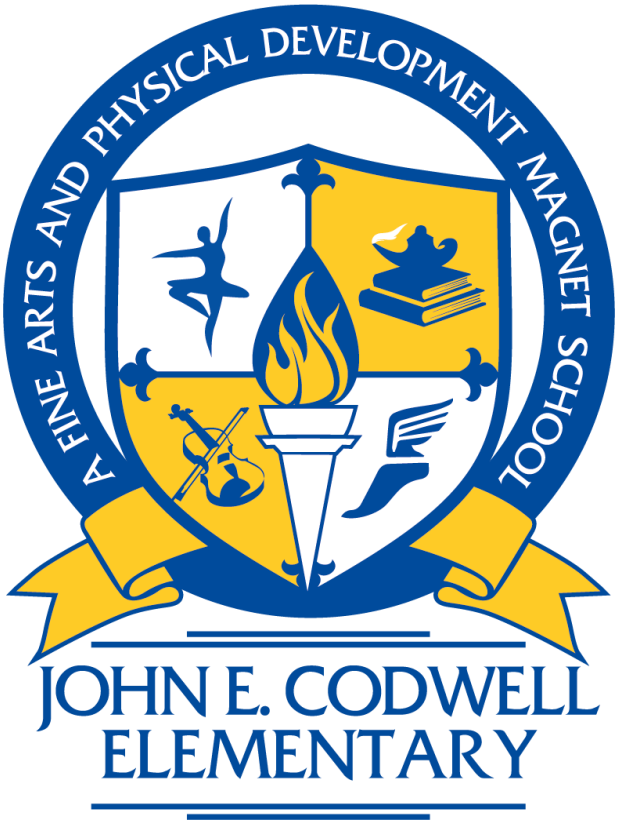
Codwell Elementary



Action Plan
2026-2027

Principal: Amanda Johnson

Needs Assessment

Campus Name and #: Codwell ES 123 Principal: Amanda Johnson
Area Office: Elementary NES

Needs Assessment - Narrative of Data Analysis
Multiple sources of data are analyzed and used for our needs assessment. It is derived directly from the results of our STAAR assessments, Circle Data, Dibels, and NWEA Map data as well as the TEA Accountability tables, HISD's Comparative Growth Measures, data from PEIMS, and HISD's PowerSchool. All the work is grounded in the concepts of professional learning communities, data-driven accountability, and rigorous first instruction. Data Analysis: (2025 to 2026) - ELA 3rd grade STAAR Reading has shown an increase in approach from 69% to 75%, increase in meets from 27% to 48%, and a decrease in master from 7% to 6%. NWEA MAP Beginning of Year – End of Year 21%-17%-in (01st-20th) percentile; 17%-21% in (21st - 40th) percentile; 21%-21% in (41st – 60th) percentile; 31%-27% in (61st – 80th) percentile; 10%-14% in (81st - 99th) percentile. 4th grade STAAR Reading has shown a decrease in approaches from 72% to 71%, an increase in meets 38% to 39%, and a decrease in masters 9% to 5%. NWEA MAP Beginning of Year – End of Year 22%-19% in (01st-20th) percentile; 21%-24% in (21st - 40th) percentile; 27%- 14% in (41st – 60th) percentile; 19% -32% in (61st – 80th) percentile; 11% - 11% in (81st - 99th) percentile. 5th grade STAAR Reading has shown an increase in approach from 68% to 74%, an increase in meets from 45% to 49% and an increase in masters from 11% to 15%. NWEA MAP Beginning of Year – End of Year 18%-13% in (01st-20th) percentile; 12% - 15% in (21st - 40th) percentile; 23% - 28% in (41st – 60th) percentile; 38% - 30% in (61st – 80th) percentile; 9% - 14% in (81st - 99th) percentile. Data Analysis: (2025 to 2026) - Math 3rd grade STAAR Math has shown a decrease in approaches from 60% to 54%, an increase in meets 22% to 42%, and an increase in masters 4% to 9%. NWEA MAP Beginning of Year – End of Year 14%-14% in (01st-20th) percentile; 17%-3% in (21st - 40th) percentile; 10%-24% in (41st – 60th) percentile; 42%-45% in (61st – 80th) percentile; 17%-14% in (81st - 99th) percentile. 4th grade STAAR Math has shown an increase in approaches from 52% to 58%, an increase in meets from 19% to 24% and remained the same in masters at 2% to 2%. NWEA MAP Beginning of Year – End of Year 22%-22% in (01st-20th) percentile; 11%-16% in (21st - 40th) percentile; 24%-27%% in (41st – 60th) percentile; 35%-30% in (61st – 80th) percentile; 8%-5% in (81st - 99th) percentile. 5th grade STAAR Math has shown an increase in approaches from 50% to 73%, an increase in meets from

32% to 36%, and a decrease in masters from 11% to 8%.
NWEA MAP Beginning of Year – End of Year
25%-16% in (01st-20th) percentile;
18%-20% in (21st - 40th) percentile;
28%-18% in (41st – 60th) percentile;
23%-28% in (61st – 80th) percentile;
6%-18% in (81st - 99th) percentile.
Data Analysis: (2025 to 2026) - Science
5th grade STAAR Science is still being calculated. *
NWEA MAP Beginning of Year – End of Year
18% - 20% in (01st-20th) percentile;
10% - 11% in (21st - 40th) percentile;
28% - 30% in (41st – 60th) percentile;
26% - 31% in (61st – 80th) percentile;
18% - 8% in (81st - 99th) percentile.

Narrative of Priority Needs and Root Causes - Including Special Education
As I analyzed our 2025 to 2026 STAAR data, I am encouraged by the overall growth in the percentage of students performing at the Meets level across both Reading and Math. This indicates that our instructional focus, targeted interventions, and teacher collaboration have helped more students reach grade-level expectations. In particular, the significant gains in 3rd grade Reading Meets and 3rd grade Math Meets demonstrate that our systems for supporting students who were approaching proficiency are producing positive results. At the same time, the data reveals opportunities for growth. While more students are meeting grade-level standards, our Masters performance declined or remained stagnant in several grade levels, particularly in 3rd and 4th grade Reading and 5th grade Math. This suggests that our instructional efforts have been highly effective in moving students to proficiency, but we must strengthen our focus on extending learning for students who are ready for advanced levels of performance. I also recognize that differences in student cohorts, instructional practices, and the level of rigor embedded in daily instruction may have influenced these outcomes. Moving forward, I will continue working with teachers to ensure that Tier I instruction is consistently aligned to the rigor of the STAAR assessment while providing both intervention for students who need additional support and enrichment opportunities for students capable of reaching the Masters level. Our next steps will include strengthening data-driven planning, increasing the use of higher-order questioning and rigorous academic tasks, monitoring student progress more frequently, and providing targeted professional learning that supports teachers in differentiating instruction. By maintaining our focus on student growth while increasing instructional rigor, I am confident we will continue improving student achievement across all performance levels.

KEY ACTION ONE	Key Action One: Strengthen Tier I instruction through rigorous aligned planning and instruction in ELA
	Indicators of success (Measurable results that describe success.) • By May 2027, 3rd–5th grade Reading performance will increase from a combined 46% to 50% Meets, and 10% to 15% Masters, as measured by campus benchmarks and State aligned assessments. • By May 2027, K–2 foundational literacy proficiency will increase from 48% at or above grade level to 58% at or above grade level, as measured by phonological awareness, decoding, and

fluency benchmarks and DIBELS

- By May 2027, at least 65% of 3rd-5th grade students will meet their expected growth from BOY to EOY NWEA Reading.
- By March 2027, reading unit assessment performance average in 3rd–5th grade will increase from 40% to 70%, supported by the literacy success teacher, extended LSAE time, and consistent progress monitoring intervention.
- By March 2027, teacher instructional performance, as measured by the Spot Observation rubric, will increase from an average score of 10.5 (PROF I) to an average score of 14.5 (PROF II), with at least 80% of teachers scoring at or above 14.5 points across the Planning, Instruction, and Classroom Culture domains.

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

- Leaders will conduct weekly walkthroughs focused on rigorous instruction, academic discourse, and alignment to grade-level standards.
- Leaders will monitor implementation with fidelity through walkthrough data with a goal that 100% of classrooms demonstrate aligned learning objectives, grade-level texts, and student discussion protocols.
- Leaders will monitor PLC fidelity to ensure 100% of PLCs include student work analysis, instructional adjustments, and documented action steps.

Specific actions – staff

- Teachers will plan and deliver daily instruction based on specific skill gaps aligned to Tier I learning objective and foundational literacy needs while providing higher-level thinking and problem-solving opportunities.
- Teachers will participate actively in PLCs by analyzing student work and adjusting instruction based on data.
- Teachers will incorporate daily opportunities for students to explain their thinking using academic language and evidence through discussion and writing.

Key Action One: Strengthen Tier I instruction through rigorous, aligned planning, and instruction in ELA

Staff Devel.

Who: All teachers and staff at Codwell Elementary School

What: NES Expectations, Instructional Characteristics and Domain II

When: August 2026

Where: Cafeteria/Library

Budget

Proposed item	Description	Amount
Staff development	July/August Pre-Service	$0

	Materials/resources	Professional Development toolbox for teachers	$0
	Purchased services	None	$0
	Other		$0
	Other		$0
	TOTAL		$0
	Funding sources:		

KEY ACTION TWO	Key Action Two: Strengthen Tier I instruction through rigorous aligned planning and instruction in Math
	Indicators of success (Measurable results that describe success.) • By May 2027, 3rd–5th grade Math performance will increase from a combined 33% to 40% Meets, and 6% to 15% Masters, as measured by campus benchmarks and State-aligned assessments. • By May 2027, 75% of PK–2 students will meet or exceed benchmarks/Goal Growth BOY to EOY on circle or NWEA • By May 2027, at least 65% of 3rd-5th grade students will meet their expected growth from BOY to EOY NWEA Math. • By March 2027, math unit assessment performance average in 3rd–5th grade will increase from 37% to 70%, supported by extended LSAE time and consistent progress-monitoring intervention. • By March 2027, teacher instructional performance, as measured by the Spot Observation rubric, will increase from an average score of 10.5 (PROF I) to an average score of 14.5 (PROF II), with at least 80% of teachers scoring at or above 14.5 points across the Planning, Instruction, and Classroom Culture domains.
	Specific actions – Leaders/Staff (What specific action steps will the staff take to accomplish the objective?) • Leaders will consistently track and review campus-wide Zearn data to monitor student progress, identify learning gaps, and guide instructional decisions and interventions. • Leaders will monitor walkthrough data to ensure 90% of classrooms demonstrate mathematical discourse, problem solving, and multiple representations aligned to grade-level TEKS. • Leaders will review PLC products to ensure reteach plans are developed whenever student mastery falls below 70%. • Leaders will provide ongoing professional development and instructional coaching focused on questioning strategies, academic discourse, and rigorous tasks. Specific actions – staff (What specific action steps will the staff take to accomplish the objective?) • Teachers will plan and deliver daily instruction based on specific skill gaps aligned to Tier I learning objective while providing higher-level thinking and problem-solving opportunities. • Teachers will participate actively in PLCs by analyzing student work and adjusting instruction based on data. • Teachers will incorporate daily opportunities for students to explain their thinking using academic language and evidence through discussion and writing.

	Key Action Two: Strengthen Tier I instruction through rigorous aligned planning and instruction in Math
Staff Devel.	Who: All teachers and staff at Codwell Elementary School
	What: NES Expectations, Instructional Characteristics and Domain II

Budget

When: August 2026

Where: Cafeteria/Library

Proposed item	Description	Amount
Staff development	July/August Pre-Service	$0
Materials/resources	Participant's Guide for each Slide Deck	$0
Purchased services	None	$0
Other		$0
Other		$0
TOTAL		$0

Funding sources:

KEY ACTION THREE

Key Action Three:
Improve instructional outcomes for Special Education, 504, MTSS, and At-Risk students through rigorous Tier I instruction, targeted interventions, and ongoing progress monitoring.

Indicators of success (Measurable results that describe success.)

- By October and ongoing 100% of students receiving Special Education and MTSS services will have access to designated support and receive appropriate accommodation during daily instruction in all classes
- By October and ongoing 100% compliance with ARD meetings, progress monitoring, and other district monitoring criteria.
- By January 2027, at least 40% of K -5th grade SPED students will meet their expected growth target on the NWEA Math and Reading assessment. This percentage will increase to 55% by May 2027.
- By December 2026, progress monitoring data will show measurable growth for Special Education,

504, At-Risk, and MTSS students on formative assessments, district benchmarks, and intervention progress-monitoring tools.

- By April 2027, at least 50% of 3rd-5th grade students receiving Special Education, 504, At-Risk, and MTSS services will meet individualized growth goals and demonstrate improved performance on common assessments and STAAR.

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

- Leaders will ensure 100% compliance with ARD/504/MTSS requirements by monitoring schedules, documentation, and progress monitoring systems, and addressing gaps immediately.
- Leaders will conduct frequent observation and coaching on the spot cycles to verify that accommodations, modifications, and targeted interventions are consistently implemented in all classrooms.
- Leaders will monitor implementation fidelity through weekly walkthroughs with a goal that 90% of observations show accommodations and grade-level rigor occurring simultaneously.
- Leaders will review intervention documentation monthly to ensure 100% of identified students receive progress monitoring and instructional supports.
- Leader will ensure intervention schedules, staffing, and instructional resources support consistent implementation of Tier II and Tier III interventions and facilitate collaboration among general education teachers, special education teachers, literacy success teacher, and instructional coaches.

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

- Special Ed. Chairperson will meet with individual teachers and school leaders to
- explain the accommodations/and or designated supports each Special Ed. student
- is to receive.
- Teachers will provide targeted, data-driven interventions weekly and maintain accurate documentation of intervention plans and student progress monitoring.
- Teachers will regularly analyze student data (NWEA, STAAR, progress monitoring) to adjust instruction, close skill gaps, and support measurable student growth.
- Teachers will ensure access to grade-level content using scaffolds, accommodations, assistive tools, and rigorous instructional practices to engage students with diverse learning needs in grade-level standards and tasks while maintaining high expectations.

	Key Action Three: Close the learning gaps for students in special populations: Special Education, 504, and At-Risk		
Staff Devel.	Who: All teachers and staff at Codwell Elementary School		
	What: NES Expectations, Instructional Characteristics and Domain II		
	When: August 2026		
	Where: Cafeteria/Library		
Budget	Proposed item	Description	Amount

	Staff development	August pre-service	$0
	Materials/resources	Professional Development	$0
	Purchased services		$0
	Other		$0
	Other		$0
	TOTAL		$0
	Funding sources:		

KEY ACTION FOUR

Key Action
Strengthen Tier I instruction through rigorous aligned planning and instruction in science

Indicators of success (Measurable results that describe success.)

- By May 2027, 50% of 5th-grade students will score at the Meets level and 30% at the Masters level on science benchmarks/State assessment
- By May 2027, 65% of 2nd-5th grade students will meet or exceed their Goal Growth from BOY to EOY on NWEA
- By March 2027, science unit assessment performance average in 3rd–5th grade will increase from 61% to 70%, supported by extended LSAE time, consistent progress monitoring, and review implementation
- By March 2027, teacher instructional performance, as measured by the Spot Observation rubric, will increase from an average score of 10.5 (PROF I) to an average score of 14.5 (PROF II), with at least 80% of teachers scoring at or above 14.5 points across the Planning, Instruction, and Classroom Culture domains.

Specific actions – school leaders

- Leaders will lead weekly PLCs focused on unpacking standards, analyzing student work, and developing rigorous, standards-based science lessons and common assessments.
- Leaders will conduct regular classroom walkthroughs and coaching cycles to provide targeted feedback on instructional rigor, student engagement, and alignment to grade-level science standards.
- Leaders will monitor science implementation with a goal that 90% of classrooms demonstrate inquiry-based instruction, scientific reasoning, and student engagement in investigations.
- Leaders will monitor curriculum implementation to ensure 95% fidelity to district science resources and pacing expectations.

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

- Teachers will consistently integrate and reinforce academic science vocabulary through daily instruction, DOLs, and assessments to improve student mastery.
- Teachers will collaboratively plan and implement standards-aligned science lessons that engage students in scientific inquiry, investigation, and evidence-based thinking.
- Teacher will analyze assessment and student work data to identify misconceptions, adjust instruction, and provide targeted support to ensure mastery of grade-level standards.
- Teachers will facilitate opportunities for students to explain reasoning, analyze data, ask questions, and communicate scientific understanding using academic language.

	Key Action Four: We will implement effective on-grade-level first instruction in PK-5 grades using the district provided science curriculum to improve the quality of science instruction.		
Staff Devel.	Who: All teachers and staff at Codwell Elementary School		
	What: NES Expectations, Instructional Characteristics and Domain II		
	When: August 2026		
	Where: Cafeteria/Library		
Budget	Proposed item	Description	Amount
	Staff development	August pre-service	$0
	Materials/resources	Professional Development	$0
	Purchased services		$0
	Other		$0
	Other		$0
	TOTAL		$0

Funding sources: