



2026 – 2027

Campus Action Plan

Campus Name

Tijerina Elementary

Principal Name

Linda R Ahumada

Campus Action Plan – Needs Assessment

District philosophy and guiding framework

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

Elementary School is projected to receive an "B" rating (90) for the 2025-2026 school year, according to the TEA rating system.

The data used for this needs assessment is derived from the results of the 2025-2026 STAAR tests.

STAAR Reading scores in grade 3-5 - decreased by 0.04% from 39.73% to 39.69% passing at the Meets level.

STAAR Math scores in grade 3-5 - decreased by 1.06% from 50.68% to 49.62%, passing at the Meets level.

2025-2026 TELPAS Proficiency 37%

NWEA MAP Beginning of Year (BOY '25 – '26) Math indicated that:

16% of students were in the (1st-21st) percentile;

14% in (21st - 40th) percentile;

24% in (41st – 60th) percentile;

28% in (61st – 80th) percentile;

18% in (81st to 99th) percentile.

Overall: MAP MATH: BOY to EOY Met Expected Growth 58%, Grades 3-8 Met Expected Growth 58%, Growth Median Percentile 55, Achievement Median Percentile 62

NWEA MAP Beginning of Year (BOY '25 – '26) Reading data indicated that:

35% of students were in the (1st-21st) percentile;

20% in (21st - 40th) percentile;

19% in (41st – 60th) percentile;

20% in (61st – 80th) percentile;

6% in (81st to 99th) percentile.

Overall: MAP READING: BOY to EOY Met Expected Growth 62%, Grades 3-8 Met Expected Growth 64%, Growth Median Percentile 57, Achievement Median Percentile 49

Needs related to improving the quality of instruction

The data used for quality of instruction needs assessment is derived from progress monitoring data that analyzes instructional deficiencies using multiple sources of data, including IRT results which grew from 10.2 – BOY IRT 1 to 14.1 EOY IRT 4 (IRT 1: 10.2 ,IRT 2: 15.2, IRT 3: 12.9, IRT 4: 14.1), 37% Growth, and the HISD Spot Average (12.92). The data derived from the quality of instruction indicates a need for professional development centered on providing effective support to our students in special populations, such as special education and emergent bilingual students. Additionally, our data indicates a need for professional development on how to effectively use student answers & questions and monitor and adjust throughout the lesson.

System evaluation (philosophy, processes, implementation, capacity)

The following processes are present in the action plan and help ensure accountability and drive data-driven decisions to support rapid improvement at Tijerina ES.

Identifying Baseline Data: By understanding the school's current performance, leaders can pinpoint specific areas that need improvement, such as low-test scores or poor attendance, directly aligning efforts with state standards the school needs to meet. Campus leaders will use STAAR, NWEA MAP, TELPAS, IRT, SPOT, attendance, and culture data to identify priority needs and establish clear starting points.

Setting Measurable Goals: Clear, measurable goals focus the school's efforts on areas that directly affect meeting academic and operational standards, ensuring that every action taken contributes to progress. Each key action includes measurable indicators aligned to student achievement, quality instruction, special populations, compliance, and campus culture.

Monitoring Implementation: Regular monitoring ensures that turnaround strategies, like curriculum adjustments or training, are being properly executed. Campus leaders will monitor classroom instruction, PLC implementation, intervention systems, service delivery, and family engagement through scheduled walkthroughs, trackers, and leadership team meetings. This prevents wasting time and resources, keeping the school on track to meet standards.

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. Progress will be reviewed through BOY, MOY, and EOY data cycles, weekly DOL/unit assessment analysis, SPOT trends, NWEA MAP growth, TELPAS progress, STAAR results, and culture survey outcomes.

Making Adjustments: When evaluations show that strategies are not working as expected, leaders will adjust coaching, PLCs, interventions, schedules, and professional development to address the highest-leverage needs. This flexibility allows schools to refine their approach, improving their chances of meeting or exceeding standards over time.

Campus Action Plan Template

Key Action 1

Briefly state the specific goal or objective

Improve English proficiency of Emergent Bilingual students in 2nd-5th Grade.

Indicators of Success

Measurable results that describe success

- By January 2027, 55% of 2nd – 5th grade Emergent Bilingual students will meet their projected growth target on NWEA MAP Reading.

By January 2027, 50% of EB students will reach proficiency in reading unit assessments. By June 2027, this rate will increase to 70%.

By June 2027, at least 40% of EB students will demonstrate one proficiency-level increase or meet expected progress on TELPAS composite rating.
- By January 2027 Spot scores of campus bilingual instruction teachers (including IRT visits) will meet or exceed 12; this will increase to 14 by June 2027.

Specific Actions – School Leaders

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

- Leaders will provide pre-service and ongoing PD on sheltered instruction, language objectives, vocabulary routines, sentence stems, and structured academic discourse to meet the needs of EB students during pre-service in August 2026 and as needed throughout the school year.
- Leaders will coach teachers to utilize Turn and Talk, response cards, whiteboards, and Ink-Pair-Share to increase structured student discourse and active participation for EB students during instruction.
- Leaders will track, reflect on, and respond to the emergent bilingual achievement outcomes aligned to TELPAS, Summit K-12, NWEA MAP, DOL, and unit assessments through block-to-block coaching and weekly leadership team meetings.
- Leaders will monitor EB student work during classroom observations and PLCs, with an emphasis on complete written responses, use of academic vocabulary, and evidence aligned to exemplars to identify EB trends and assign targeted next steps by grade level/content.
- Leaders will support teachers in effectively monitoring EB student progress, making instructional adjustments, and providing actionable feedback throughout the lesson.

Leaders will provide teachers with feedback within 48 hours of SPOT observations and monitor implementation of EB scaffolds during follow-up observations.

Specific Actions – Staff

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

- Teachers will implement daily sheltered instruction strategies, language objectives, sentence stems, academic vocabulary routines, and structured academic discourse aligned to students' English proficiency levels.
- Teachers will consistently execute multiple response strategies throughout the instructional block to ensure EB students have opportunities to read, write, listen, and speak in English daily.
- Teachers will analyze TELPAS, Summit K-12, NWEA MAP, DOL, and unit assessment data during PLCs to identify trends, monitor progress toward growth targets, and adjust instruction based on student needs.
- Teachers will provide complete written response opportunities daily using exemplars, academic vocabulary, and evidence-based responses aligned to grade-level expectations.
- Teachers will intentionally differentiate and scaffold instruction for EB students through annotations, visuals, chunking, modeling, and targeted questioning during Tier 1 instruction.

Teachers will monitor EB student work daily and provide immediate feedback to address misconceptions, strengthen academic language development, and improve mastery of lesson objectives.

Teachers will implement feedback from SPOT observations and coaching cycles within 48 hours and demonstrate evidence of implementation during follow-up walkthroughs and PLCs.

Key Action One			
Staff Development	Who: Principal, teacher specialist, campus leaders, bilingual/ESL teachers, classroom teachers, and campus-based support staff		
	What: Professional development, PLCs, demo lessons, data conferences, and coaching focused on EB scaffolds, TELPAS alignment, language objectives, academic vocabulary, sentence stems, MRS, SCR/ECR, and student work analysis.		
	When: August 2026-May 2027; preservice, monthly campus PD, weekly PLCs, and ongoing coaching cycles		
	Where: Tijerina Elementary, HISD training locations, PLC rooms, and classrooms		
Budget	Proposed Item	Description	Amount
	Staff Development	Teachers and campus-based staff will participate in targeted PD focused on sheltered instruction, TELPAS progress, language development, structured student talk, writing across content, and differentiation for EB students.	
	Materials/resources	Curriculum documents, TELPAS resources, Summit K-12 reports, Lead4ward resources, OnTrack data, NWEA reports, SPOT forms, lesson internalization documents, response cards, whiteboards, sentence stems, and vocabulary resources	
	Purchased services		
	Other		
	Other		
	TOTAL		
Funding Sources:			

Key Action 2

Briefly state the specific goal or objective

Improve reading and math achievement for targeted student groups in kindergarten through 5th grade.

Indicators of Success

Measurable results that describe success

- By January 2027, 55% of students in Grades 2-5 will meet or exceed their NWEA MAP Reading growth target; by May 2027, this will increase to 60%.

By January 2027, 55% of students in Grades 2-5 will meet or exceed their NWEA MAP Math growth target; by May 2027, this will increase to 60%.
- By January 2027, 50% of students will achieve the 61st growth percentile or higher on NWEA MAP Reading and Math. By June 2027, growth percentile will increase to 60%.
- By May 2027, 90% of classrooms will show evidence of aligned lesson objectives, DOL, exemplar, response opportunities, and student work that matches the rigor of the standard.

By May 2027, campus implementation of Zearn/approved math platform engagement will meet district expectations weekly.

Specific Actions – School Leaders

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

- Leaders will lead weekly PLCs focused on lesson internalization, exemplar analysis, DOL alignment, misconceptions, planned CFUs, response cards, and student work analysis.
- Leaders will train teachers in writing across the curriculum with Short Constructive Response (SCR) in all core contents and Extended Constructed Response (ECR) in 3rd-5th Grade ELA classrooms.

Leaders will coach teachers to proficiency in the lesson internalization protocol for (1st & 2nd teach) math and reading, where the top priority is customizing curriculum slides to reflect the rigor of the standards, providing clear next steps to mastery, and student engagement.
- Leaders will monitor weekly DOL and unit assessment data to identify trends by grade level, content, teacher, student group, and readiness standard; and provide highest leverage next steps to address gaps in student mastery.
- Leaders will conduct classroom walkthroughs and SPOT observations to provide feedback on pacing, gradual release, active monitoring, student response quality, writing, and use of student answers/questions.
- Leaders will coach teachers within 48 hours of observations and track implementation of feedback during follow-up visits.

Leaders will establish intervention groups using NWEA MAP, DOL, unit assessment, Amira, Zearn, and classroom data, then review progress during leadership meetings.

Leaders will protect instructional time by monitoring schedules, learning centers, intervention blocks, and assessments.

Specific Actions – Staff

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

- Teachers will participate in weekly PLCs focused on lesson internalization, exemplar analysis, DOL alignment, misconceptions, planned CFUs, response cards, and student work analysis to strengthen Tier 1 instruction.
- Teachers will implement daily writing opportunities across all core contents using Short Constructive Responses (SCR) and Extended Constructed Responses (ECR) aligned to grade-level rigor and exemplars.

Teachers will internalize and customize curriculum slides prior to instruction to ensure alignment to the rigor of the standards, clear next steps to mastery, purposeful annotations, and authentic student engagement.
- Teachers will analyze weekly DOL and unit assessment data to identify student misconceptions, monitor mastery of readiness standards, and adjust instruction based on identified learning gaps.
- Teachers will execute lessons using the gradual release vision of excellence (VOE) with a focus on pacing, active monitoring, purposeful writing, high-quality student responses, and the use of student answers/questions to guide instruction.
- Teachers will implement multiple response strategies, planned CFUs, and response cards throughout the instructional block to monitor understanding and increase student engagement.

Teachers will implement feedback from walkthroughs, SPOT observations, and coaching cycles within 48 hours and demonstrate evidence of implementation during follow-up visits.

Teachers will maintain and monitor intervention groups using NWEA MAP, DOL, unit assessment, Amira, Zearn, and classroom data to provide targeted support for students needing acceleration or intervention.

Key Action Two			
Staff Development	Who: Principal, teacher specialist, campus leaders, classroom teachers, interventionists, and campus-based support staff		
	What: PLCs, demo lessons, data meetings, intervention planning, SPOT coaching, and professional development focused on HQI, lesson internalization, DOL alignment, response cards, student work analysis, writing across content, and STAAR/NWEA readiness		
	When: August 2026-May 2027; preservice, weekly PLCs, monthly campus PD, and ongoing coaching cycles		
	Where: Tijerina Elementary, HISD training locations, PLC rooms, and classrooms		
Budget	Proposed Item	Description	Amount
	Staff Development	Teachers will participate in targeted professional development focused on high-quality instruction, lesson internalization, student engagement, data-driven instruction, intervention planning, and aligned response opportunities in Reading and Math.	
	Materials/resources	District curriculum, lesson internalization protocol, DOL trackers, NWEA reports, OnTrack reports, STAAR readiness data, Lead4ward resources, SPOT forms, whiteboards, response cards, dry-erase markers, highlighters, chart paper, binders, and instructional manipulatives	
	Purchased services		
	Other		
	Other		
	TOTAL		
Funding Sources:			

Key Action 3

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, 60% (3 out of 5) of special education teachers will score an 8 or higher in Domain II Instruction on the SPOT observation conducted by the campus leadership team. The percentage of special education teachers scoring 8 or higher will increase to 80% (4 out of 5) by June 2027.

