HISD

2026 – 2027

Campus Action Plan

Law Elementary School

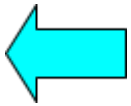
Antoinette Lige

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs | **Vision** | **Theory of Action**





Parameters and metrics established by the District

Needs related to student achievement data

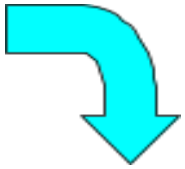
The 2025–2026 student achievement data identifies significant needs in reading, mathematics, and English language development. TELPAS proficiency was **39%**, demonstrating a need to strengthen language development and academic discourse for Emergent Bilingual (EB) scholars. STAAR results identify **third-grade mathematics as the greatest area of urgency**, with 48% at Approaches, 17% at Meets, and 7% at Masters. ELA performance also demonstrates gaps in third and fourth grades, particularly at Meets and Masters, while **fifth-grade ELA represents a relative strength** with 62% Approaches, 49% Meets, and 19% Masters. NWEA MAP EOY data further shows that approximately **58% of students performed below the 41st percentile in both reading and mathematics**, establishing these scholars as a priority population for targeted acceleration. Special Education and EB outcomes also require focused attention through stronger implementation of accommodations, specially designed instruction, language supports, progress monitoring, and access to rigorous grade-level instruction.

Law Elementary has established systems to support improvement, including **leadership-led PLCs, classroom observations and coaching, DOL/student-work analysis, curriculum-aligned planning, and intervention structures**. However, implementation and instructional consistency remain areas for improvement. Current

achievement patterns indicate a need to strengthen lesson pacing, checks for understanding, academic discourse, rigorous questioning, scaffolding, student accountability, and timely instructional adjustments when students do not demonstrate mastery. Leadership capacity is best characterized as **developing, with foundational systems in place but inconsistent implementation and impact across classrooms**. Moving forward, Law will leverage stronger-performing areas, particularly fifth-grade ELA, while strengthening Tier I instruction, targeted intervention, progress monitoring, and leadership accountability to improve outcomes for all scholars, with particular attention to Special Education, EB, and students performing below the 41st percentile.

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 12.5 – BOY IRT 1 to 13.6 EOY IRT 4, the AIM platform (Lead Rating: Proficient II), and the HISD Sot App. 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 engage students through multiple response strategies, active monitoring, and adjusting instruction to address student misconceptions.



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 Law 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. 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. Monitoring Implementation: Regular monitoring ensures that turnaround strategies, like curriculum adjustments or training, are being properly executed. This prevents wasted 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. 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.

School Action Plan Template

KEY ACTION ONE	Key Action *(Briefly state the specific goal or objective.)*
	Strengthen the quality and consistency of Tier I instruction through lesson internalization, demonstration, student-work analysis, and responsive coaching.
	Indicators of success *(Measurable results that describe success.)*
	• . 35% (19 of 54) on track by October 2026, 50% (27 of 54) meeting or exceeding projected growth by January 2027, and 60% (33 of 54) on track by March 2027, • 70% (38 of 54) meeting or exceeding their individual projected growth target by June 2027. • By June 2027, at least 70% (38 of 54) of the 54 out of 78 Grades 3–5 scholars who scored at or below the 41st percentile on the Fall 2026 NWEA MAP Reading assessment will meet or exceed their individual NWEA projected growth target, improving from the 2025–2026 school median baseline of the 24th percentile
	Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- **Leader Action 1.1 – Monitor PLC and Lesson Internalization:**
  The Principal and Assistant Principal will review grade-level PLC artifacts **weekly** using a campus PLC/lesson-internalization rubric. Leaders will evaluate annotated DOLs, exemplars, thinking steps, scaffolds, anticipated misconceptions, and alignment to the LO. Teachers will receive a high-leverage action step within **24 hours**, and leaders will reassess implementation during the next PLC and classroom walkthrough.

