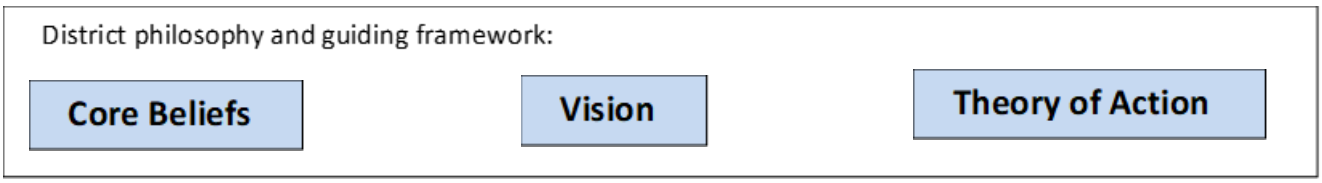
Piney Point Elementary School

2026-2027 Action Plan

Hernita Johnson, Principal

School Action Plan – Needs Assessment



Needs Related to Student Achievement Data

During the 2024–2025 school year, Piney Point Elementary experienced a decline in its overall accountability rating, moving from a 77 to a 67. STAAR performance data reveals a need for urgent, focused action:

- Mathematics: 59% Approaches, 36% Meets, 15% Masters (all declined)
- Reading/Language Arts: 44% Approaches (declined), 22% Meets (increased), 6% Masters (declined)

These results reflect the need for stronger Tier I instruction that is aligned, rigorous, and differentiated to meet the needs of all learners. Our instructional focus areas for 2025–2026 will center on:

- High-Quality Lesson Planning aligned to TEKS and district curriculum
- Effective Lesson Delivery that prioritizes pacing, engagement, and checks for understanding
- Scaffolded Support for struggling learners, particularly in math and reading

Our goal is to close gaps in Mathematics and Reading while accelerating student growth across all subgroups.

Needs Related to Improving the Quality of Instruction

Piney Point Elementary serves 1,278 scholars with a team of 127 staff members, including 77 professional staff (teachers, specialists, and support personnel) and 50 support staff. At the start of the 2025–2026 school year, all but one teaching position was filled, including critical hires in bilingual PK–1, RLA (2nd, 3rd, and 5th grade), math (3rd grade), additional teacher assistants, a second assistant principal, and an additional counselor.

Despite these key hires, staff turnover, retirements, and grade-level reassignments have created a need to intentionally develop teacher capacity, with a focus on:

- Instruction — strengthening teacher skill in real-time adjustments, student engagement, and differentiation.
- Emergent Bilingual Support — embedding scaffolds and sheltered instruction practices into core instruction.

- Fidelity to High Quality Instructional Materials — consistent implementation of Eureka Math (K–5), district curriculum (3–5), Zearn, Amira, and Summit K-12.

Building teacher skill in these areas will ensure that Tier I instruction is effective, equitable, and aligned to state standards.

System Evaluation and Strategic Response

Support for Emergent Bilingual Students

- Monitor progress toward the goal of increasing at least one TELPAS proficiency level per student per year.

Grade	Beginning	Intermediate	Advanced	Advanced High
Kindergarten	96.69%	2.48%	0.83%	0.00%
First	67.13%	30.77%	2.10%	0.00%
Second	36.69%	54.68%	7.91%	0.72%
Third	31.34%	52.99%	9.70%	5.97%
Fourth	28.47%	44.44%	19.44%	7.64%
Fifth	—	—	—	—

This data highlights the urgency of scaffolding instruction and providing language supports, especially in the primary grades where over two-thirds of students are at Beginning or Intermediate levels.

Professional Learning Communities and Planning

- Increase lesson internalization and practice opportunities during P.R.E.P (PLCs).
- Build teacher skill in pacing and engagement to maximize instructional time.

Summary

By strengthening Tier I instruction, deepening teacher capacity, and aligning systems for monitoring and support, Piney Point Elementary is committed to reversing the decline in student achievement and ensuring measurable growth in Mathematics and Reading. Our goal is to create equitable access to high-quality instruction and ensure all students are prepared to meet or exceed grade-level expectations.

KEY ACTION ONE	**Key Action** *(Briefly state the specific goal or objective.)* **Improve staff capacity to provide high-quality instruction**
	● 60% of the scores on spot observations conducted on IRT 2 will be proficient or higher; that percentage will increase to 80% by May 2026. ● 70% of the teachers will average 5 points or higher on INSTRUCTION as defined by MOY SPOT averages by January 2026; that point average will increase by 2.5 points by May 2026 for a total of 7.5 in INSTRUCTION. ● 55% of more students in Math and Reading will receive a .6 growth as defined by NWEA MAP MOY and 1.2 growth as defined by NWEA MAP EOY. ● IRT 1 and/or 2 scores will average at least at low proficient (9+) and will increase to high proficiency (11.5+) by IRT 4 in May.
	Specific actions – School Leaders *(What specific action steps will the building leaders take to accomplish the objective?* **1. Build Teacher Capacity Through Intentional Coaching** • Develop and implement a tiered coaching calendar based on teacher needs and data, prioritizing support for new-to-HISD teachers and those requiring intensive development. • Conduct weekly instructional walks and huddles to provide on-the-spot feedback, celebrate growth, and adjust coaching priorities. • Utilize a coaching tracker to document action steps, monitor implementation, and ensure accountability. • Conduct lesson internalization meetings with school leaders prior to teacher internalization sessions to model expectations and strengthen leader feedback quality. **2. Strengthen Instructional Systems and Structures** • Embed extended planning opportunities into the master schedule to maximize teacher preparation time and improve lesson quality. • Establish clear systems and routines (arrival, dismissal, copy clerk processes, hallway transitions) that minimize disruptions and protect instructional time. • Create a campus-wide tracker to monitor Spot Observation data, specifically focusing on the “Sweet 16”. **3. Professional Development and PLC Alignment** • Design and deliver a comprehensive BOY preservice training for all teachers, with a dedicated track for “Steppers” (new teachers) to accelerate onboarding. • Create and lead a professional development schedule throughout the year centered on the Spot Observation rubric, unpacking each component of

"Planning", "Instruction" and "Classroom Culture" through focused P.R.E.P.s (PLC).
- Provide ongoing PD aligned to campus-selected high-yield instructional strategies proven to impact student achievement.
- Develop and implement P.R.E.P. (PLC) protocols aligned to Planning, including lesson planning expectations, internalization protocols, frequency, and at bats (Demo) cycles.

4. Data-Driven Decision Making
- Hold regular data huddles with the leadership team to review Spot Observation trends, MOY and EOY NWEA MAP data, and intervention effectiveness.
- Adjust coaching, PD, and tiered supports based on real-time teacher performance and student growth data.
- Celebrate teacher and student progress publicly to build momentum toward campus goals.

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

- Teachers will submit their lesson plans weekly on the Piney Point digital binder by 3:30 P.M. on Thursdays to their team folders. Lesson plans should include internalizations such as annotations, misconceptions, "at-bats," deleted slides, engagement strategies, and the exemplar DOL (Demonstration of Learning).

- Teachers will implement and track the usage of updated technology programs (e.g., Zearn, Amira, Summit K-12) with fidelity, adhering to the recommended time allotments, by the end of three weeks.

- Teachers will utilize Data Trackers to monitor student growth and achievement through daily DOLs for each core subject.

- Teachers will attend P.R.E.P.s focused on "engage & deliver" and "monitor & adjust" to enhance their teaching capacity. After each training session, teachers are required to implement the strategies covered in their next lesson.

- Teachers will integrate specific instructional strategies (MRS, HQI, Tier I instructional strategies) into their lessons. By October, 80% of teachers will be using these identified strategies during their instructional blocks during administrator spot observations, with the goal of 100% by January.

