2026-2027 Action Plan
Blanche K. Bruce Elementary School

Dr. Lauren M. Hooks-Hurst,
Principal

School Action Plan – Needs Assessment

District Philosophy and Guiding Framework

Core Beliefs ~ Vision ~ Theory of Action

Parameters and metrics established by HISD

Needs Related to Student Academic Data - 35 %

2025 - 2026 STAAR Summative Assessments Math, Reading Language Arts, TELPAS

TEA Texas Education Agency | TEXAS ASSESSMENT | Reporting

Performance Distribution, By Program: BRUCE EL, 2025-2026

Filtered By **Test Administrations:** All Test Administrations | **Sorted By:** Date Last Taken

STAAR Summative Mathematics

Grades Tested: **3, 4, 5, EOC**

Tests Taken: **124** Date Last Taken: **04/28/2026**



Percent	31%	36%	25%	7%
Count	39	45	31	9

STAAR Summative Science

Grades Tested: **5**

Tests Taken: **11** Date Last Taken: **04/21/2026**



Percent	55%	45%
Count	6	5

STAAR Summative Reading Language Arts

Grades Tested: **3, 4, 5, EOC**

Tests Taken: **126** Date Last Taken: **04/15/2026**



Percent	20%	39%	27%	14%
Count	25	49	34	18

TELPAS Composite

Grades Tested: **KG, 1, 2, 3, 4, 5**

Tests Taken: **14** Date Last Taken: **03/06/2026**



Percent	21%	57%	21%
Count	3	8	3

Texas Education Agency

2026 Accountability Rating Overall Summary

BRUCE EL (101912121) - HOUSTON ISD - HARRIS COUNTY

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**85**	**B**	
Student Achievement		**73**	**C**	**0%**
STAAR Performance	45	73		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**83**	**B**	**70%**
Academic Growth	71	80	B	
Relative Performance (Eco Dis: 97.3%)		83	B	✓
Closing the Gaps	**72**	**88**	**B**	**30%**

Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations



Accountability Data Analysis

Bruce Elementary earned an Overall B rating with a scaled score of 85. The data show that Bruce is positioned within reach of an A, but the clearest opportunity is to raise Student Achievement while protecting the strong performance in School Progress and Closing the Gaps.

Overall Rating	85 – B	Strong performance, but additional points are needed to reach an A.
Student Achievement	73 – C	Primary area of focus This is the largest opportunity for improvement.
STAAR Performance	73	More students must move from Did Not Meet/Approaches to Meets and Masters.
School Progress	83 – B	A relative strength that must be maintained and strengthened.
Academic Growth	80 – B	Students are growing, but growth must translate into higher achievement levels.
Relative Performance	83 – B	Strong considering the campus economically disadvantaged rate of 97.3%.
Closing the Gaps	88 – B	Strongest accountability domain and close to A-level performance.

STAAR 2026–2027 Goals

Priority 1: Increase Student Achievement

Baseline: 73 (C) | Target: 85+

Goal: By the end of the **2026–2027 school year**, Bruce Elementary will increase the **Student Achievement scaled score from 73 to at least 85** by increasing the percentage of students performing at **Meets and Masters Grade Level** on STAAR. Progress will be monitored through weekly DOLs, campus-based assessments, district assessments, and STAAR interim data, with students receiving targeted reteach and reassessment within **24–48 hours** of identified non-mastery.

Key Measure: At least **80% of students will demonstrate mastery on weekly DOLs**, with consistent increases in Meets and Masters across assessment cycles.

Priority 2: Data-Driven Instruction & Student Response

Focus: Turn assessment data into immediate instructional action

Goal: By **May 2027**, **100% of core-content teachers** will consistently use student-level DOL and assessment data to identify misconceptions, group students by instructional need, and implement targeted reteach and reassessment. By each subsequent assessment cycle, at least **70% of students receiving reteach will demonstrate mastery of the previously unmet standard**.

Key Measure: 100% of teachers maintain current student data trackers and document the cycle of **assess → analyze → reteach → reassess**.

Priority 3: Accelerate Mathematics and Science

Baseline: No 2026 distinction in Mathematics or Science

Goal: By the **Spring 2027 STAAR administration**, Bruce Elementary will increase Mathematics and Science achievement so that **at least 80% of students achieve Approaches Grade Level or above, 50% achieve Meets Grade Level or above, and 25% achieve Masters Grade Level**, with the goal of positioning both content areas to earn a **Distinction Designation**.

Key Measure: Mathematics and Science will demonstrate **cycle-over-cycle growth in Meets and Masters** on campus and district assessments.

Priority 4: Increase Academic Growth

Baseline: Academic Growth 80 (B) | Target: 85+

Goal: By the end of the **2026–2027 school year**, Bruce Elementary will increase the **Academic Growth scaled score from 80 to at least 85**, with at least **80% of students meeting or exceeding their individual growth targets**. Teachers will use small-group instruction, scaffolds, multiple at-bats, and differentiated tasks to intentionally move students from

Did Not Meet → Approaches, Approaches → Meets, and Meets → Masters.