By January 2027, the percentage of SPED students scoring in the 61st percentile (or higher) on NWEA MAP will increase from 20% to 30% as compared to January 2026 data. The percentage of SPED students scoring in the 61st percentile (or higher) on NWEA MAP will increase from 20% to 30% as compared to May 2026 data.

By May 2027, 60% of SPED students in Grades 2-5 will meet or exceed their individual NWEA MAP growth target in Reading and/or Math, as appropriate to student goals and service plans.

- The percentage of Quality IEPs identified as "compliant," as measured by a rubric and reviewed by the Special Education Department's evaluation tool, will be at 70% or higher by January 2027, and increase to at least 90% by May 2027.

By the end of the first semester, 100% of campus ARDS will be held on or before the TEA deadline. This percentage will remain constant at 100% by EOY June 2027.

Specific Actions – School Leaders

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

- Leaders will meet weekly with the SPED department chair and campus support team to review ARD timelines, IEP implementation, accommodations, service minutes, progress monitoring, dyslexia, 504, and documentation.
- Leaders will conduct monthly folder/documentation audits and provide corrective feedback with deadlines for completion.
- Leaders will monitor weekly service-minute documentation and follow up immediately when minutes are missed, interrupted, or require make-up.
- Leaders will coach SPED and general education teachers on co-teaching, small-group instruction, accommodations, scaffolds, and access to grade-level content. Leaders will include SPED student outcomes in DOL, unit assessment, NWEA MAP, and intervention data reviews to identify high-leverage instructional next steps.
- Leaders will provide SPOT feedback focused on Domain II Instruction and specialty look-fors, including differentiation, monitoring, student response quality, and evidence of IEP implementation.
- Leaders will coach teachers on high quality instruction/support during 1st and 2nd teach, with a focus on differentiation and scaffolding to meet the needs of Tier 2/3 and SPED students. Leaders will coach teachers on high quality instructional look fors, based on the specialty guidance for SPED spaces according to the district SPOT form, with a targeted focus on Domain 2 Instruction.

Specific Actions – Staff

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

- Teachers will maintain accurate and up-to-date documentation related to ARDs, IEP implementation, accommodations, progress monitoring, dyslexia, 504, and service minutes in compliance with district and state expectations.
- Teachers will complete all required SPED documentation, corrective actions, and compliance tasks within established timelines following folder audits and feedback. Teachers will document and monitor weekly service minutes, communicate missed or interrupted services immediately, and implement documented make-up plans as needed.
- SPED and general education teachers will collaboratively plan and implement co-teaching, small-group instruction, accommodations, and scaffolds to ensure SPED students access grade-level content daily.
- Teachers will analyze SPED student outcomes using DOL, unit assessment, NWEA MAP, and intervention data to identify trends, monitor progress, and adjust instruction and interventions based on student needs. Teachers will implement feedback from SPOT observations and coaching cycles with a focus on differentiation, active monitoring, student response quality, and evidence of IEP implementation.
- Teachers will provide high-quality Tier 1, 2, and 3 instruction during 1st and 2nd teach through purposeful scaffolds, differentiation, gradual release, and targeted support aligned to student needs. Teachers will implement high-quality instructional practices aligned to the district's SPOT specialty guidance for SPED spaces, with a targeted focus on Domain II Instruction and student engagement.