- **Leader Action 1.2 – Monitor Instructional Quality:**
  The Principal and Assistant Principal will conduct **weekly classroom walkthroughs/SPOT observations** to monitor lesson pacing, curriculum fidelity, checks for understanding, academic discourse, student accountability, and alignment between the LO, instruction, and DOL. Trends will be recorded in the campus observation tracker and reviewed during leadership meetings to determine coaching priorities. Leaders will revisit identified classrooms within **five instructional days** to verify implementation of feedback.

- **Leader Action 1.3 – Analyze Student Work:**
  Leadership will facilitate **weekly DOL/student-work analysis** during PLCs to determine the percentage of students demonstrating mastery and identify misconceptions by standard. Teachers will develop a specific reteach, scaffold, or acceleration response based on the evidence. Leaders will verify the effectiveness of the response through subsequent DOL results and classroom observations.

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

- Ensure all student-facing materials for 1st and 2nd teach are customized, prior to first instruction, to fully and directly align to the rigor of the state standards, include a clear roadmap to mastery, and authentic engagement with content.

- Implement instructional best practices focused on the “Sweet 16” provided during PD sessions utilizing the campus lesson internalization framework with a focus on differentiating, scaffolding, and addressing misconceptions.

- 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 the delivery of instruction to ensure scholars master LOs.

- Plan and execute a daily SCR in all core content classrooms from August 2026 to May 2027, and monthly ECR in ELAR.

Key Action One: Staff Development

Who: Instructional Leaders(Principal, APs, Teacher Leaders) and Teachers/ Elective

What:

- Pre-service week training on the Spot Observation instructional model and characteristics.
- Real-time coaching sessions during spot observations.
- Professional Learning Communities (PLCs) every week focused on high-leverage instructional strategies and feedback implementation.
- Professional development sessions addressing common areas of need, based on aggregate data from spot observations.

When:

- Pre-service week for initial training
- Weekly for spot observations and real-time coaching.
- Every week for PLCs
- Scheduled times for professional development sessions throughout the school year.

Where:

- In-school training for pre-service and PLCs.
- Classrooms for real-time coaching.

- Professional development might be in-school or off-site, depending on the session.

Key Action One: Budget		
Proposed item	Description	Amount
Staff development	District Pre-Service, Campus PLCs, division trainings, and offerings, district trainings	0
Materials/resources	Purchase of resources and materials for PLCs (Teacher Calendar, Teacher Journals, etc.) and professional development sessions (books, digital subscriptions).	10,000
Purchased services		
Other	Teacher Apprentice	250,000 (Grant)
Other		
	TOTAL	10, 000

Funding sources: General Funds

KEY ACTION TWO

Key Action *(Briefly state the specific goal or objective.)*

Strengthen specially designed instruction and access to rigorous Tier I instruction for Special Education scholars through intentional planning, implementation of IEP-aligned supports, progress monitoring, and targeted coaching.

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

- By January 2027, the percentage of "instructionally proficient" special education student folder compliance, as measured by a rubric and reviewed by an independent team from the Special Education Department, will be at 70%. By June 2027, the percentage of "instructionally proficient" special education student folder compliance, as measured by a rubric and reviewed by an independent team from the Special Education Department will increase to 90% by May 2027.
- By June 2027, at least 50% (5 of 9) of Grades 3–5 Special Education scholars will reach or exceed the 41st percentile on the NWEA MAP Reading and/or Math assessment, improving from a 2025–2026 EOY median baseline of the 6th percentile in both Reading and Math.
- By January 2027, 100% (2 of 2) Special Education teachers will earn a score of at least 9 out of 13 points in Domain II: Instruction on SPOT observations conducted by the campus leadership team. Progress will be monitored through ongoing SPOT observations and coaching cycles during the 2026–2027 school year, with teachers demonstrating incremental improvement toward the 9-of-13 proficiency target. By June 2027, 100% (2 of 2) Special Education teachers will maintain or exceed a score of 9 out of 13 in Domain II, demonstrating sustained proficiency in instructional practices.