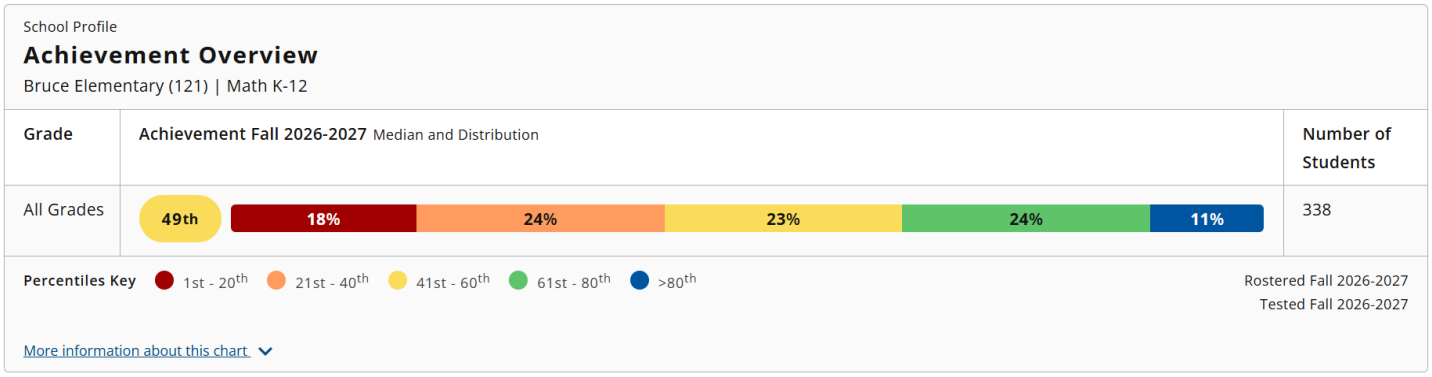
Key Measure: At least **80% of students meet or exceed growth targets**, with documented movement toward higher performance levels after each assessment cycle.

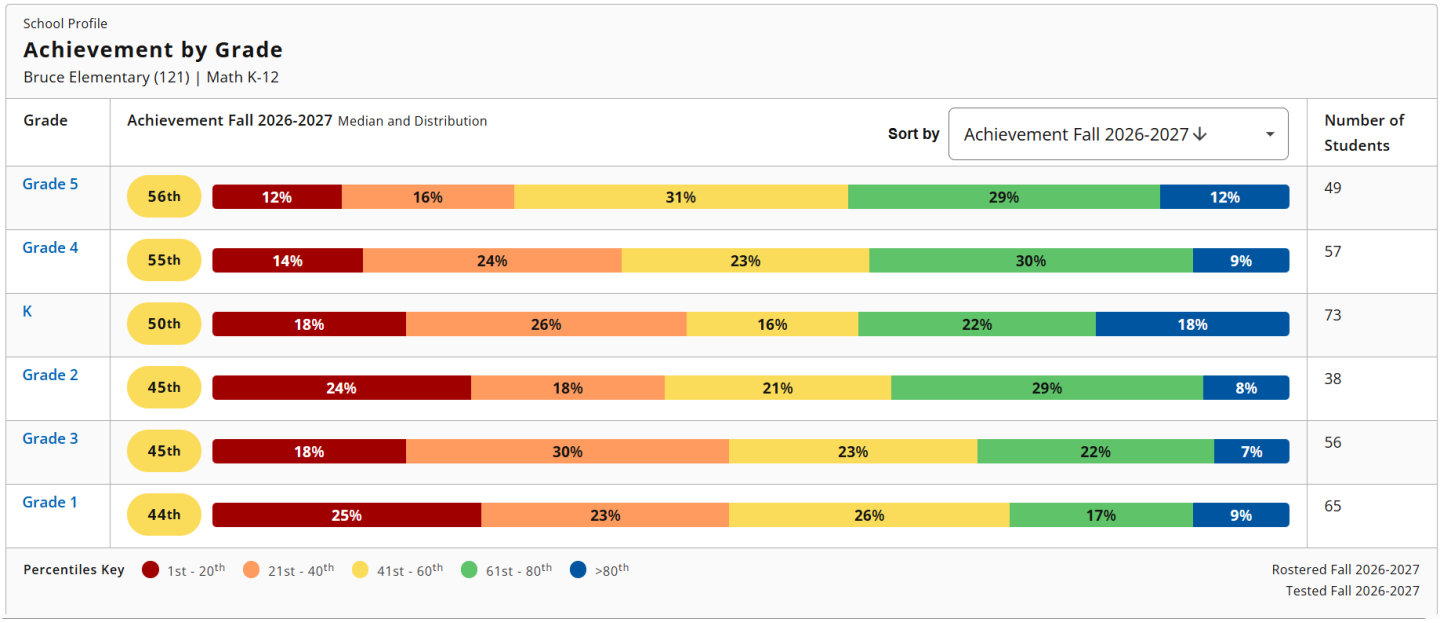
Priority 5: Strengthen Closing the Gaps

Baseline: 88 (B) | Target: 90+ (A)

Goal: By the end of the **2026–2027 accountability cycle**, Bruce Elementary will increase its **Closing the Gaps scaled score from 88 to at least 90** by ensuring identified student groups meet or exceed their accountability targets. Leadership and PLC teams will disaggregate achievement data by student group after every major assessment and implement targeted intervention when a student group is below its established target.

Key Measure: 100% of identified student groups will demonstrate progress toward accountability targets after each assessment cycle.





MAP Math BOY Data Analysis

Bruce Elementary's Fall 2026–2027 MAP Math data show that Grades 4 and 5 are beginning the year above the national median, while Grades 1–3 require the greatest instructional focus and acceleration.Key Findings

Strengths:
Grades 4 and 5 have the highest median achievement at the 55th and 56th percentiles. Grade 5 has the lowest percentage of students performing at or below the 40th percentile at 28%. Kindergarten is at the national median and has 40% of students above the 60th percentile.

Areas of Need:
Grades 1 and 3 are the highest-priority grade levels, with 48% of students performing at or below the 40th percentile. Grade 1 also has the lowest campus median at the 44th percentile. Grade 2 requires continued attention, with 42% of students at or below the 40th percentile.