Key Action Three			
Staff Development	Who: Principal, teacher specialist, SPED department chair, SPED teachers, co-teachers, general education teachers, and campus-based support staff.		
	What: Professional development, folder audits, compliance meetings, service-minute monitoring, co-teaching support, SPOT coaching, progress monitoring, and data meetings focused on IEP implementation and access to grade-level.		
	When: August 2026-May 2027; weekly compliance meetings, monthly audits, service-minute reviews, and coaching cycles.		
	Where: Tijerina Elementary, HISD training locations, PLC rooms, SPED service locations, and classrooms		
Budget	Proposed Item	Description	Amount
	Staff Development	Teachers and support staff will participate in professional development focused on IEP implementation, accommodations, service delivery, co-teaching, progress monitoring, differentiated instruction, and instructional rigor for students receiving special education services.	
	Materials/resources	IEPs, service-minute trackers, progress monitoring tools, PowerSchool documentation, A4E/OnTrack/NWEA reports, curriculum documents, SPOT forms, accommodation checklists, and instructional scaffolding resources	
	Purchased services		
	Other		
	Other		
	TOTAL		
Funding Sources:			

Key Action 4

Briefly state the specific goal or objective

Improve staff capacity

Indicators of Success

Measurable results that describe success

- By December 2026, 80% of teachers will score at least 2 out of 3 on Domain I: Planning in spot observations.

By December 2026, 70% of teachers will score 8 out of 13 in Domain II: Instruction; by June 2027, this will increase to 10 out of 13.
- By June 2027, 80% of teachers will be rated Proficient or above on weekly spot observation forms.

By the MOY campus culture survey, at least 80% of staff will agree or strongly agree that instructional feedback helps improve the quality of instruction; by May 2027, this will increase to 85% or higher.
- By the MOY campus culture survey, at least 80% of staff will agree or strongly agree that the campus has an effective instructional team; by May 2027, this will increase to 85% or higher.

By January 2027, staff attendance will be 95% or higher; by June 2027, staff attendance will remain at 96% or higher.

Specific Actions – School Leaders

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

- Leaders will conduct daily culture rounds to monitor arrival, transitions, community circles, hallway expectations, lunch/recess systems, and learning environment.
 - Leaders will communicate weekly priorities through staff updates, Parent Square, team meetings, and campus systems to ensure clarity and consistency.
 - Leaders will provide timely instructional feedback using SPOT observation forms and align coaching to campus focus areas.
 - Leaders will monitor staff attendance, and coverage trends, then provide support and accountability when patterns emerge.
 - Leaders will facilitate listening tours, culture survey reviews, and grade-level feedback cycles to identify strengths, concerns, and solutions.
- Leaders will implement monthly staff appreciation and recognition systems that celebrate instructional growth, teamwork, attendance, and service to students.

Specific Actions – Staff

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

- Teachers will implement and reinforce campus expectations during arrival, transitions, community circles, hallway procedures, lunch/recess, and throughout the instructional day to maintain a positive learning environment.
 - Teachers will consistently communicate with families and staff through Parent Square, team meetings, and campus communication systems to ensure clarity, professionalism, and timely follow-up.
 - Teachers will reflect on instructional feedback provided through SPOT observations and implement coaching action steps aligned to campus focus areas within established timelines.
 - Teachers will maintain professional attendance, arrive on time to assigned duties and responsibilities, and communicate absences or emergencies according to campus procedures.
 - Teachers will actively participate in listening tours, culture surveys, grade-level discussions, and feedback cycles to contribute solutions and strengthen campus culture.
- Teachers will promote a positive campus culture by collaborating with colleagues, demonstrating professionalism, supporting campus initiatives, and contributing to a student-centered environment.
- Teachers will participate in campus recognition activities and celebrate the accomplishments, growth, and contributions of students and staff members.

Key Action Four			
Staff Devel.	Who: Principal, teacher specialist, campus leadership team, teachers, support staff, front office team, and community partners.		
	What: Professional development and implementation support for Parent Square communication, community circles, student culture routines, family engagement, attendance systems, instructional feedback, and staff recognition		
	When: August 2026-May 2027; daily routines, weekly communication, monthly culture checks, and scheduled family engagement events		
	Where: Tijerina Elementary, classrooms, cafeteria, shared areas, Parent Square, and campus/community event spaces		
Budget	Proposed Item	Description	Amount
	Staff Development	Staff will participate in professional development and team planning focused on communication systems, community circles, student culture routines, family engagement, attendance support, and professional expectations.	
	Materials/resources	Parent Square resources, culture routines, attendance trackers, family engagement materials, student recognition materials, signage, communication templates, surveys, and staff recognition resources	
	Purchased services		
	Other		
	Other		
	TOTAL		
Funding Sources:			