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

- **Leader Action 2.1 – Monitor Specially Designed Instruction:**
  The Principal, Assistant Principal, and Special Education leadership will conduct **biweekly instructional walkthroughs** focused specifically on Special Education scholars. Leaders will use a SPED implementation checklist to evaluate evidence of grade-level access, specially designed instruction, accommodations, scaffolds, student engagement, and alignment to IEP needs. Teachers will receive targeted feedback, and leaders will return within **five instructional days** to verify implementation.

- **Leader Action 2.2 – Monitor IEP and Student Progress:**
  Leadership will conduct a **monthly SPED progress-monitoring review** examining IEP goals, student work, assessment results, accommodations, intervention data, and progress toward the 41st percentile on NWEA MAP. Results will be maintained in a SPED progress-monitoring tracker and used to identify students requiring instructional adjustments or intensified support.

- **Leader Action 2.3 – Strengthen General Education/SPED Collaboration:**
  Leaders will review evidence of **collaborative planning between general education and Special Education teachers** during weekly PLCs. Quality will be demonstrated through planned accommodations, scaffolds, differentiated exemplars, and instructional supports connected to specific student needs. Leaders will verify implementation through classroom walkthroughs and subsequent student work.

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.
- Special Education and general education teachers will collaborate to provide appropriate accommodations, scaffolds, explicit instruction, and targeted intervention while maintaining grade-level rigor and monitoring progress toward individual student goals.

Key Action Two: Quality of Instruction

Who: School leaders and Staff

What:

- Pre-service week training
- Weekly PLC calibrations

When:

- Pre-service training for the 2025-2026 school year.
- Weekly PLCs and DEMO Days

Where:		
Key Action Two: 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.	
Materials/resources	Curriculum documents, IEPs, OnTrack, and district data reports on Power BI.	
Purchased services		
Other		
Other		
TOTAL		
Funding sources:		

KEY ACTION THREE

Key Action *(Briefly state the specific goal or objective.)*

Strengthen language-rich Tier I instruction for Emergent Bilingual scholars through consistent implementation of linguistic supports, academic discourse, and integrated reading, writing, listening, and speaking opportunities.

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

- **(Fall 2026)** will establish baseline performance on Summit K–12 and TELPAS practice assessments;
- **(January 2027)** will measure growth from the established baseline; and
- **(Spring 2027)** will measure continued growth toward individual student targets. Goal attainment will be calculated as the **number of EB scholars demonstrating growth from their baseline ÷ the original cohort of 31 EB scholars × 100**, with at least **55% (17 of 31) demonstrating growth.**

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

- **Leader Action 3.1 – Monitor Language-Rich Instruction:**
  The Principal, Assistant Principal, and designated EB support staff will conduct **biweekly walkthroughs** using an EB instructional-support checklist to evaluate linguistic accommodations, academic vocabulary, structured student discourse, and opportunities for students to read, write, listen, and speak using academic language. Feedback will be provided within **24 hours**, with follow-up observations conducted within five instructional days when improvement is required.
- **Leader Action 3.2 – Monitor EB Student Growth:**
  Leadership will review **Summit K-12, TELPAS practice, classroom assessment, and language-development data monthly** for all EB scholars. Results will be maintained in an EB progress-monitoring tracker and analyzed by student and language domain to identify scholars who are not demonstrating expected growth. Teachers will develop targeted instructional responses, which leaders will review during the next data cycle.
- **Leader Action 3.3 – Monitor Linguistic Supports in Planning:**
  During weekly PLCs, leaders will inspect lesson plans and instructional artifacts for evidence that linguistic supports are intentionally planned rather than added during instruction. Leaders will look for sentence stems, vocabulary supports, structured discourse opportunities, comprehension scaffolds, and differentiated language supports aligned to student proficiency levels. Implementation will be verified during classroom walkthroughs.

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

- Teachers will intentionally plan and implement language supports within grade-level content while using Summit K-12, TELPAS-aligned practice, and student performance data to monitor language development and adjust instruction.
- Intentionally adjust instructional practices to reflect targeted, differentiated, support for all emergent bilingual (at-risk) students in all instructional spaces, on a block-to-block daily basis.
- Execute daily monitoring to prioritize EB students' quality of student work and overall English language proficiency.
- Implement instructional best practices focused on the "Sweet 16" provided during PD sessions utilizing the campus lesson internalization framework with a focus on differentiating and scaffolding.

Key Action Three: Special Populations- Emergent Bilingual

Who: Admin, LPAC Coordinator

What:

- Training on Sheltered Instruction methodology and its application in content areas.
- Monthly professional development with PLCs focused on redefining Sheltered Instruction and techniques.
- TELPAS practice sessions for ELA teachers and students to familiarize students with format.
- Training on STAAR online applications

When:

- Pre-service training before the 2026-2027 school year.
- Bi-weekly PLCs and demo sessions throughout the year

Where:

- School premises for in-person sessions and online (if needed) for virtual training/s

Key Action Three: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources	Funds for materials (Copy Paper, Pencils, Highlighters, Whiteboards, Erasers, Clipboards) for Spot Observation instructional mode	60,000
Purchased services	Subscriptions for assessment tools like Summit K-12.	Paid for by district
Other	N/A	
Other	N/A	
	TOTAL	
Funding sources: General Funds & Title 1		

KEY ACTION FOUR	**Key Action** *(Briefly state the specific goal or objective.)*
	Strengthen a high-performance campus culture through consistent expectations, progress monitoring, actionable feedback, and shared accountability for student and adult outcomes.
	Indicators of success *(Measurable results that describe success.)*
	• By MOY campus culture survey, 90 % of teachers will agree or strongly agree to the following statement, "the instructional feedback I get helps me improve the quality of my instruction". This percent will increase to 100% by the EOY campus culture survey. • By January (MOY) 2027, student attendance will be at 94% or higher. This percentage will be at 95% or higher by EOY June 2027 • By January (MOY) 2027, staff attendance will be at 97% or higher. This percentage will be at 98% or higher by EOY June 2027.
	Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*
	• **Leader Action 4.1 – Monitor Campus Expectations:** The Principal and Assistant Principal will conduct **weekly culture walks** using a campus culture rubric to evaluate student engagement, classroom routines, transitions, hallway expectations, learning environments, and consistent implementation of campus expectations. Results will be recorded in the campus culture tracker, reviewed during leadership meetings, and used to identify campus-wide and individual coaching priorities. • **Leader Action 4.2 – Monitor Student and Staff Attendance:** Leadership will review **student and staff attendance data weekly**, identifying trends, chronic absenteeism, and individuals falling below campus targets. The leadership team will document interventions and follow-up actions in an attendance tracker and review progress weekly to determine whether interventions are producing improvement. • **Leader Action 4.3 – Close the Coaching and Accountability Loop:** The Principal and Assistant Principal will review **instructional, culture, attendance, and student-performance data during weekly leadership meetings** to identify implementation gaps and assign specific leadership actions. Every identified concern will include an owner, action step, deadline, and evidence of completion. Leaders will conduct follow-up observations or data reviews to determine whether the action resulted in improved adult practice and student outcomes before the item is considered complete.
	Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

	• Participate actively in all coaching conferences by reflecting on instructional practices and identifying areas for growth. • Collaborate with colleagues to analyze student data, share effective instructional strategies, and problem-solve. • Follow campus attendance procedures, including timely communication regarding planned or unexpected absences.

Key Action Four: Special Populations- Special Education
Who: Campus Leadership and Staff
What: • Professional Development • Set Up and Follow up Parents Connecting on Parent Square • High Quality Instruction • Community Circles
When:

- Weekly and monthly during admin huddle and bi-weekly meetings.

Where:

- School premises for in-person sessions and online (if needed) for virtual trainings

Key Action Three: Budget		
Proposed item	Description	Amount
Staff development		
Materials/resources	Funds for materials (Copy Paper, Pencils, Highlighters, Whiteboards, Erasers, Clipboards) for Spot Observation instructional mode. Food, fidgets, and toys.	60,000
Purchased services		
Other		
Other		
TOTAL		60,000

Funding sources: General Funds & Title 1