Instructional Implication:
Our focus must be on moving students from the red and orange achievement bands into the yellow, green, and blue bands, while continuing to accelerate students who are already performing above the 60th percentile. Teachers will use MAP

skill-level data, DOL results, and student work to identify misconceptions and provide targeted reteach, small-group instruction, and acceleration.

Campus SMART Goals

SMART Goal 1: Reduce Students Below the 40th Percentile

By **MOY 2026–2027 MAP Math**, Bruce Elementary will reduce the percentage of students performing at or below the **40th percentile by at least 10 percentage points in each grade level**, with an intensified focus on Grades 1–3.

Priority targets:

- Grade 1: **48% → 38% or less**
- Grade 2: **42% → 32% or less**
- Grade 3: **48% → 38% or less**

SMART Goal 2: Increase Students Above the 60th Percentile

By **MOY 2026–2027 MAP Math**, each grade level will increase the percentage of students performing **above the 60th percentile by at least 8 percentage points**, demonstrating movement toward higher levels of achievement.

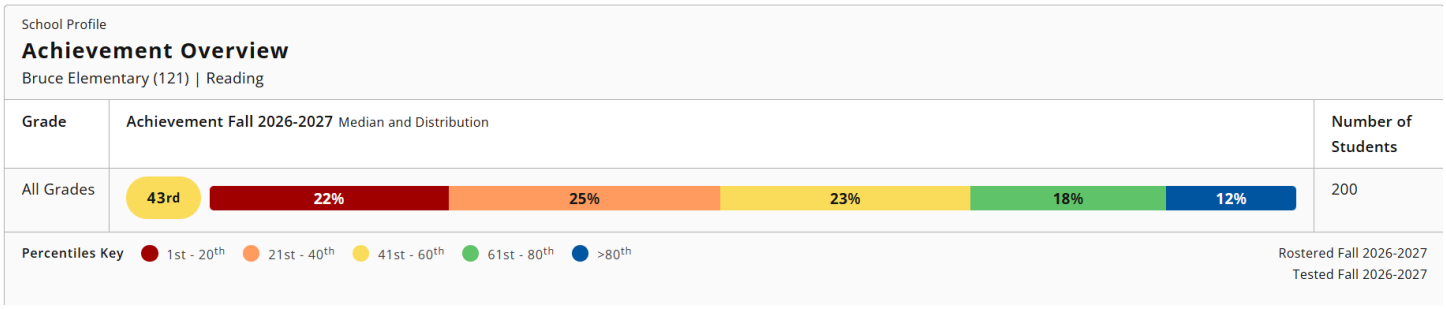
SMART Goal 3: Strengthen Tier I Instruction

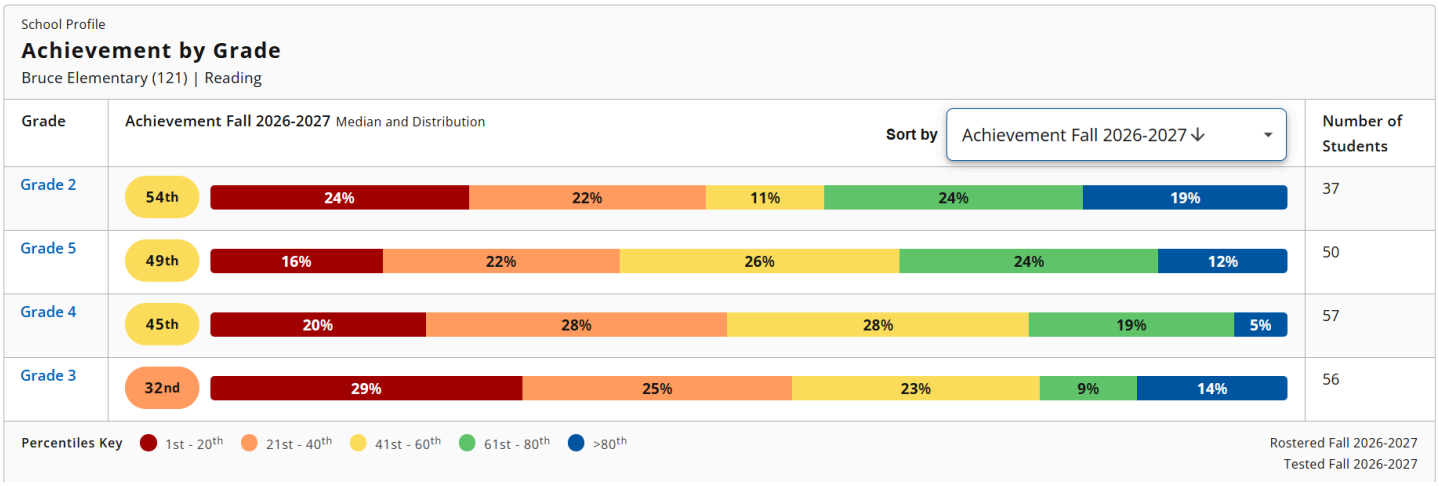
By **MOY 2026–2027**, **100% of math teachers** will use MAP data, daily DOL results, and student work during weekly planning to identify student misconceptions and plan targeted **reteach, multiple at-bats, mastery checks, small-group instruction, and acceleration**.

Campus leaders will monitor implementation through **weekly PLCs, DOL trackers, spot observations, student work reviews, and coaching follow-ups**.

Campus Success Measure

Our goal is clear: fewer students in red and orange, more students in green and blue, and measurable growth for every Bruce Bulldog.





MAP Reading BOY Data Analysis

Bruce Elementary's Fall 2026–2027 MAP Reading data show **Grade 2 as the strongest-performing grade level**, while **Grade 3 represents the most significant area of need**. Grades 4 and 5 also require targeted support to increase the percentage of students demonstrating above-average achievement.

Key Findings

Strengths:
Grade 2 has the strongest overall performance, with a median achievement at the **54th percentile** and **43% of students performing above the 60th percentile**. Grade 5 is approaching the national median at the **49th percentile**, with 36% of students above the 60th percentile.

Areas of Need:
Grade 3 is the highest-priority grade level. The median achievement is only at the **32nd percentile**, and **54% of students are performing at or below the 40th percentile**. Only 23% of Grade 3 students are above the 60th percentile.

Grade 4 is also a priority, with a median at the **45th percentile** and **48% of students at or below the 40th percentile**.

Instructional Implication:

Reading instruction must prioritize strong Tier I instruction, targeted skill-based small groups, intentional reteach, and frequent checks for understanding. Teachers should use MAP skill-level data, DOL results, and student work to identify specific reading gaps and misconceptions and adjust instruction accordingly.

Campus SMART Goals

SMART Goal 1: Reduce Students Below the 40th Percentile

By **MOY 2026–2027 MAP Reading**, Bruce Elementary will reduce the percentage of students performing at or below the **40th percentile by at least 10 percentage points in each tested grade level**, with an intensified focus on Grades 3 and 4.

Priority targets:

- Grade 2: **46% → 36% or less**
- Grade 3: **54% → 44% or less**
- Grade 4: **48% → 38% or less**
- Grade 5: **38% → 28% or less**

SMART Goal 2: Increase Students Above the 60th Percentile

By **MOY 2026–2027 MAP Reading**, each tested grade level will increase the percentage of students performing **above the 60th percentile by at least 8 percentage points**.

- Grade 2: **43% → 51% or higher**
- Grade 3: **23% → 31% or higher**
- Grade 4: **24% → 32% or higher**
- Grade 5: **36% → 44% or higher**

SMART Goal 3: Accelerate Grade 3 Reading

By **MOY 2026–2027**, Grade 3 will increase its MAP Reading median achievement from the **32nd percentile to at least the 42nd percentile**, while reducing the percentage of students in the bottom two achievement bands from **54% to 44% or less**.

SMART Goal 4: Strengthen Tier I Reading Instruction

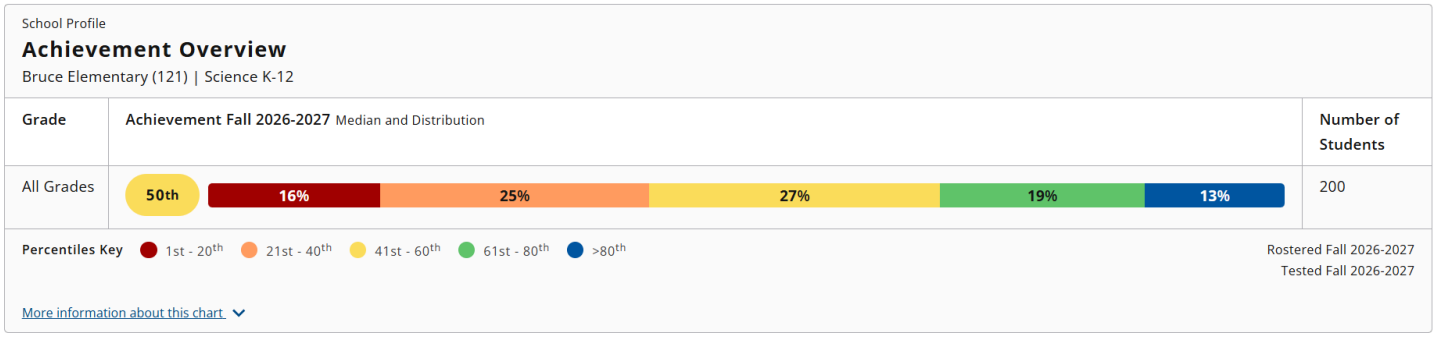
By **MOY 2026–2027**, **100% of Grades 2–5 reading teachers** will use MAP data, daily DOL results, and student work during weekly planning to identify student misconceptions and plan targeted reteach, multiple at-bats, mastery checks, small-group instruction, and acceleration.

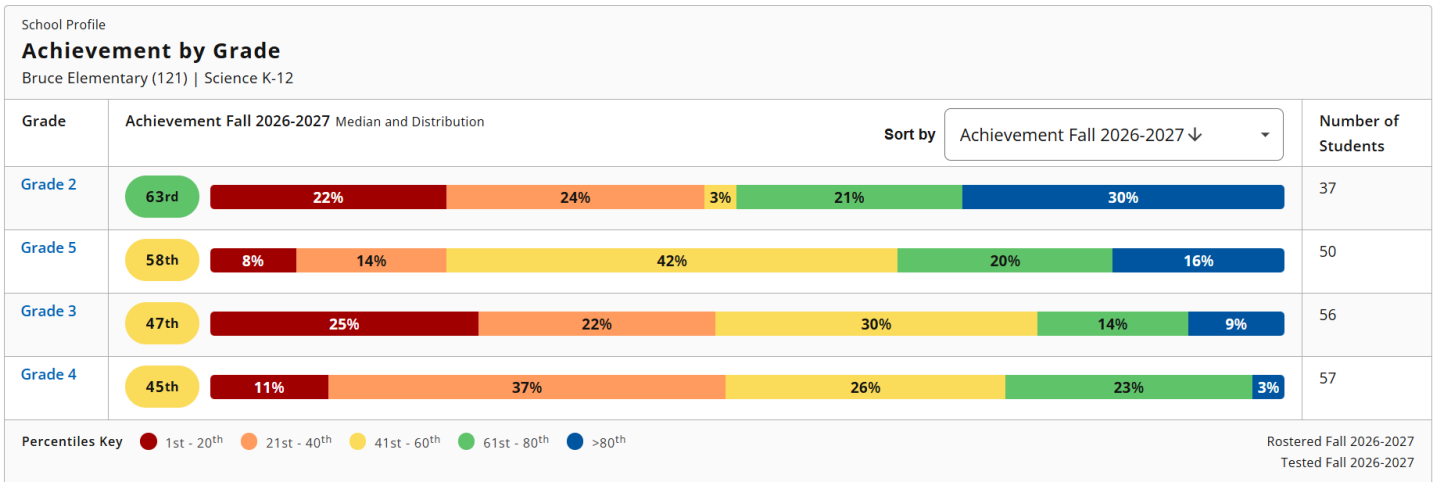
Campus leaders will monitor implementation through **weekly PLCs, DOL trackers, spot observations, student work reviews, and coaching follow-ups**.

