HISD

2026 – 2027

Campus Action Plan

Campus Name

Pugh Elementary School

Principal Name

DeAndra Waters

Campus Action Plan – Needs Assessment

District philosophy and guiding framework

Core Beliefs | Vision | Theory of Action

Needs related to student achievement data

NWEA MAP Math MOY 25-26 compared to EOY 25-26
1.

During the 2025–2026 school year, Pugh Elementary demonstrated positive overall mathematics achievement, maintaining a median achievement percentile above the national average while showing opportunities to strengthen student growth. The campus median achievement percentile decreased slightly from the 56th percentile at Mid-Year (MOY) to the 53rd percentile at End-of-Year (EOY), indicating that while students generally maintained their performance, greater acceleration is needed to ensure more students continue progressing into the highest achievement bands.

Needs related to improving the quality of instruction

Student achievement data indicates a need to strengthen the implementation of rigorous Tier I instruction through intentional lesson internalization and responsive instructional practices. Teachers must develop a deeper understanding of the standards, anticipate student misconceptions, and plan purposeful instructional responses prior to lesson delivery. Daily Demonstrations of Learning (DOLs) should be leveraged to inform intentional Second Teach, ensuring students who do not demonstrate mastery receive targeted re-engagement with the content through strategic questioning, modeling, and additional opportunities for practice. Strengthening lesson internalization, the quality of Second Teach, and the use of formative assessment data will increase student mastery and improve the percentage of students achieving the Meets and Masters performance standards.

System evaluation (philosophy, processes, implementation, capacity)

Pugh Elementary is committed to building a strong instructional system grounded in continuous improvement, high expectations, and student achievement. The campus will prioritize high-quality Tier I instruction through consistent instructional systems, ongoing coaching, and collaborative planning that supports effective teaching and learning in every classroom.

Campus leadership will routinely analyze student achievement data, including STAAR, NWEA MAP, DIBELS, TELPAS, Daily Demonstrations of Learning (DOLs), student work, and SPOT observation trends to identify instructional priorities, monitor progress, and inform campus decisions. Regular classroom observations, coaching conversations, PLCs, and lesson internalization meetings will ensure teachers receive timely feedback and support to strengthen instructional practice.

Implementation will focus on building teacher capacity through intentional lesson internalization, rigorous instructional planning, purposeful academic discourse, Writing with Intentionality, effective use of exemplars, and data-driven Second Teach opportunities. Leadership will maintain a visible presence in classrooms and provide consistent feedback to ensure instructional expectations are implemented with fidelity across the campus.

Through aligned systems, continuous professional learning, and shared accountability, Pugh Elementary will cultivate a collaborative culture where teachers continuously refine their practice, instructional consistency is strengthened, and every student has access to high-quality instruction that leads to increased academic achievement.

Campus Action Plan Template

Key Action One

Key Action 1

Briefly state the specific goal or objective

Improve the quality of Tier 1 instruction

Indicators of Success

Measurable results that describe success

- By January 2027, 75% of teachers will earn an overall Proficient or higher rating on the IRT, increasing to 80% by May 2027.

  By January 2027, 80% of teachers will earn at least 9 of the 13 possible points on the Instruction domain of the SPOT Observation Tool, increasing to 80% of teachers earning at least 10 of the 13 possible points by May 2027.

- By January 2027, 65% of Kindergarten–Grade 5 students will meet their projected Mathematics growth targets as measured by NWEA MAP, increasing to 70% by May 2027.

  By January 2027, 65% of students in Grades 2–5 will meet their projected Reading growth targets as measured by NWEA MAP Reading, increasing to 70% by May 2027.

- By January 2027, 70% of Kindergarten–Grade 1 students will perform At or Above Benchmark on DIBELS, increasing to 80% by May 2027.

Specific Actions – School Leaders

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

- Train teachers on high-quality Tier I instruction through professional learning and modeling.
- Lead weekly lesson internalization and PLCs to plan rigorous instruction.
- Coach teachers weekly through SPOT observations, feedback, and modeling.
- Review DOLs, student work, and assessment data to plan instructional next steps.
- Monitor classroom instruction and provide ongoing support to ensure consistent implementation.

Specific Actions – Staff

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

- Participate in professional learning and implement campus instructional expectations.
- Internalize lessons and collaboratively plan rigorous instruction.
- Implement coaching feedback to strengthen instructional practices.
- Use DOLs and student data to adjust instruction and plan First Teach and Second Teach.
- Consistently implement the campus Tier I instructional framework.

Key Action One

Staff Development

Who: Campus Leadership, Portfolio Content Lead Teachers

What: Build teacher capacity to deliver purposeful, high-quality Tier I instruction that maximizes student engagement and student achievement through professional learning, lesson internalization, modeling, collaborative planning, coaching, and ongoing feedback aligned to campus instructional expectations.

When: Pre-service, Monthly Campus PD Days, Weekly PLCS, and Daily Instructional rounds

Where: Pugh Elementary: Campus PD, PLCs, Classrooms

Budget

Proposed Item	Description	Amount
Staff Development	Job-embedded coaching, PLCs, and campus professional learning focused on Tier I instruction	
Materials/resources	Participant Guides, Teacher-facing lesson materials, DOL resources, Quick Response Cards, whiteboards, exemplars, instructional supplies	
Purchased services	RACE cards, QR Cards, Technology, and Headphones Math manipulatives, Technology, Headphones, Zearn Student consumable	
Other	Incentives to motivate and provide urgency for student growth in Math, including Zearn and Reading, including Amira.	
Other		
	TOTAL	

Funding Sources:

Key Action Two

Key Action 2

Briefly state the specific goal or objective

Improve Emergent Bilingual Instruction

Indicators of Success

Measurable results that describe success

- By January 2027, 80% of Emergent Bilingual students will consistently complete the campus expectation of two Summit K12 lessons per week with an average mastery score of 80% or higher, increasing to 90% by May 2027.
- By January 2027, 65% of Emergent Bilingual students in Grades 2–5 will meet their projected growth targets in NWEA MAP Reading, increasing to 70% by May 2027.
- By June 2027, 70% of Emergent Bilingual students will demonstrate growth of at least one proficiency level or maintain Advanced High on the TELPAS Composite, while increasing the percentage of students performing at the Advanced or Advanced High proficiency levels in the Speaking and Writing domains by 10 percentage points from the 2026 baseline.

Specific Actions - School Leaders

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

- Train teachers to intentionally increase student speaking and writing through purposeful writing with Response Cards and structured Turn and Talks that include aggressive monitoring to assess and respond to student language development.
- Lead weekly PLCs to plan language-rich instruction using the Differentiation portion of the Weekly TEKS Guide (WTG).
- Coach teachers on academic discourse, writing, and Summit K12 implementation.
- Monitor Summit K12 implementation weekly and facilitate data meetings using available student performance data to determine instructional next steps.
- Monitor Emergent Bilingual instruction and provide ongoing support.

Specific Actions – Staff

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

- Use Response Cards and structured Turn and Talks with aggressive monitoring to increase daily student speaking and writing.
- Plan language-rich lessons using the Differentiation portion of the Weekly TEKS Guide (WTG).
- Implement academic discourse, purposeful writing, and Summit K12 during daily instruction.
- Ensure students complete two Summit K12 lessons each week and use student data to adjust instruction.
- Implement coaching feedback to strengthen Emergent Bilingual instruction.

Key Action Two

Staff Development

Who: Campus Leadership Team

What: Build teacher capacity to provide language-rich instruction that improves achievement and English language acquisition for Emergent Bilingual students through professional learning, modeling, collaborative planning, coaching, and ongoing feedback focused on academic discourse, purposeful writing, Summit K12, and language development.

When: Pre-Service, Weekly PLCs and Data Meetings, Daily Coaching Cycles, Monthly Campus Professional Development Days

Where: Pugh Elementary: Campus PD, PLCs, Classrooms

Budget

Proposed Item	Description	Amount
Staff Development	Professional learning on Summit K12, language-rich instruction, academic discourse, and writing with intentionality	
Materials/resources	Summit K12 resources, TELPAS instructional supports, language objective templates, academic vocabulary resources, writing exemplars	
Purchased services	N/A	
Other	Incentives to motivate and provide urgency for student growth in mastery of Summit K12 lessons.	
Other		
	TOTAL	

Funding Sources:

Key Action Three

Key Action 3

Briefly state the specific goal or objective

Improve Achievement for Students Receiving Special Education Services

Indicators of Success

Measurable results that describe success

- By January 2027, 50% of students receiving Special Education services in Grades 2–5 will meet their projected growth targets on NWEA MAP Reading, increasing to 65% by May 2027.
- By January 2027, 50% of students receiving Special Education services in Grades K–5 will meet their projected growth targets on NWEA MAP Mathematics, increasing to 65% by May 2027.
- By May 2027, 85% of students receiving Special Education services will demonstrate expected progress toward their annual IEP goals as measured through district progress monitoring.

Specific Actions - School Leaders

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

- Train teachers on effective instructional practices, accommodations, and scaffolds that improve achievement for students receiving Special Education services.
- Facilitate collaborative planning between Special Education and general education teachers to ensure students receive grade-level instruction with appropriate supports.
- Coach teachers on implementing accommodations, scaffolds, and instructional supports that increase student achievement.
- Review individual student progress using IEP goals, MAP, STAAR, and classroom data to identify instructional adjustments.
- Monitor the implementation of accommodations and instructional supports while providing teachers with ongoing feedback.

Specific Actions – Staff

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

- Implement accommodations, instructional scaffolds, and instructional strategies that support student achievement.
- Collaboratively plan grade-level instruction with appropriate accommodations and supports.
- Implement coaching feedback to strengthen instruction for students receiving Special Education services.
- Use student data to adjust instruction and monitor progress toward student goals.
- Consistently implement accommodations and instructional supports during daily instruction.

Key Action Three

Staff Development

Who: Campus Leadership, Special Education Department Chairs, Special Education Office

What: Build teacher capacity to improve achievement for students receiving Special Education services through professional learning, collaborative planning, coaching, modeling, and ongoing feedback focused on effective instructional practices, accommodations, instructional scaffolds, and data-driven instructional decisions.

When: Pre-Service, Weekly PLCs, Coaching Cycles, and Ongoing Professional Learning

Where: Pugh Elementary: Campus PD, PLCs, Collaborative Planning Meetings, Classrooms

Budget

Proposed Item	Description	Amount
Staff Development		
Materials/resources		
Purchased services		
Other	Incentives to motivate and provide urgency for student growth in Math, including Zearn.	
Other		
	TOTAL	

Funding Sources:

Key Action Four

Key Action 4

Briefly state the specific goal or objective

Improve student attendance and reduce chronic absenteeism.

Indicators of Success

Measurable results that describe success

- By January 2027, Pugh's Average Daily Attendance (ADA) will increase from 94.4% to 95.5%, increasing to 96.5% by May 2027.
- By January 2027, 60% of students identified as chronically absent will improve their attendance rate by at least five percentage points through targeted interventions, increasing to 75% by May 2027.
- By February 2027, 100% of students identified as chronically absent will have an individualized attendance intervention plan that includes documented family communication, attendance monitoring, and appropriate campus supports.

Specific Actions - School Leaders

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

- Train staff on campus attendance expectations, daily attendance procedures, early intervention strategies, and family engagement practices that promote consistent student attendance.
- Implement a daily morning attendance tracking system to identify absent students before official attendance is taken and ensure same-day parent contact by 8:30 a.m. to verify absences and provide attendance support.
- Implement and monitor a campus-wide attendance incentive system that recognizes and celebrates daily, weekly, and monthly attendance through engaging classroom and school-wide celebrations.
- Facilitate monthly Attendance Review Team meetings to review attendance trends, monitor intervention plans, and determine next steps for students with attendance concerns.
- Partner with families and community agencies to identify and remove barriers impacting student attendance through consistent communication, home visits, attendance contracts, and available support services.

Specific Actions – Staff

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

- Implement campus attendance procedures and promote the importance of daily attendance.
- Complete the campus morning attendance tracker daily and report absent students by the designated time to support timely family communication and attendance interventions.
- Communicate attendance concerns to families and campus staff in a timely manner and participate in attendance intervention plans for identified students.
- Participate in attendance intervention plans for identified students.
- Build positive relationships that encourage students to attend school consistently.

Key Action Four

Staff Devel.

Who: Campus Leadership Team, Teachers, Office Staff, Counselor, and other campus support staff

What: Build staff capacity to improve student attendance through professional learning focused on attendance expectations, early intervention strategies, family engagement, attendance monitoring, positive attendance culture, and effective attendance intervention systems

When: Pre-Service, Beginning of Each Semester, Monthly Attendance Team Meetings, and Ongoing Professional Learning Throughout the School Year

Where: Campus Professional Development Sessions, Leadership Meetings, Attendance Team Meetings, and Campus Collaborative Planning Meetings

Budget

Proposed Item	Description	Amount
Staff Development		
Materials/resources		
Purchased services		
Other	Incentives to motivate and provide urgency for student attendance	
Other		
	TOTAL	

Funding Sources: