HISD

2026 – 2027

Campus Action Plan

Campus Name

Lovett Elementary

Principal Name

Dawn E. Thompson

Campus Action Plan – Needs Assessment

District philosophy and guiding framework

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

Needs related to student achievement data

Lovett Elementary earned an overall score of 91 (A) in the 2026 accountability system, including 91 (A) in Student Achievement, 90 (A) in School Progress, and 92 (A) in Closing the Gaps. The campus earned five distinction designations. These results demonstrate Lovett's capacity for high achievement; however, Relative Performance was 86 (B), and the campus did not earn the Academic Achievement distinction in Reading/Language Arts. The central need is therefore not simply to raise the campus average, but to make A-level achievement and growth more consistent across grade levels, content areas, and student groups. Spring 2026 STAAR data identify Grade 3 as the most urgent transition point. Grade 3 RLA performance was 78% Approaches, 64% Meets, and 37% Masters, with students earning 50% of the available writing points. Grade 3 Mathematics performance was 66% Approaches, 48% Meets, and 26% Masters. Both subjects declined at all three performance standards from the prior year. Although upper-grade mathematics and science results demonstrate areas of strength, written reasoning remains a campuswide opportunity: students earned 50% of available writing points in Grade 3, 56% in Grade 4, and 64% in Grade 5.

High-quality outcomes are not yet equally predictable for every learner. In Grade 3 Mathematics, 48% of all students met grade level, compared with 20% of economically disadvantaged students and 20% of students receiving special education services. In Grade 4 Mathematics, 61% of all students met grade level, compared with 33% in each of those groups. In Grade 3 RLA, 64% of all students met grade level, compared with 43% of economically disadvantaged students and 25% of students receiving special education services. These gaps require stronger Tier 1 instruction, timely acceleration and reteach, and consistent implementation of accommodations and high-leverage scaffolds.

At EOY, 251 of 301 K-2 students (approximately 83%) were at or above the DIBELS composite benchmark; however, 50 students (approximately 17%) remained Below or Well Below Benchmark. Upper-grade TELPAS results also identify written language as an area for improvement: 44% of students were rated Advanced or Advanced High in Writing, and 53% of matched students progressed at least one proficiency level. NWEA achievement percentiles decreased from MOY to EOY in Mathematics (72nd to 69th percentile) and Reading (75th to 70th percentile), indicating a need to protect foundational skills and sustain growth through the full instructional year.

Needs related to improving the quality of instruction

Data used for quality of instruction needs is derived from progress monitoring data from multiple sources that include IRT results.
-Our IRT scores have improved from 12.8 to 15.22 from IRT#1 to IRT#4
-Campus internal spot data that measures the quality of instruction for each teacher over the course of the school year. The campus currently has 26 teachers in the proficent 1 category with spots ranging from 10.8-14 and 19 teaches in the proficient II category with spots ranging from 14.5-16.9

Spot Data Trends
Planning: increased from 2.3 to 2.8
Instruction: increaased from 8.95 to 11
Classroom Culture: 1.92 to 1.9

Core SPOT performance improved from 13.19 in September to 15.63 in April, and the Instruction domain improved from 8.95 to 10.79. Nevertheless, structured writing ended at 1.01 of 2 possible points, purposeful annotation at 0.70 of 1, use of student answers at 0.72 of 1, and monitoring and adjusting at approximately 0.75 of 1. Lovett must therefore deepen student thinking within the Gradual Release cycle by requiring students to write, annotate, explain, justify, and independently apply grade-level learning, while teachers use that evidence to reteach and adjust instruction in real time. PLCs, intervention systems, and coaching cycles will use student work and disaggregated progress data to identify misconceptions, plan targeted acceleration or reteach, monitor impact, and provide specific, actionable feedback that teachers can implement immediately.

System evaluation (philosophy, processes, implementation, capacity)

The following systems are embedded into the Action Plan as a vehicle to successful development and implementation of the plan.
*Baseline Data: Campus leadership team analyzes multiple sources of data to idenify strengths and opportunities, gaps and priority goals.
*Growth Mindset: A growth mindset that allows all members of the action planning team to ensure clear alignment betwen data, goals, leader actions and staff actions to support a high quality of instruction that leads to increased student outcomes. A growth mindset also allows the campus to pivot quickly when evidence shows that a selected strategy or system is not working.
*Measureable Goals: Goals are aligned to student outcomes, high quality instructional indicators that align with the set student outcomes and the effectiveness of leaders.
*Progress Monitoring: Lovett will implement clear systems for progress monitoring: the campus needs to establish regular monitoring of students growth that goes beyond standardized measures like MAP; measures that are able to show how students are learning based on day to day instruction
*Building Capacity: Lovett will build teacher capacity to deliver HQI through ongoing coaching and maintaing a coaching log for each teacher. Leaders will facilitate effective PLCs that align with expected camus outcomes, implementation of the Great 8 and Next 8.
*Plan for Adjustments: The campus leadership team will utilze ongoing progress monitoring and data collection to determine needed adjustments. The leadership team will identify the root cause and support through ongoing professional development, learning in PLC, ongoing coaching, modeling and side by side planning. Monitoring for adjustments will take place ongoing through the school year so timely adjustments can be implemented.