Campus Success Measure

Our reading priority is to decrease the number of students in the red and orange bands, particularly in Grades 3 and 4, while intentionally moving more students into the green and blue achievement bands by MOY.

2026 - 2027 BOY MAP Science Growth BOY





MAP Science BOY Data Analysis

Bruce Elementary's Fall 2026–2027 MAP Science data show **strong performance in Grades 2 and 5**, while **Grades 3 and 4 require the greatest instructional focus and acceleration**.

Key Findings

Strengths:
Grade 2 has the highest median achievement at the **63rd percentile**, with **51% of students performing above the 60th percentile**. Grade 5 is also a strength, with a median at the **58th percentile** and only **22% of students performing at or below the 40th percentile**.

Areas of Need:
Grades 3 and 4 are the highest-priority grade levels. Grade 3 has a median achievement at the **47th percentile**, with **47% of students at or below the 40th percentile** and only 23% above the 60th percentile.

Grade 4 has the lowest median achievement at the **45th percentile**, with **48% of students at or below the 40th percentile** and only 26% above the 60th percentile.

Instructional Implication:
Science instruction should prioritize rigorous Tier I instruction, academic vocabulary, hands-on application, opportunities

for students to explain their scientific thinking, and targeted reteach based on misconceptions. Teachers will use MAP data, DOL results, and student work to identify skill gaps and adjust instruction.

Campus SMART Goals

SMART Goal 1: Reduce Students Below the 40th Percentile

By **MOY 2026–2027 MAP Science**, Bruce Elementary will reduce the percentage of students performing at or below the **40th percentile by at least 10 percentage points**, with an intensified focus on Grades 3 and 4.

- **Grade 2:** 46% → **36% or less**
- **Grade 3:** 47% → **37% or less**
- **Grade 4:** 48% → **38% or less**
- **Grade 5:** 22% → **12% or less**

SMART Goal 2: Increase Students Above the 60th Percentile

By **MOY 2026–2027 MAP Science**, each tested grade level will increase the percentage of students performing **above the 60th percentile by at least 8 percentage points**.

- **Grade 2:** 51% → **59% or higher**
- **Grade 3:** 23% → **31% or higher**
- **Grade 4:** 26% → **34% or higher**
- **Grade 5:** 36% → **44% or higher**

SMART Goal 3: Accelerate Grades 3–4

By **MOY 2026–2027**, Grades 3 and 4 will increase their median MAP Science achievement by **at least 8 percentile points**, with Grade 3 increasing from the **47th to at least the 55th percentile** and Grade 4 increasing from the **45th to at least the 53rd percentile**.

SMART Goal 4: Strengthen Tier I Science Instruction

By **MOY 2026–2027**, **100% of science teachers** will use MAP data, daily DOL results, and student work during weekly planning to identify misconceptions and plan targeted **reteach, multiple at-bats, mastery checks, hands-on application, and acceleration**.

Campus leaders will monitor implementation through **weekly PLCs, DOL trackers, spot observations, student work reviews, and coaching follow-ups**.

Campus Success Measure

Our science priority is to maintain and accelerate the strong performance in Grades 2 and 5 while aggressively closing achievement gaps in Grades 3 and 4—moving more students out of red and orange and into green and blue by MOY.

- **Campus Growth:** 47th percentile
- **Campus Achievement:** 56th percentile

Bruce is performing **slightly above the national average in achievement**, but overall **student growth is below expected norms**. This indicates that while many students are performing at acceptable levels, Bruce is not accelerating learning fast enough to sustain long-term gains. The major concern is that achievement is currently being maintained without strong growth. Over time, this could lead to stagnation or declines in performance.

Kindergarten

- **Growth:** 99th percentile
- **Achievement:** 99th percentile

Analysis:

Kindergarten is an exceptional strength for the campus. Students are significantly outperforming national peers in both growth and achievement.

Implications:

- Strong foundational literacy and math instruction
- Effective Tier 1 systems and intervention supports
- High student engagement and instructional alignment

Kindergarten practices should be studied and replicated across other grade levels.

1st Grade

- **Growth:** 51st percentile
- **Achievement:** 40th percentile

Analysis:

1st grade growth is near average, but achievement remains below average nationally.