- Teachers will arrive at all lesson internalization meetings with Tier II leaders prepared with required exemplars.
- Teachers will adjust instruction in a timely manner based on feedback received from observers.

- Staff will conduct lesson internalizations and model prior to "first teach" in front of students.

- Teachers and staff are held responsible for implementing actions in the Action Plan & directives from administrators to grow their instructional capacity to ultimately impact student achievement.

Key Action One: Staff Development

Who: District, Pacesetters (campus leaders), Trailblazers (teacher leaders), and/or teachers will provide staff development.

What: August Pre-service professional development, District PD, Campus PDs, PLC's, Virtual learning PD, Coaching, Instructional Rounds, Calibration Walks, Vertical Alignment PD.

When: August Pre-service days. District PD days, Ongoing weekly, monthly throughout the year

Where: On campus (Library, Grade Level Chair Rooms, Multipurpose room, Conference Room, Computer Lab) and District designated locations.

Proposed item	Description	Amount
Staff development	Resource for campus and teacher leads supporting as needed. PD development and planning	2,000 est.
Materials/resources	Printed materials, digital supports, activity materials and additional technology or cost for repairs on existing technology as needed for implementation	3,000 est.
Purchased services	Digital resources, additional instructional purchase materials needed, consumables.	5,000 est.
Other		
Other		
	TOTAL	10,000

Funding sources: Title 1

KEY ACTION TWO

KEY ACTION TWO	**Key Action Two** (Briefly state the specific goal or objective.) **Improve Special Education Instruction & Service Delivery**
	Indicators of success (Measurable results that describe success.)

- 50% of students with IEPS in grades 2-5 will receive a .6 growth as defined by NWEA MAP MOY Math and 1.2 growth as defined by NWEA MAP EOY Math.
- 50% of students with IEPS in grades 3-5 will receive a .6 growth as defined by NWEA MAP MOY Math and 1.2 growth as defined by NWEA MAP EOY Reading.
- As evidenced by our 2025 Fall and 2026 Spring Folder Review, our campus will receive an A with zero folders having less than 80% in all identified categories.
- By the end of the first semester, the Principal ensures that the HISD District audit of IEP data tracking reveals that 90% or more of the tracked data points align with the goals and progress indicators specified in the IEPs.

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

1. Build Teacher Capacity for IEP Implementation

- Conduct August preservice training on IEP implementation, accommodations, documentation, and compliance expectations, with follow-up mid-year refreshers.
- Facilitate P.R.E.P sessions focused on differentiation and scaffolds, explicitly connecting to the Spot Rubric ("Stamp Key Points" and "Monitor and Adjust")
- Provide on-the-spot coaching and actionable feedback to general education and resource teachers, focusing on the quality and fidelity of accommodation implementation.
- Host lesson internalization meetings with school leaders and the Special Education Chair to ensure accommodations and modifications are fully planned before instruction.

2. Strengthen Systems for Monitoring & Accountability

- Establish a campus-wide IEP tracker to monitor accommodations, progress toward IEP goals, and compliance data (ARD timelines, PowerSchool documentation).
- Conduct bi-weekly PowerSchool audits to verify accommodations are documented accurately and follow up with teachers who need support.
- Walk classrooms weekly with the Special Education Chair (and central office when applicable) to monitor accommodation implementation and collect evidence.
- Share a weekly ARD calendar with staff to ensure all stakeholders are prepared and available for meetings.
- Conduct six-week data reviews with leadership and SpEd teams to assess progress on IEP goals and adjust interventions as needed.

3. Provide Targeted Intervention & Support

- Collaborate with case managers and interventionists to design data-driven small group instruction that addresses student-specific learning gaps.

4. Collaborate and Communicate Effectively

- Partner with the Office of Special Education to provide monthly updates and guidance to ensure campus-wide compliance and quality control of IEPs.
- Work with case managers to ensure ARD preparation documents are completed by teachers and parents before meetings to improve the quality of IEPs.
- Share data snapshots and progress toward campus IEP goals with staff every six weeks to celebrate successes and identify focus areas

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

- Review student IEPs, BOY assessments, and STAAR data during August PD to plan frequency and type of interventions.
- Document accommodations for each student in PowerSchool and submit evidence of compliance at every grading period.
- Plan lessons with resource teachers to ensure accommodations and modifications are embedded in daily instruction.
- Consistently implement IEP accommodations, supplemental aids, and modifications during instruction to ensure equitable access.
- Meet with appraisers after walkthroughs to discuss IEP implementation feedback and make adjustments as needed.
- Collect and analyze assessment data during PLCs to monitor student progress toward IEP goals and adjust instruction accordingly.
- Attend PD sessions on evidence-based strategies, dyslexia interventions, and scaffolds to continuously improve instruction for students with disabilities.
- Internalize lessons prior to lesson internalization meetings to ensure accommodations are pre-planned and intentional.

Key Action Two: Special Education Support

Who: District, Pacesetters (campus leaders), SPED Chairperson, Trailblazers (teacher leaders), and/or teachers will provide staff development.

What: August Pre-service professional development, District PD, Campus PDs, PLC's, Virtual learning PD, Coaching, Instructional Rounds, Calibration Walks, Vertical Alignment PD.

When: August Pre-service days. District PD days, Ongoing weekly, monthly throughout the year
Where: On campus (Library, Grade Level Chair Rooms, Multipurpose room, Conference Room, Computer Lab) and District designated locations.

Proposed Item	**Description**	**Amount**
Staff development	District and Campus based PD	$0
Materials/Resources	Special education classroom supplies	$5000
Purchased services	N/A	$0
Funds: GF1 and SPED	**TOTAL=**	$5000

KEY ACTION THREE

KEY ACTION THREE	**Key Action Three** *(Briefly state the specific goal or objective.)* **Improve English proficiency for emergent bilingual students**
	Indicators of success (Measurable results that describe success.) ● The number of students who grow one proficiency level will meet the recommended target metric of 49% set by the state. ● DIBELS: By June 2026, campus (K-2) will see a 15% increase in percent of total students who hit composite score benchmark as compared to EOY SY24-25.This % will increase from 55% to 62.5%. ● By May 2026, 100% of eligible EB students complete the TELPAS assessment annually, with no lapses in compliance as evidenced by no reported incidents of ineligible students testing or eligible students not testing to TEA.

Specific actions – school leaders

- Piney Point Administration will conduct professional development for emergent bilingual instructional strategies for all staff.
- The leadership team will develop and implement a professional development schedule focused on the use of Summit K-12 and its correlation with improvements in TELPAS scores. These training sessions will occur during the August pre-service period and continue throughout the school year.
- The leadership team will provide professional development on the various language levels and the criteria necessary for students to advance one level in TELPAS.
- The leadership team will collaborate with the Multilingual department to create a one-page guide outlining effective English learner (EB) strategies for the classroom.
- The leadership team will also work with the Multilingual department to ensure that appropriate Tier I scaffolding and instruction are being implemented in classrooms to support English learners.
- Leadership will conduct weekly SPOT (Systematic and Purposeful Observation Tool) visits focused on these instructional strategies to ensure that teachers are applying each strategy effectively.

- The administrative team will review Summit K-12 usage reports before weekly P.R.E.P. Communities (PLCs) to ensure that teachers are utilizing the required resources appropriately and addressing the specific needs of their students.

	Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)* ● Teachers will attend P.R.E.P (PLCS) focused on Summit K-12. After each training session, teachers will be required to incorporate the strategies covered into their next lessons. ● Teachers will begin implementing specific instructional strategies in their lessons, with a goal that 80% of teachers will be using these identified strategies across all content areas during spot observations by October, and 100% by January. ● Teacher leaders will implement emergent bilingual instructional strategies as advised by the multilingual department. These strategies may include specific modeling, enhanced graphic organizers, visual aids, and other consistent tools used across all grade levels. ● Teachers with students who are not meeting the current Summit K-12 usage goals will evaluate their existing instructional plans and make necessary adjustments to address any usage deficits. ● Teachers with students who are meeting the current Summit K-12 usage goals will utilize data to adjust the frequency of the Summit K-12 program accordingly.

Key Action Three: Improve English Proficiency		
Who: Wraparound Specialist, Counselor, Campus Administration team		
What: Student Assistance Form Training, At-Risk Training, Parent Involvement Training will be provided to teachers for them to practice on		
When: August, Preservice and Second Faculty Meeting of each semester		
Where: On Campus		
Proposed item	**Description**	**Amount**
Staff development	Campus and District PD	$0
Materials/ Resources	Special education classroom supplies & materials	$10,000
Purchased services	N/A	$0
Other		

TOTAL	$10,000

Funding: GF1; Special Education

KEY ACTION FOUR

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

Strengthen the leadership density of Piney Point Elementary

Indicators of success

- By MOY Conferences, all Tier II leaders will achieve a score of 16/25 or higher on the LEAD Day-to-Day Coaching Rubric and will be rated Effective (25+) on the LEAD Executive Leadership Rubric. This will increase to 19/25 by EOY.
- Ongoing facilitation of P.R.E.P.s by Tier II leaders will lead to 70% of staff to achieving a rating of '2' in the 'Planning' domain during IRT 2 by October 2025. This percentage will increase to 90% by IRT 4.
- IRT 2 and 3 scores will average at or above 9.0 and will increase to 10 by IRT 4, May 2026

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

- Develop a lesson internalization schedule that enables Tier II leaders to facilitate the understanding of specific parts of the lesson cycle during P.R.E.P (PLCs).
- Create a lesson internalization cycle for teachers to follow, aimed at supporting the internalization process during P.R.E.P.s.
- Design and model effective P.R.E.P lesson internalization to ensure high-quality instruction.
- Guide teachers in improving student achievement through data analysis and the implementation of high-impact instructional strategies.
- Elect, train, and guide teacher leaders in effective planning, gradually transferring P.R.E.P. responsibilities to them.
- Meet with Tier II leaders to identify mentees for Year One and Year Two.
- Establish requirements for observation, coaching, and feedback cycles from Tier II leaders to their appraisees.
- Ensure school leaders internalize lessons before conducting lesson internalization meetings.

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

- Teachers will adhere to the Lesson Internalization schedules provided by Tier II leaders.
- Teachers are required to arrive at Lesson Internalization P.R.E.P. (PLC) meetings with the necessary entry tickets and artifacts.
- Teachers will follow the Lesson Internalization Cycle created by the district curriculum department.
- Teachers will facilitate effective P.R.E.P. lesson internalization sessions, as modeled by Tier II leaders.
- Teachers will progressively lead P.R.E.P.s focused on data internalization and highimpact instructional strategies.
- Teachers will use the rubric for data internalization and implement high-impact instructional strategies in their classrooms with integrity.
- Year One and Year Two mentees will meet with Tier II leaders to engage in observations, coaching, and feedback cycles.
- Year One and Year Two mentees are expected to implement any coaching or feedback provided by Tier II leaders before their next observation.
- Staff will internalize lessons before attending lesson internalization meetings.

Key Action Four: Administration Team and Teachers

Who: Campus leadership team & West Division

What: Professional development on leadership, coaching, instruction, & executive leadership

When: August 2025 and ongoing

Where: Virtual, district, and campus based

Proposed item	Description	Amount
Staff development	District, Division, & Campus PD	$0

Materials/resources	N/A	$0
Purchased services	N/A	$0
Other		
Other		
	TOTAL	$0

Funding sources: GF1