Campus Action Plan Template

Key Action One

Key Action 1

Briefly state the specific goal or objective

Increase staff capacity to deliver daily high quality instruction across all core subject student groups and grade levels; especially students within the campus performance gaps and students who did not demonstrate proficiency on STAAR Reading and Math.

Indicators of Success

Measurable results that describe success

- *By January 2027, The campus average on the instructional domain of the spot observation will be an average 9 points or higher and increase to 11 points or higher by May 2026

- *By May 2027, campus IRT average on the planning section of the spot observation will be 2.5 or higher.

- By May 2027, 38% of Special Education students will met thier individual growth target on NWEA MAP Reading

- By Januar 2027, 100% of 1st year and new to HISD teachers will demonstrate growth in instructional effectiveness by increasing at least one performance level on the SPOT rubric from thier BOY Spot.

- By January 2027, 100% of 1st year teachers and teachers new to HISD will participate in at least two peer observation cycles as documented through campus coaching logs and professional development records.

Specific Actions - School Leaders

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

- Train all teacher on Sweet 16 straegies during August 2026 PD and thread throughout the year during campus PD and bi-weekly PLC
  Provide targeted coaching and documenting coaching to monitor teacher implementation of practices coached.
- Campus leaders will plan and deliver high-quality professional devleopment focused on school wide trends, effective planning and lesson delivery. Specifically focused on spot trends and data aligned trends of writing, planning for scaffolds and exemplars, effective annotation, lesson internalization/customization
- Conduct bi-weekly calibration walks to ensure all leaders have aligned instructional lense and are providing actionable feedback aligned to the language of the spot and focused on specific areas of campus growth.
- Train all teachers on gradual release strategies and align to the HISD spot

- Leaders will provide ongoing training on implemenation of accomodations for special education students, the role of the general education and special education teacher and effective planning to support special education student achievement and growth.

Specific Actions - Staff

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

- Implement sweet 16 strategies when planning and internalizing lesson
  Implement sweet 16 strategies in daily instruction
- Plan using the gradual release model and excecute all lesson using the model.
  Implement feedback from on the spot coaching in real time
- Implement written actionable feedback withint the next lesson

- Implement all special education accomodations while ensuring students have access
- to grade level curriculum.
  Participate in all campus professional development and PLC sessions

Key Action One

Staff Development

Who: Campus leaders, teacher leaders, all instructional staff.

What: Implement daily high quality instruction across all grade levels aligning to the HISD spot domains. Plan and customize lesson lifted from the district curriculum. Provide and participate in district and campus based professional development on The Sweet 16 effective implementation, Lesson internalization, leader calibration on spot and providing actionable feedback

When: Bi-weekly PLC, District PD day

Where: Campus PLC space, district leadership sessions.

Budget

Proposed Item	Description	Amount
Staff Development	Sweet 16, HISD spot, On the spot coaching, writing actionable feedback, spot calibration, gradual release, lesson internalization	3000
Materials/resources	Sweet 16, HISD spot form, Gradual Release Success Document, Spot support document, RAC Writing Strategy, Instructional Planning tools	3000
Purchased services	None	3000
Other	Substitute Coverage for peer observation	3000
Other		3000
	TOTAL	**3000**

Funding Sources: Title I, General Funds

Key Action Two

Key Action 2

Briefly state the specific goal or objective

Maintain SPED Compliance and Accountability across all grade levels

Indicators of Success

Measurable results that describe success

- 100% of campus ARDs are held on or before the TEA Ard Deadline
- Througout the academic year, 100% of staff members receive the relevant portions of the IEP within five school days of it's finalizaton as documented by campus quarterly record keeping.
- Each 6 week cycle, the principal ensures that 100% of IEP progress reports are delivered with student's academic report cards

Specific Actions - School Leaders

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

- Before the 1st day of school, document the distribution and receipt of relevant portions of the IEP to all staff using the receipt and implemenation of relevant portions of the IEP form
- For ARDS held within the school year, document distribtion and receipt of relevant portions of the IEP by documenting teacher signatures on the Relevant Portions of the IEP form
- Track the completion of IEP Progress reports at least 2 days before the due date for send home.
- Develop an internal ARD tracker that tracks the scheduling and completion of all ARDs on or before the due date

Specific Actions – Staff

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

- Special Education staff will update the ARD tracker the same day the PWN is sent to the parent to schedule the ARD
- Teachers will attend ARD Metigns, bringing data and work samples that support the implementation of the IEP
- All teachers will sign for the receipt of the relevant portions of the IEP within 5 school days of receipt
- Special education staff will schedule all annual initial ARDS to meet ARD timelines
- Enter progress monitoring according to district timelines and comlete IEP Progress reports at least 2 days before the due date.

Key Action Two

Staff Development

Who: Campus Leaders, Campus teachers and teacher assistants

What: Adhere to all district and state timelines for IEP completion, data collection for progress reporting, ARD attendance, and acceptance of the student IEP for implementation

When: Througout the 26-27 school year

Where: Campus

Budget

Proposed Item	Description	Amount
Staff Development	Special Education Procedures, Data Collection for progress report, Frontline Training	3000
Materials/resources	Internal tracking system	3000
Purchased services		3000
Other		3000
Other		3000
	TOTAL	**3000**

Funding Sources:

Key Action Three

Key Action 3

Briefly state the specific goal or objective

Improve Student achievement and outcomes for Special Education Students

Indicators of Success

Measurable results that describe success

- By January 2027, 75% special education teachers will score 10 or higher on the instructional domain of the Special Education pull out spot or Co-teach spot form. This will increase to 90% by May 2027
- By May 2027, 40% of Special Education students will meet thier RIT growth target as measued by EOY NWEA MAP Math OR Reading
- By January 2027, the percentage of special education students showing growth at the 61st percentile or above on NWEA MAP Math will increase from 29% to 33% .
- By January 2027, 100% of core content teachers will document the implementation of student accomodations in Powerschool. This will remain constant to May 2027
  6 week special education audit of accomodation implementation will demonstrate 95% compliance with accomdation documentation and implemenation.

Specific Actions - School Leaders

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

- Provide on the spot coaching for special education teachers during pull out instruction and co-teach instruction.
- Train general education teachers on lesson planning that includes planning for the effective implementation of student accomodations.
- Provide professional development and coach staff on implementation of appropriate scaffolds during the lesson to ensure SPED students can access the general education curriculum
- Conduct calibration walks with leaders to ensure alignment with effective coaching in special education pull out and co-teach classrooms
- Campus leader will collaborate with Special Education Chair to monitor and ensure accomodations are being documented and consistently implemented.

Specific Actions – Staff

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

- Teacher will document accomodations in Power School every 3 weeks to align with progress reports. Documentation will be submitted every 6 weeks
- Implement PD on selecting high leverage scaffolds to differentiate and support SPED students
- Implement on the spot feedack immediately and written feedback by the next lesson
- Special Education and General Education teacher will actively collaborate to plan and implement effective accomodations aligned to the IEP in daily Tier I instruction

Key Action Three

Staff Development

Who: Campus leaders, special education teachers and general education teachers

What: Develop a plan to increase the achievement of special education students by focusing on the student IEP, implementation of accomodations with fidelity and documentation and implementation of scaffolds to suport students accessing grade level instruction. Teachers will effectively plan for special education students success and unpack student data in bi-weekly PLC

When: Throughout the 26-27 school year, Bi-weekly PLC, District Professional Development Days

Where: Campus PLC room, district training sites,

Budget

Proposed Item	Description	Amount
Staff Development	Professional Development on identified areas	3000
Materials/resources	Sweet 16, Student IEPs, Gradual Release Success Guide, District Curriculum	3000
Purchased services		3000
Other	Substitues coverage for ARD meetings, peer observations, collaborative planning	3000
Other		3000
	TOTAL	**3000**

Funding Sources:

Key Action Four

Key Action 4

Briefly state the specific goal or objective

Improve K-2 Literacy Outcomes

Indicators of Success

Measurable results that describe success

- Increase the percentage of students scoring at above and well above on Dibels EOY from 83% to 86%
- By the end of the 26-27 school year, the percentage of 2nd grade students showing growth at the 61st percentile on NWEA MAP Reading EOY will increase from 32% to 36%
-

Specific Actions - School Leaders

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

- Leaders will provide professional development focused on science of reading
- Leaders will facilitate data meetings to analyze literacy screeners and plan aligned interventions to support students.
- Leaders will ensure that time is allocated in the schedule for intervention and that intervention
- Leaders will provide professional development on using NWEA MAP Data to goal set for students and provide accelerated learning support.
- Leaders will provide coaching

Specific Actions – Staff

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

- Teachers will implement daily literacy instruction aligned to district curriculum and science of reading best practices
- Teachers will implement literacy progress monitoring assessments with fidelity and with the provided timelines
- Teachers will implement small group data driven literacy instruction and campus online supports with fidelity
-
- Teachers will collaborate in PLC to analyze student work, literacy data and the effectivness of intervention/acceleration.
  New Literacy teachers will observe at least 2 small group intervention lessons and document notes for classroom intervention.

Key Action Four

Staff Devel.

Who: K-2 Teachers, Reading Interventionist, Campus Leadership Team

What: Literacy Intervention Systems, Small group planning, Progress Monitoring, Implementation of Campus Interventions

When: Bi-weekly PLC, Monthly literacy PD, Monthly calibration

Where: Campus PLC room, literacy classroom and campus and district PD sites

Budget

Proposed Item	Description	Amount
Staff Development	Literacy PD, HISD Curriculum Implementation	
Materials/resources	Intervention Materials(Boost Literacy)	
Purchased services		
Other		
Other		
	TOTAL	

Funding Sources: Title I, General Budget