Implications:

- Students are making expected growth, but many entered below grade level
- Instruction is helping students improve, but acceleration is still needed

Priority:

- Increase rigor and intervention intensity
- Focus on foundational reading and numeracy gaps
- Strengthen small-group differentiated instruction

2nd Grade

- **Growth:** 17th percentile
- **Achievement:** 22nd percentile

Analysis:

This is the campus's greatest area of concern: Students are performing significantly below national norms and are not

demonstrating adequate growth to close gaps.

Implications:

- Tier 1 instruction may not be meeting student needs consistently
- Intervention systems may lack urgency or alignment
- Students are at risk of entering upper grades significantly behind

Immediate Priorities:

- Intensive instructional support
- Frequent progress monitoring
- Strong intervention blocks
- Tight alignment between Tier 1 and intervention instruction
- Increased student discourse, writing, and guided practice

This grade level requires urgent support and monitoring next year.

3rd Grade

- **Growth:** 28th percentile
- **Achievement:** 55th percentile

Analysis: Achievement remains above average, but growth is very weak.

Implications:

- Students may have entered relatively strong academically
- Current instruction is not accelerating learning sufficiently
- Achievement could decline in future years if growth trends continue

Priority:

- Increase rigor and productive struggle
- Focus on student ownership and deeper thinking tasks
- Reduce over-scaffolding and teacher talk

This grade level is maintaining performance but not growing enough.

4th Grade

- **Growth:** 55th percentile
- **Achievement:** 54th percentile

Analysis:

4th grade demonstrates balanced performance with both achievement and growth slightly above average.

Implications:

- Stronger instructional consistency
- Students are progressing appropriately

Priority:

- Continue refining Tier 1 instruction

- Push for more students in high achievement bands
- Maintain strong growth systems

This grade level is stable and moving in the right direction.

5th Grade

- **Growth:** 59th percentile
- **Achievement:** 54th percentile

Analysis:

5th grade is one of the strongest performing upper grades.

Implications:

- Students are exceeding expected growth
- Instruction appears effective and aligned
- Achievement remains solidly above average

Priority:

- Sustain strong instructional practices
- Continue rigorous student engagement and writing opportunities
- Use successful strategies to support lower-performing grade levels

Campuswide Trends

Strengths

- Exceptional Kindergarten performance
- Strong upper-grade growth (4th and 5th)
- Achievement above national average overall
- Some evidence of instructional effectiveness in upper grades

Areas of Concern

1. Significant Primary Grade Gaps

- 2nd grade performance is critically low
- 1st grade achievement remains below average

2. Weak Overall Growth

- Campus growth below 50th percentile indicates limited acceleration

3. Achievement Plateau Risk

- 3rd grade achievement is solid, but low growth suggests future declines are possible

Recommended Instructional Priorities

1. Strengthen Tier 1 Instruction

Focus on:

- Student discourse
- Writing aligned to rigor
- Higher-order questioning
- Engagement over compliance

2. Target 2nd Grade Intensively

Implement:

- Daily intervention cycles
- Data meetings every 2–3 weeks
- Progress monitoring
- Coaching support
- Model lessons and planning support

3. Replicate Successful Practices

Study:

- Kindergarten systems
- 4th and 5th grade instructional moves
- Student engagement structures
- Lesson pacing and rigorOverall Conclusion

The campus demonstrates:

- **Strong pockets of excellence**
- **Positive achievement overall**
- But **inconsistent growth across grade levels**

The data suggests the campus has the capacity for high performance, but instructional consistency—especially in early grades—must improve to ensure sustained academic acceleration for all students.

DIBELS K–2 Data Analysis

The DIBELS K–2 data shows overall student growth from BOY to EOY; however, a significant percentage of students remain Below or Well Below Benchmark, particularly in Grades 1 and 2.

Overall Campus Trends

- Students performing **At or Above Benchmark** increased from **39% at BOY** to **62% at EOY**.
- Students performing **Well Below Benchmark** decreased from **46% at BOY** to **27% at EOY**, showing improvement but still indicating a large group of students requiring intervention support.
- Grade 2 demonstrated the greatest concern, ending the year with **39% of students Well Below Benchmark**.
- Grade 1 showed growth in students At Benchmark, but 39% of students remained Below or Well Below Benchmark at EOY.
- Kindergarten demonstrated the strongest gains, with 72% of students At or Above Benchmark by EOY.

Needs Related to Quality of Instruction - 30 %		
Part 1: Independent Review Team (IRT) Visits Scores	**Part 2:Day-to-Day Coaching**	**Spot Observations**
IRT 1: **Polish:** Writing and use of exemplars **IRT 2:**12.83 Polish: **IRT 3**:15 Polish: Annotation and Turn and Talk **IRT 4**:14.9 Polish: Writing at the analysis level and pacing **Overall Average of Highest Two IRT Scores:**	**Frequency -** **Clarity, Specificity, and Actionability** - **Evidence Based** - **Overall Engagement** - **Overall Score -**	**Planning- 2/2** **Engage & Deliver - 3/6** **Monitor & Adjust - 2/4** **Reinforce & Redirect- 1/1** **Learning Environment- 2/2**

System Evaluation: Philosophy, Processes, Implementation, Capacity

Our Instructional Systems

At Bruce Elementary, we have established the following systems to ensure strong instructional practices, responsive support, and continuous improvement across all classrooms:

- **Weekly PLC System**
  - **Structured:** We meet as collaborative teams formed by grade and content for grades Pre-K through 1, and solely by grade level for grades 2 through 5 with a campus administrator.
  - **Just in Time:** Data Responsive, Instructional Pivots based on spot scores, daily DOL
- **Demo Days** we meet weekly on Thursdays at 4:30 pm to 5:15 pm by content facilitated by an administrator or teacher leader. Teachers demonstrate a portion of the lesson (I do, We Do, You Do, 2nd Teach). Non-evaluative feedback is provided using the spot observation form giving one polish and one praise.

- **Spot Observation Data System**
  We consistently analyze spot observation trends using the Spot Dashboard to identify instructional gaps, trends and strengths. Each week, campus leaders use a structured review protocol to disaggregate data and reinforce Tier 1 instructional practices and non-negotiables. This system ensures our coaching and professional development are data-driven and targeted.

- **Real-Time Coaching System**
  We use just-in-time coaching to strengthen Tier 1 instruction and reteach. Leaders provide real-time, bite-sized feedback during instruction, aligned to clearly defined look-fors. This feedback includes success criteria and modeling, allowing teachers to take immediate action and improve instructional delivery within the moment.

- **Demonstration of Learning (DOL) Data System**
  Administrators and teachers are expected to review DOL data after the 1st Teach in OnTrack focusing on identifying misconceptions for 2nd Teach and additional learning blocks. Our system includes quick, daily DOL debriefs that align to mastery targets and support instructional pivots based on student performance on specific SEs.

- **Assessment Review System**
  After each unit exam and district assessment, teachers use a consistent data review protocol to identify learning gaps and reteach needs. This system allows teams to analyze student performance trends and develop targeted instructional responses aligned to mastery expectations.

- **Reflective Coaching and Goal-Setting System**
  We provide protected time during PLCs and after walkthroughs for teacher reflection. Using guided protocols, teachers examine their instructional impact, pacing, and student engagement. This system supports teacher-driven goal setting and action planning grounded in observation and student data.

School Action Plan

	Key Action One *(Briefly state the specific goal or objective.)*
KEY ACTION ONE	Increase staff capacity to deliver high quality instruction.
	Indicators of success *(Measurable results that describe success.)* 1. By December 2026 (MOY), 60% of spot observations conducted by the Bruce Administration Team using the HISD Spot Observation Tool will score at or above Proficient I (10.5–14). By May 2027 (EOY), 80% 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?)* 1. Facilitate weekly, data-driven PLC meetings focused on lesson internalization aligned to the Great 8, analyzing student work samples, identifying instructional gaps, and planning responsive instruction for 2nd teach. 2. Provide daily coaching, modeling, and specific feedback during first and second teach, aligned to the Great 8 and informed by spot observations and IRT feedback. 3. Monitor and analyze spot observation scores and daily DOL data in OnTrack to identify instructional trends and adjust professional development monthly. 4. Develop and implement personalized coaching plans for teachers scoring below Proficient I on spot observations, with targeted goals and progress checkpoints. 5. 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?) 1. Teachers will engage in weekly PLCs to internalize lessons, analyze student work, and plan targeted reteach using the Great 8 instructional practices. 2. Teachers will implement feedback from coaching and modeling to strengthen the first and the 2nd teach aligned to the Great 8. 3. Teachers will review daily DOL data in OnTrack and use the results to adjust instruction based on student misconceptions and instructional trends. 4. Teachers will actively participate in personalized coaching plans by implementing feedback, tracking progress, and striving toward proficiency. 5. 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: Staff Development		
Who: School Leaders (Admin Team), Teachers, Teacher Leaders, District Facilitators		
What: Provide monthly professional development and Facilitate weekly PLC meetings		
When: Weekly PLCs + daily instruction, Monthly data review meetings, After each unit assessment, key points during the year (BOY, MOY, EOY)		
Where: Designated PLC meeting rooms at Bruce Elementary School, virtual platform, Admin office, virtual meetings		
Key Action One: Budget		
Proposed item	**Description**	**Amount**
Materials/Resources		
Purchased Services		
Other		
Other		
	TOTAL	
Funding Sources:		

KEY ACTION TWO

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

Improve the quality of instruction for students receiving special education in inclusion and resource settings.

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

1. By December 2026, 60% of special education inclusion and resource classrooms observed through walkthroughs and spot observations will demonstrate proficient implementation of accommodations, specially designed instruction, and student engagement strategies. By May 2027, this percentage will increase to 85%, as evidenced by improved observation data, student progress monitoring, and growth on campus and district assessments.
2. Students receiving special education services in inclusion and resource settings will demonstrate measurable academic growth from BOY to MOY MAP assessments, with at least 50% of students meeting their individual growth targets by December 2026 and increasing to at least 70% of students meeting or exceeding their growth targets by May 2027, as evidenced by MAP reading and math data.

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.
- 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?)***

- 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 agreed-upon instructional next steps.
- 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.
- Regularly review student progress data to adjust instruction and interventions based on student need.

	• Ensure full implementation of IEP accommodations and instructional modifications with fidelity across all instructional settings.

Key Action Two: Staff Development

Who: Special Education Teachers (Case Managers), General Education Teachers, Special Education Department Chair, Special Education Administrator, Principal, District IEP/Compliance Specialists

What: Provide weekly PLCs + daily instruction, Monthly professional development, weekly IEP review meetings

When:
Accommodations & Modifications
Writing Quality PLAAFPs
IEP Audit Preparation
Collaborative PLC Training
Coaching Check-ins

Where: Bruce Professional Development Room, Virtual Meeting Platform (Zoom or Teams) for remote participation options, PLC Meetings held in designated team rooms or virtually

Key Action Two: Budget

Proposed item	Description	Amount
Staff Development		
Materials/Resources		
Purchased Services		
Other		
Other		
	TOTAL	

Funding sources:

KEY ACTION THREE

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

Improve student achievement in Reading and Math

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

- 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 December 2026 (MOY), 60% of K–2 students will demonstrate expected literacy growth on the DIBELS Composite assessment. By June 2027 (EOY), this percentage will increase to 70%.
- By May 2027 (EOY), the percentage of K–2 students performing At or Above Benchmark on DIBELS will increase from 62% to 72%.
- By May 2027 (EOY), the percentage of K–2 students performing Well Below Benchmark on DIBELS will decrease from 27% to 15% or less.

