HISD

## 2026 – 2027

# Campus Action Plan

### Campus Name

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|---|
| J.P. Henderson Elementary School |

### Principal Name

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|---|
| Erika L. Macias |

# Campus Action Plan – Needs Assessment

## District philosophy and guiding framework

Core Beliefs | Vision | Theory of Action

## Needs related to student achievement data

Increase students' meets and masters scores in Reading and Math STAAR, 4th and 5th grade.
Increase student growth on NWEA MAP from BOY to MOY to EOY.
Increase the overall growth for Dibels/Lectura.
Increase focus on ELA achievement. While ELA improved from 47 to 53, growth was more modest than in other subjects. Teachers should continue emphasizing close reading, vocabulary development, writing across content areas, and evidence-based responses to improve literacy proficiency.
STAAR: Sustain and extend Math success. Math experienced the greatest growth (44 to 69). The focus should now shift to maintaining high-quality Tier 1 instruction, providing enrichment for students meeting or exceeding expectations, and closing remaining gaps for students who continue to perform below grade level.
Strengthen Grade 3 foundational math skills. Grade 3 experienced the largest decline in performance, particularly in the Meets and Masters categories. Prioritize number sense, problem-solving, mathematical reasoning, and fluency with targeted Tier 1 instruction and intervention.
Increase the percentage of students reaching Meets Grade Level. While schoolwide Meets performance has remained steady at 57%, the focus should shift from maintaining proficiency to moving more students from Approaches to Meets through rigorous, standards-aligned instruction and higher-level questioning.
Continue expanding Masters performance. The increase to 29% Masters is a significant accomplishment. Continue providing enrichment opportunities, complex problem-solving tasks, and differentiated instruction to challenge high-performing students and further increase advanced achievement.

## Needs related to improving the quality of instruction

Based on feedback received from the IRT, improve HQI by effectively incorporating student engagement strategies into instruction. Increase the use of on-the-spot coaching to strengthen the delivery of high-quality instruction and provide immediate support to teachers. Additionally, engage in side-by-side planning to ensure lessons are aligned with the specific needs of students and support effective instructional practices.
For NWEA MAP, ELA demonstrated consistent year-over-year growth, increasing from 37 in 2024 to 42 in 2025 and 46 in 2026. Math experienced the largest gain between 2024 and 2025, rising from 41 to 58, and maintained that strong performance with a 58 in 2026. Science improved significantly from 45 in 2024 to 63 in 2025 before experiencing a slight decline to 59 in 2026, though it remained well above the 2024 baseline. SLA remained the highest-performing subject throughout the three years, increasing slightly from 69 in 2024 to 70 in both 2025 and 2026. Overall, the data reflects sustained academic growth across subjects, with notable gains in ELA and Math and consistently high performance in SLA.
The 2025 – 2026 NWEA MAP End-of-Year (EOY) growth data shows strong academic progress across nearly all subject areas. **ELA** increased from **47** to **53**, a gain of **6 percentile points**, while **Math** improved substantially from **44** to **69**, reflecting a **25-point increase** and the largest gain among all subjects. **Science** also demonstrated notable growth, rising from **49** to **72** (**+23 points**). **SLA** continued to be the highest-performing subject, increasing from **61** to **77** (**+16 points**). Overall, the results highlight significant schoolwide improvement, with every subject showing positive growth and particularly impressive gains in Math and Science, indicating effective instructional practices and increased student achievement.
Analyze and address learning gaps. Use formative assessments, common assessments, and MAP/STAAR data to identify TEKS requiring additional support. Focus intervention on prerequisite skills that impact success on grade-level standards.
Strengthen mathematical discourse. Increase opportunities for students to explain their thinking, justify solutions using mathematical evidence, and engage in collaborative problem-solving to deepen conceptual understanding.

## System evaluation (philosophy, processes, implementation, capacity)

At JPH, all students learn and grow with the right tools and high-quality instruction. We ensure that our teachers are trained and capable of delivering effective lessons to reach all learners. Lesson internalization maximizes instructional time and delivers high-quality, engaging lessons.
Strengthen data-driven instruction. Teachers should regularly analyze formative and interim assessment data to identify student misconceptions, adjust instruction, and provide timely interventions and enrichment.
Provide targeted interventions. Use MTSS and small-group instruction to accelerate learning for students below benchmark while ensuring students performing above grade level continue to receive opportunities for extension.
Continue professional learning. Ongoing professional development focused on rigorous Tier 1 instruction, differentiated learning, academic language, and effective questioning strategies will help sustain school-wide growth.
Share best practices across grade levels. Leverage the instructional practices of high-performing grade levels, particularly Grade 5, to strengthen instruction across the campus through collaborative planning, lesson studies, and PLCs.

# Campus Action Plan Template

**Key Action One**

## Key Action 1

*Briefly state the specific goal or objective*

Improve the quality of instruction in all grade levels.

## Indicators of Success

*Measurable results that describe success*

- By December 2026, 50% of teachers will score 8/13 or above on their monthly spot scores for Instruction. By May 2027, 70% of teachers will score 10/13 or above on their monthly spot scores for Instruction.
- MOY 2026: 60% of teachers will show improved scores on the SPOT rubric compared to the 2026 baseline. EOY 2027: 80% of teachers will demonstrate growth from the 2026 baseline.
- By the end of the academic year, the average IRT score between IRT round 1 and IRT round 4 will increase by 10%.

## Specific Actions - School Leaders

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

- Monitor and provide weekly feedback/coaching on the implementation of the curriculum.
- Provided in-the-moment coaching and feedback during lessons.
- Collaborate with teachers to analyze data and strategically group students for small-group interventions.
- Leaders will coach teachers on effectively implementing MRS to provide various opportunities for scholars to increase their ability to read, write, and speak in English.

## Specific Actions - Staff

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

- Collaborate and analyze data and develop an action plan to address students' different levels of preparedness.
- Use effective, high-impact teaching strategies to support students in reaching mastery levels.
- Execute HISD specific engagement strategies (MRS) daily & consistently throughout the instructional block to provide scholars various opportunities to listen to, read, write and speak in English.
- Engage in PLCs with a focus on SCR and ECR across content areas; will provide evidence of implementation and provide peer feedback on how to improve students' writing.

## Key Action One

**Staff Development**

Who: All Teachers

What: HISD Ready Characteristics
Student engagement strategies
Internalizing and annotating a lesson plan

When: August Pre-Service

Where: J.P. Henderson Campus

**Budget**

| Proposed Item | Description | Amount |
|---|---|---|
| Staff Development | Preservice, Staff Development days, PLC, and Faculty meetings | 0 |
| Materials/resources | Whiteboards, response cards, dry-erase markers, highlighters, pencils, binders, chart post-its, card stock, sentence strips, poster film | 0 |
| Purchased services | | 0 |
| Other | | 0 |
| Other | | 0 |
| | **TOTAL** | **0** |

Funding Sources: PUA Regular

Key Action Two

**Key Action 2**

*Briefly state the specific goal or objective*

Improve proficiency in student writing across the curriculum.

**Indicators of Success**

*Measurable results that describe success*

- By the end of the first semester, 60% of students will receive at least a score of 1 on SCRs in ELA, and by April, 50% of students will receive a two on SCRs.
- By the end of the first semester, 60% of students will receive at least a score of 2 on ECRs on ELA; by April, the number of students who will receive a 3 or higher on ECRs will increase to a minimum of 70%.
- By May 2027, 75% of teachers will achieve the maximum score of 2 points for Engagement Strategies, specifically aligned to Writing on the Spot form.

**Specific Actions - School Leaders**

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

- Develop and establish a system to monitor students' progress on SCRs.
- Staff Development
- PLCs will be held to review SCRs
- Collect weekly SCRs from teachers  Review monthly ECRs from teachers
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**Specific Actions – Staff**

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

- Track and implement weekly SCRs
- Implement monthly ECRs to track progress over the year.
- Attend campus and district PD.
- Attend PLC weekly to receive feedback and coaching on writing instruction and scoring of SCRs.

## Key Action Two

**Staff Development**

Who: All Teachers

What: During PLCs, the topics will alternate between lesson internalization and execution, data-driven instruction, short and extended constructed responses, and engagement strategies. Among these major buckets of PLCs, 100% of staff members will actively pursue high student achievement for the 2026-2027 academic school year.

When: August 2026 – May 2027

Where: JP Henderson

**Budget**

| Proposed Item | Description | Amount |
|---|---|---|
| Staff Development | Preservice, Staff Development days, PLC, and Faculty meetings | 0 |
| Materials/resources | Whiteboards, response cards, dry-erase markers, highlighters, pencils, binders, chart post-its, card stock, sentence strips, poster film | 0 |
| Purchased services | | 0 |
| Other | | 0 |
| Other | | 0 |
| | **TOTAL** | **0** |

Funding Sources: PUA Regular

Key Action Three

**Key Action 3**

*Briefly state the specific goal or objective*

Improve Accountability and Compliance with special populations

**Indicators of Success**

*Measurable results that describe success*

- By the end of the academic year, 100% of campus ARDs are scheduled before HISD and TEA deadlines, according to the LEAD Compliance Rubric.
- By the end of May 2027, 2nd - 5th grade SpEd students will show a 10% increase in NWEA MAP from BOY to EOY for Achievement, in the areas of Math and Reading.
- EB students will show a minimum of 10% increase on Achievement NWEA Reading from BOY to EOY.

  By May 2027, 50% of Emergent Bilingual students will meet their NWEA Reading growth goal.

**Specific Actions - School Leaders**

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

- Monitor Frontline campus compliance weekly, identifying and resolving any upcoming or overdue items related to evaluations, ARDs, or services.
- Maintain and update the campus ARD tracker, ensuring that all ARD meetings are held on time, with the appropriate team members present, and that the required documentation is completed accurately.
- Facilitate coaching touchpoints with all SPED teachers, including data reviews, student work analysis, IEP development sessions, and reteach planning.
- Monitor implementation of effective ESL lessons and usage of Summit K-12.

**Specific Actions – Staff**

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

- Develop high-quality IEPs using best practices such as PLAAFP development, FIE review, and BOY planning.
- Prepared for and attended ARD meetings on time, contributing student progress data, accommodation logs, and instructional input.
- Regularly reference IEP-at-a-glance documents or full IEPs to stay current on each student's required support and behavior plans.

  Monitor Summit K-12 usage bi-weekly.

## Key Action Three

**Staff Development**

Who: Administration, Instructional, & Campus-based Support Staff

What: Ensure SpEd complies and has growth for students in NWEA.

When: August 2026 – May 2027

Where: JP Henderson

**Budget**

| Proposed Item | Description | Amount |
|---|---|---|
| Staff Development | Preservice, Staff Development days, PLC, and Faculty meetings | 0 |
| Materials/resources | District guidelines and resources | 0 |
| Purchased services | | 0 |
| Other | | 0 |
| Other | | 0 |
| | **TOTAL** | **0** |

Funding Sources:

**Key Action Four**

**Key Action 4**

*Briefly state the specific goal or objective*

**Indicators of Success**

*Measurable results that describe success*

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**Specific Actions – School Leaders**

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

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**Specific Actions – Staff**

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

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## Key Action Four

**Staff Devel.**

Who:

What:

When:

Where:

**Budget**

| Proposed Item | Description | Amount |
|---|---|---|
| Staff Development | | |
| Materials/resources | | |
| Purchased services | | |
| Other | | |
| Other | | |
| | **TOTAL** | |

Funding Sources: