Action Plan**

Campus Name

Berry Elementary School

Principal Name

Rodolfo Ramos

Campus Action Plan– Needs Assessment

District philosophy and guiding framework

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

DIBELS/ Lectura	MAP Reading (25-26 MOY)	MAP Math (25-26 MOY)	MAP Science (25-26 MOY)	STAAR Reading Spring 2026	STAAR Math Spring 2026	STAAR Science Spring 2026
<p>2nd Grade 74% of students are at or above the benchmark.</p> <p>1st Grade 74% of students are at or above the benchmark.</p> <p>Kindergarten 79% of students are at or above the benchmark.</p>	<p>English</p> <p>5th Grade Growth - 67 Achievement - 59</p> <p>4th Grade Growth - 68 Achievement- 61</p> <p>3rd Grade Growth - 72 Achievement- 55</p> <p>2nd Grade Growth - 68 Achievement- 49</p> <p>Spanish</p> <p>5th Grade Growth - 43 Achievement- 51</p> <p>4th Grade Growth - 71 Achievement- 73</p> <p>3rd Grade Growth - 89 Achievement- 84</p> <p>2nd Grade Growth - 75 Achievement- 76</p>	<p>5th Grade Growth - 72 Achievement- 73</p> <p>4th Grade Growth - 52 Achievement- 63</p> <p>3rd Grade Growth - 68 Achievement- 74</p> <p>2nd Grade Growth - 60 Achievement- 62</p> <p>1st Grade Growth - 41 Achievement- 55</p> <p>Kindergarten Growth - 64 Achievement- 60</p>	<p>5th Grade Growth - 62 Achievement- 68</p> <p>4th Grade Growth - 71 Achievement- 67</p> <p>3rd Grade Growth - 88 Achievement- 80</p> <p>2nd Grade Growth - 86 Achievement- 77</p>	<p>5th Grade 86% of students met standard - 86% Approaches - 62% Meets - 26% Masters Constructed Response Avg 4.65 /10</p> <p>4th Grade 75% of students met standard - 75% Approaches - 57% Meets - 16% Masters Constructed Response Avg /10</p> <p>3rd Grade 75% of students met standard - 79% Approaches - 54% Meets - 28% Masters Constructed Response Avg 3.35/10</p> <p>Campus 80% of students met standard - 80% Approaches - 57% Meets - 23% Masters</p>	<p>5th Grade 82% of students met standard - 82 % Approaches - 52% Meets - 15% Masters</p> <p>4th Grade 73 % of students met standard - 73 % Approaches - 53% Meets - 23% Masters</p> <p>3rd Grade 82% of students met standard - 82% Approaches - 65% Meets - 34% Masters</p> <p>Campus 79% of students met standard - 79% Approaches - 57% Meets - 25% Masters</p>	<p>5th Grade 62% of students met standard - 78% Approaches - 22% Meets - 15% Masters</p>

Needs related to improving the quality of instruction		
SPOT Data- 2025-2026	Day-to-Day Coaching	IRT Visits
<p>Annotation (reading) – Teachers and students read and annotate for a specific purpose, tied to the objective, to support a deeper understanding of text or problems. 61%</p> <p>Monitor & Adjust – The Teacher monitors progress, uses student responses to reinforce learning, and adjusts instruction through proactive scaffolds and differentiation based on student needs. 63%</p>	<p>Day-to-day coaching will help close instructional gaps by providing real-time feedback, modeling, and planning support. It will strengthen teachers' ability to increase rigor, engage all students, and adjust instruction based on data.</p> <p>For the 2025–2026 school year, this information was documented in our Spot Observation Dashboard and Berry ES Coaching Tracker.</p>	<p>IRT #1- 13.30 IRT #2- 14.80 IRT #3- 14.56 IRT #4- 16.12</p> <p>EOY Average: 15.16</p>
System evaluation (philosophy, processes, implementation, capacity)		
<ul style="list-style-type: none"> • Extended Constructed Responses (ECR) – Strengthen student writing by providing rubric-aligned instruction and feedback on ECRs (Extended Constructive Response), with targeted support for Grades 3 and 4 to improve response quality and overall student performance. • Data-Driven Goal Setting – Teachers will regularly analyze student data, set measurable class and individual student goals, and monitor progress to inform instructional adjustments. Emphasis will be placed on student ownership, targeted intervention, and alignment of instruction to identified learning needs. • Special Education Compliance – Ensure Special Education compliance through daily tracking of student accommodations, accurate documentation in PowerSchool, and maintenance of up-to-date Special Education binders, and spot check state folder standards. 		

Campus Action Plan Template

Key Action One

Key Action 1

Improve English proficiency for Emergent Bilingual (EB) students.

Indicators of Success

- By January 2027, 45% of EB students will meet their individual growth target on NWEA MAP Reading. By May 2027, 50% of EB students will meet or exceed their projected growth target on NWEA MAP Reading.
- By Spring 2027, 45% of EB students will meet or exceed their expected Composite TELPAS score.
- Summit K12 engagement will reach 85% by May 2027.

Specific Actions– School Leaders

- Coach teachers on effective implementation of engagement strategies to increase opportunities for students to listen, speak, read, and write in English.
- Coach teachers to effectively leverage the four components of language of instruction, language bridging, translation of student materials, and adding language supports, monitor progress, provide feedback, and adjust instruction based on data collected for EB students.
- Monitor EB student progress through DOLs, assessments, coaching, and LPAC meetings.

Specific Actions– Staff

- Consistently implement HISD engagement strategies and dual-language components into instruction to ensure students develop strong bilingualism, content mastery, and academic language transfer daily across all instructional settings.
- Provide targeted, differentiated support for EB students based on language and academic needs.
- Monitor student work and English language development daily and adjust instruction accordingly.

Key Action One			
Staff Development	Who: Instructional Leaders		
	What: Provide quality PD sessions, on-the-spot coaching, daily planning, PLCs, and Demo days.		
	When: Daily and Weekly		
	Where: Campus and District PD Sites		
Budget	Proposed Item	Description	Amount
	Staff Development		
	Materials/resources		
	Purchased Services		
	Other		
	Other		
	TOTAL		
	Funding Sources:		

Key Action Two

Key Action 2

Improve math proficiency for students in Kindergarten – 5th grade.

Indicators of Success

- By January 2027, at least 55% of K–5 students will meet or exceed their projected Fall-to-Winter Achievement target on NWEA MAP Math. By May 2027, at least 60% of K–5 students will meet or exceed their projected Fall-to-Spring achievement target on NWEA MAP Math.
- Increase 3rd–5th grade STAAR Math Meets performance from 56% (2026) to 60% (2027).
- Campus-wide Zearn engagement will reach 85% by May 2027.

Specific Actions – School Leaders

- Coach teachers on effective lesson internalization and customization to ensure rigor and engagement and implementation of the PVR (Preview-View-Review) strategy daily in math instruction.
- Provide weekly PLCs and demonstration lessons focused on high-quality instruction and student outcomes.
- Support teachers in implementing Zearn with fidelity.

Specific Actions – Staff

- Plan and deliver targeted instruction and regularly analyze student work to identify trends, address misconceptions, and adjust instruction.
- Participate in PLCs and demonstration lessons to strengthen instructional practices and improve student outcomes.
- Implement Zearn consistently and monitor student progress.

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:		
Budget	Proposed Item	Description	Amount
	Staff Development		
	Materials/resources		
	Purchased Services		
	Other		
	Other		
	TOTAL		
	Funding Sources:		

Key Action Three

Key Action 3

Improve reading proficiency for all students in Kindergarten – 5th grade.

Indicators of Success^{growth}

- By January 2027, at least 50% of Kindergarten and 1st Grade students will score At or Above Benchmark on the DIBELS assessment. May 2027, at least 65% of Kindergarten and 1st Grade students will score At or Above Benchmark on the DIBELS assessment.
- By January 2027, at least 55% of 2–5 students will meet or exceed their projected Fall-to-Winter target on NWEA Reading Math. By May 2027, at least 65% of 2–5 students will meet or exceed their projected Fall-to-Spring growth target on NWEA MAP Reading.
- Increase 3rd–5th grade STAAR Reading Meets performance from 57% (2026) to 61% (2027).
- Campus-wide Amira engagement will reach 85% by May 2027.

Specific Actions– School Leaders

- Coach teachers on effective lesson internalization and customization to ensure rigorous, engaging instruction tightly aligned to the daily Learning Objective (LO), TEKS, and intended student outcomes with clear pathways to student mastery.
- Provide weekly PLCs and demonstration lessons focused on high-quality instruction and student outcomes and facilitate ongoing student work analysis to identify learning gaps and determine instructional next steps.
- Support teachers in implementing Amira with fidelity.

Specific Actions– Staff

- Plan and deliver targeted instruction and regularly analyze student work to identify trends, address misconceptions, and adjust instruction.
- Participate in PLCs and demonstration lessons to strengthen instructional practices and improve student outcomes.
- Implement Amira consistently and monitor student progress.

Key Action Three

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

Budget

Proposed Item	Description	Amount
Staff Development		
Materials/resources		
Purchased Services		
Other		
Other		
TOTAL		
Funding Sources:		

Key Action Four

Key Action 4 Improve student achievement for Special Education students.

Indicators of Success

- By January 2027, at least 30% of Special Education students will meet or exceed their projected Fall-to-Winter growth target on NWEA MAP assessments. By May 2027, at least 40% of Special Education students will meet or exceed their projected Fall-to-Spring growth target on NWEA MAP assessments.
- Increase the percentage of Special Education students in Grades 3–5 achieving Approaches Grade Level or higher on STAAR Reading and Math from 2025–2026 baseline performance.

Specific Actions – School Leaders

- Coach and support teachers on delivering rigorous, TEKS-aligned instruction with appropriate accommodations, modifications, scaffolds, and supports.
- Monitor Special Education students' progress through formative, common, and summative assessments to identify learning gaps, inform instructional decisions, and accelerate student growth.
- Facilitate regular data meetings focused on Special Education student outcomes and instructional responses.
- Conduct periodic reviews of quantitative and qualitative data to ensure accommodations, modifications, and services are implemented with fidelity.

Specific Actions – Staff

- Consistently implement and document accommodations and modifications as outlined in student IEPs.
- Deliver rigorous, differentiated instruction aligned to grade-level TEKS and daily Learning Objectives (LO).
- Monitor student progress, analyze data regularly, and adjust instruction to address learning gaps.
- Collaborate with teachers, Special Education staff, and leadership to implement targeted supports that promote student growth and achievement.

Key Action Four			
Staff Development	Who: Instructional leaders		
	What: Provide coaching and professional learning on effective implementation of accommodations, modifications, scaffolds, and supplemental supports to ensure Special Education students can access grade-level instruction and demonstrate growth.		
	When: Daily and Weekly		
	Where: District and campus locations		
Budget	Proposed Item	Description	Amount
	Staff Development		
	Materials/resources		
	Purchased Services		
	Other		
	Other		
	TOTAL		
	Funding Sources:		