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

1. School Administrators will facilitate weekly, data-driven PLCs focused on lesson internalization, reteach planning, and student progress monitoring for MAP, DIBELS, and Science assessments.
2. School Administrators will monitor student data trends using OnTrack, MAP, and DIBELS dashboards and adjust professional development and coaching based on identified performance gaps.
3. School Administrators (Reading, Math will provide targeted coaching, modeling, and co-teaching support aligned to the “Great 8” instructional practices.
4. School Administrators will lead structured data meetings after each assessment cycle (BOY, MOY, EOY) to review performance and guide flexible regrouping decisions.
5. School Administrators will ensure intervention schedules and small-group structures are implemented using MAP RIT bands and DIBELS progress pathways to meet student needs.

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

1. 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.
2. 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.
3. Teachers will implement strategies modeled during coaching sessions and incorporate “Great 8” instructional practices into daily instruction to improve student learning outcomes.
4. Teachers will come prepared to data meetings with student work samples and assessment results, and will collaborate on regrouping decisions and instructional next steps.
5. 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.

Key Action Three: Staff Development		
Who: School Leaders (Admin Team), Teachers, Teacher Leaders		
What: Provide monthly professional development and Facilitate weekly PLC meetings		
When: Weekly PLCs + daily instruction, Monthly data review meetings, After each unit assessment, At key points during the year (BOY, MOY, EOY)		
Where: Bruce Professional Development Room, Virtual Meeting Platform (Zoom or Teams) for remote participation options, PLC Meetings held in designated team rooms or virtually		
Key Action Three: Budget		
Proposed item	**Description**	**Amount**
Staff Development		
Materials/Resources	**Kickoff: Data-Driven Instruction** ● Projector, laptop, and Wi-Fi access ● MAP and DIBELS overview slide deck BOY data reports for MAP and DIBELS ● Goal-setting templates for teachers ● Data conversation protocol handout ● Sign-in sheet and session evaluation form **Analyzing MAP & DIBELS Data** ● Projector, laptop, and Wi-Fi access ● "Great 8" instructional practices slide deck ● Sample lesson plans aligned to Great 8 Observation look-for checklist **BOY Data Meeting & Re-Grouping** ● Projector, laptop, and Wi-Fi access ● BOY assessment data (MAP, DIBELS, Science) ● Flexible regrouping chart or spreadsheet Student performance tracking sheets Intervention plan template ● Printed and digital class rosters Access to OnTrack system **MOY Planning & Reteach Cycles** ● Projector, laptop, and Wi-Fi access	

	● MOY data reports for MAP, DIBELS, and Science Reteach planning templates ● Intervention cycle planning calendar Progress monitoring tools ● Copies of previous student groupings and plans **Ongoing Coaching Cycles** ● Projector, laptop, and Wi-Fi access ● Coaching log templates Personalized teacher growth plans Observation feedback form ● "Look-for" rubric aligned to Great 8 practices ● Coaching Cycles Calendar **Monthly Collaborative PLCs** ● Projector, laptop, and Wi-Fi access ● Grade-level planning template Assessment data snapshots (monthly) Standards-aligned curriculum and scope & sequence ● Student work samples for analysis ● PLC norms and agenda templates	
Purchased Services		
Other		
Other		
	TOTAL	
Funding sources:		

KEY ACTION FOUR

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

Increase campus leadership capacity to foster a high-performance and collaborative school culture.

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

1. By December 2026 (MOY), the number of teacher leaders on campus will increase from 4 to at least 6; this number will be maintained or increased by May 2027 (EOY) to support sustained leadership development.

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

1. Principal and Assistant Principal will identify and recruit potential teacher leaders by reviewing performance data and leadership interest forms by September 2026
2. Principal and Assistant Principal design and deliver monthly leadership development training, including leadership tasks and peer collaboration opportunities.
3. Principal and Assistant Principal Assign teacher leaders to strategic campus roles such as PLC leads, mentors, or initiative leaders aligned to campus goals.
4. Principal and Assistant Principal Provide ongoing coaching and feedback through observations and leadership check-ins.
5. Principal and Assistant Principal Collect and analyze mid-year and end-of-year staff surveys and observation checklists to evaluate leadership effectiveness.

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

1. Identified teacher leaders will complete and submit leadership interest forms by September 2025 to express intent to lead.
2. Teacher Leaders will participate fully in monthly leadership training sessions and complete assigned leadership tasks.
3. Teacher Leaders will take on assigned leadership roles (e.g., PLC facilitator, mentor) and lead related campus initiatives.
4. Teacher Leaders will apply leadership feedback in practice and reflect on growth through leadership portfolios.
5. Teacher Leaders will gather and provide feedback from peers and colleagues, and document leadership contributions.

Key Action Four: Staff Development

Who: School Leaders (Admin Team), Teacher Leaders

What: Provide monthly Leadership professional development and Facilitate bi- weekly leadership meetings

When: Monthly and weekly

Where: Bruce Professional Development Room, Virtual Meeting Platform (Zoom or Teams) for remote participation options, PLC Meetings held in designated team rooms or virtually

Key Action Four: Budget		
Proposed item	**Description**	**Amount**
Staff Development		
Materials/Resources		
Purchased Services		
Other		
Other		
	TOTAL	

Funding Sources: