HISD

2026 – 2027

Campus Action Plan

Campus Name

Park Place Elementary

Principal Name

Fernando Alarcón

STAAR Mathematics data reflect strengths in Grade 5 performance at the Meets level, while Grade 4 presents an opportunity for increased instructional support to improve student achievement at both the Meets and Masters performance levels.

STAAR Science Performance			
Grade	**Approaches**	**Meets**	**Masters**
Grade 5	68%	29%	13%

These results indicate an opportunity to strengthen students' scientific understanding through standards-aligned instruction, inquiry-based learning experiences, frequent formative assessments, and targeted interventions focused on high-priority TEKS. Continued use of data-driven instructional planning and collaborative PLCs will support increased student achievement at both the Meets and Masters performance levels.

STAAR-ALT Reading Performance			
Grade	**Approaches**	**Meets**	**Masters**
Grade 5	100%	80%	20%

These results demonstrate that most students are meeting grade-level alternate academic expectations, with opportunities to increase the percentage of students performing at the Masters level through targeted instruction, progress monitoring, and individualized interventions aligned to students' IEP goals.

STAAR-ALT Math Performance			
Grade	**Approaches**	**Meets**	**Masters**
Grade 3-5	100%	100%	80%

STAAR Alternate 2 Mathematics results indicate that 80% of students achieved the Masters performance level, demonstrating strong mastery of alternate academic standards. Twenty percent of students performed at the Meets level, indicating an opportunity to provide targeted support to increase the percentage of students reaching the highest performance level while maintaining overall achievement.

STAAR-ALT Science Performance			
Grade	**Approaches**	**Meets**	**Masters**
Grade 3-5	100%	50%	50%

These results demonstrate that all assessed students met alternate academic standards, with continued opportunities to increase the percentage of students performing at the Masters level through individualized instruction, standards-aligned interventions, and ongoing progress monitoring.

Grade	At/Above Benchmark
Kindergarten	71%
Grade 1	56%
Grade 2	59%

DIBELS results indicate that Kindergarten students demonstrated the highest percentage of students performing at or above benchmark (71%), while Grades 1 and 2 achieved 56% and 59%, respectively. These data identify an opportunity to strengthen foundational literacy skills in first and second grades through evidence-based reading instruction, targeted intervention groups, and frequent progress monitoring to increase the percentage of students meeting benchmark expectations.

LECTURA en Español Performance

Grade	At/Above Benchmark
Kindergarten	87%
Grade 1	67%
Grade 2	76%

Lectura en Español results demonstrate strong foundational literacy achievement across bilingual classrooms, with Kindergarten achieving the highest performance at 87%. First grade (67%) and second grade (76%) indicate opportunities to strengthen Spanish literacy development through differentiated instruction, targeted small-group interventions, and ongoing formative assessment to increase the percentage of students performing at or above benchmark.

System evaluation (philosophy, processes, implementation, capacity)

Park Place Elementary School is committed to a continuous improvement model grounded in data-driven decision-making, collaborative leadership, and ongoing evaluation. The campus implements systematic processes to monitor student achievement, evaluate instructional effectiveness, and ensure that resources and supports are strategically aligned to improve student outcomes. These processes establish accountability at every level and drive the rapid improvement efforts outlined in the Campus Improvement Plan.

Continuous Improvement Processes

Identifying Baseline Data: Campus leaders analyze multiple sources of student achievement, demographic, perception, and process data to establish a comprehensive understanding of current performance. Baseline data—including STAAR, TELPAS, NWEA MAP, DIBELS, district assessments, attendance, discipline, and classroom observation data—are used to identify strengths, determine root causes, prioritize campus needs, and align improvement efforts with state accountability expectations.

Campus Action Plan

KEY ACTION ONE

Key Action 1 *(Briefly state the specific goal or objective)*

Improve student achievement and growth in reading for students in grades K–5.

Indicator of Success *(Measurable results that describe success.)*

- By January 2027 (MOY), 45% of students in grades K–2 will be at or above grade level on DIBELS, and 75% of bilingual students will be at or above grade level in Lectura.
- By May 2027 (EOY), 65% of students in grades K–1 will be at or above grade level on DIBELS, and 80% of bilingual students will be at or above grade level in Lectura.
- By January 2027 (MOY), 60% of students in grades 2–5 will meet their NWEA MAP Reading projected growth goal.
- By May 2027 (EOY), 50% of students in grades 2–5 will meet their NWEA MAP Reading projected growth goal.
- By January 2027 (MOY), 70% of reading teachers will demonstrate consistent implementation of high-quality Tier 1 and Acceleration instructional practices, as evidenced by earning a score of 8 or higher in the instructional domain of the SPOT observation tool.
- By May 2027 (EOY), 80% of reading teachers will demonstrate consistent implementation of high-quality Tier I and Acceleration instructional practices, as evidenced by earning a score of 10 or higher in the Instruction domain of the SPOT observation tool.

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

- Campus administrators will monitor DOLs daily through K-5 classroom DOL data trackers and OnTrack, to monitor student mastery of daily learning targets.
- Campus administrators will monitor daily implementation of Acceleration Block (2nd Teach) through classroom visits and SPOT observations, using walkthrough evidence to ensure instructional fidelity and high-quality intervention
- Campus Administrators will support reading teachers with data-driven PLCs and monitor daily targeted reading intervention during Acceleration Block for Tier 1 and Tier 2 students, using DOL data, intervention plans, and student progress monitoring to accelerate reading achievement.
- Campus administrators will support and monitor SOR/Social Studies teachers as they partner with the Reading teacher to provide targeted Science of Reading interventions during the Acceleration Block. Leaders will support through data driven PLCs monitor the use of DOL data, intervention groupings, student work, and progress monitoring data to ensure responsive instruction and improved reading achievement for Tier 2 and Tier 3 students.
- Campus administrators will monitor daily working breakfast tutorials using student performance data to ensure curriculum-aligned instruction is implemented consistently through collaboration between reading and social studies teachers and supports increased student achievement.
- Campus administrators will facilitate weekly PLCs using DOL data, CADFA unit assessments, DSA data, and NWEA MAP reports to monitor student progress, identify instructional adjustments, and improve reading achievement.
- Campus administrators will conduct weekly SPOT walkthroughs focused on listening, speaking, writing, and reading annotations, then use walkthrough evidence to provide same-day feedback, modeling, and targeted coaching on identified gaps to increase rigorous literacy practices and student engagement.
- Campus administrators and instructional coaches will provide ongoing, job-embedded coaching during classroom instruction using SPOT observation data, coaching documentation, and classroom observations to strengthen implementation of evidence-based reading practices and improve instructional effectiveness.
- Campus administrators will facilitate weekly demo lessons with teachers prior to reading

DEVELOPMENT

When:

BOY, MOY, AND EOY data reviews; weekly PLCs; every 3-week progress monitoring cycle; monthly coaching and PD sessions.

Where:

Campus PLC meetings, classrooms, faculty meetings, and district PD sessions.

BUDGET

Proposed Item	Description	Amount
Staff Development	Teachers will participate in targeted PD sessions that focus on improving high quality instruction to meet the needs of students with a focus on PLCs, Demo Days and on the spot coaching.	0
Materials/resources	District curriculum, Great 8 PD, district PD resources, Spot Form, engagement Strategies	0
Purchased services	N/A	0
Other		0
Other		0
	TOTAL	0

Funding Sources:
General Funds

achievement.

Specific Actions - Staff (*What specific action steps will the staff take to accomplish the objective?)*

- Teachers will implement rigorous, standards-aligned Tier I mathematics instruction and daily Acceleration Block (2nd Teach) interventions using DOL data, formative assessments, and progress monitoring to address learning gaps and improve mathematics achievement.
- Math and intervention teachers will collaborate to provide targeted mathematics interventions during Acceleration Block and working breakfast tutorials, using DOL data, intervention plans, student work, and progress monitoring to accelerate learning for Tier 1, Tier 2, and Tier 3 students.
- Teachers will actively participate in weekly PLCs by analyzing DOLs, common formative assessments, district assessments, NWEA MAP reports, and IXL Math data to monitor student progress, adjust instruction, and improve mathematics achievement.
- Teachers will consistently implement evidence-based mathematics instructional strategies that promote mathematical discourse, problem-solving, conceptual understanding, use of mathematical representations, and student engagement while incorporating feedback from walkthroughs and coaching to strengthen instructional effectiveness.
- Teachers will actively participate in job-embedded coaching, weekly lesson rehearsals, and collaborative planning while implementing feedback to strengthen lesson internalization, instructional delivery, and student engagement.
- Teachers will develop and implement HISD-aligned lesson plans, annotated slide decks, Daily Objectives (DOLs), and targeted interventions while monitoring student progress through IXL Math and formative assessment data to ensure rigorous mathematics instruction and increased student achievement.

Key Action Two

STAFF DEVEL

Who:
Campus Leaders

What:
Provide professional development and coaching on MAP data analysis, differentiated instruction, intervention planning, progress monitoring, standards-aligned instruction, and family engagement to support student growth goals.

When:

BOY, MOY, AND EOY data reviews; weekly PLCs; every 3-week progress monitoring cycle; monthly coaching and PD sessions.

KEY ACTION THREE

Key Action 3 *(Briefly state the specific goal or objective)*

Improve teacher capacity to provide High Quality Instruction.

Indicator of Success *(Measurable results that describe success)*

- By January 2027 (MOY), 70% of all teachers will earn a score of 10 or higher in the Instruction Domain of the SPOT observation tool, based on 50% of teachers earning a 10 in in the instructional domain of the SPOT form at BOY.
- By April 2027 (EOY), 80% of all teachers will earn a score of 10 or higher in the Instruction Domain of the SPOT observation tool.
- By April 2027 (EOY), 80% of teachers will earn a score of 2.5+ in the Planning Domain of the SPOT observation tool.
- By April 2027 (EOY), 80% of teachers will earn a combined score of 10 or higher on the Instruction Domain during Acceleration Block (2nd Teach) observations.

Specific Actions - School Leaders *(What specific action steps will the leaders take to accomplish the objective?)*

- Campus leaders will participate in daily morning and afternoon instructional huddles to monitor campus instructional expectations, reinforce instructional priorities, and ensure alignment to campus instructional goals.
- Campus leaders will conduct weekly instructional walkthroughs using the SPOT observation tool to monitor instructional delivery, student engagement, and planning implementation, providing timely, same-day feedback to strengthen teacher practice.
- Campus leaders will facilitate weekly PLCs focused on student performance data tracking, lesson internalization, instructional planning, and evidence-based instructional strategies aligned to the HISD curriculum and SPOT expectations.
- Campus leaders will provide ongoing job-embedded coaching using SPOT observation data, classroom observations, and the Sweet Sixteen strategies to strengthen instructional effectiveness and teacher growth.
- Campus leaders will facilitate weekly demo lessons using lesson plans, annotated slide decks, and coaching feedback to strengthen lesson internalization and instructional delivery.
- Campus leaders will review weekly edited and annotated slide decks and annotated DOLs to ensure alignment to the HISD curriculum and rigorous, standards-aligned instruction.
- Campus leaders will monitor daily implementation of Acceleration Block (2nd Teach) through classroom visits and SPOT observations to ensure instructional fidelity and high-quality intervention.
- Campus leaders will collect weekly evidence during Acceleration Block observations and review implementation monthly using SPOT data, student work, intervention plans, and progress monitoring data to strengthen instructional practices.
- Campus leaders will analyze SPOT observation trends weekly to identify instructional strengths and areas for growth.
- Campus leaders will monitor monthly progress for Emergent Bilingual, Special Education, and Tier 2/3 students using progress monitoring data, student work, and intervention records to ensure instructional adjustments and effective implementation of targeted supports.

MENT	Where: Campus professional learning spaces Grade-level and content PLC meeting rooms Data Room Conference Room Library Computer Lab Classrooms during coaching, modeling, and instructional walks Virtual learning platforms and district learning management systems

Budget

Proposed Item	Description	Amount
Staff Development	Extra duty pays for campus leaders, teacher leaders, and teachers to plan, prepare, lead, or participate in staff development after hours.	0
Materials/resources	Books, instructional materials, consumables, anchor charts, index cards, dry-erase markers, pencils, paper	0
Purchased Services	IXL,	0
Other	Zearn digital platform	0
Other		0
	TOTALL	0

Funding Sources:
Title 1

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

- All teachers will implement IEPs, accommodations, modifications, and specially designed instruction with fidelity while maintaining timely documentation and compliance with special education requirements.
- General education and bilingual teachers will implement differentiated instruction, language supports, sheltered instructional strategies, and evidence-based interventions to meet the needs of Emergent Bilingual students, students receiving special education services, and Tier 2/3 learners.
- General education and special education teachers will participate in weekly PLCs, professional learning, and job-embedded coaching while implementing feedback to strengthen instructional practices and improve outcomes for special populations.
- Bilingual/ESL teachers will analyze NWEA MAP, formative assessments, progress monitoring, student work, and intervention data to adjust instruction, monitor student growth, and accelerate learning for special populations.
- General education teachers will collaborate with special education teachers and campus support staff to implement targeted instructional supports, monitor student progress, and ensure equitable access to grade-level instruction.

Key Action Four

STAFF DEVELOPMENT

Who:

Special Education Teachers
General Education Teachers
Emergent Bilingual (EB) Teachers
Special Education Case Managers
Campus Administrators
Teacher Leaders

What:

Special Education Compliance and ARD Procedures Training
IEP Implementation and Progress Monitoring Training
HISD Curriculum Planning for Students Receiving Special Education Services
Evidence-Based Instructional Strategies for Students with Disabilities
Language Acquisition and Instructional Support Strategies for Emergent Bilingual Students
Accommodations, Modifications, and Specially Designed Instruction Training
Co-Teaching and Inclusion Best Practices
Data Analysis and Progress Monitoring Sessions
PLCs Focused on Student Achievement and Intervention Planning
Instructional Coaching Cycles and Classroom Modeling
SPOT Observation Calibration and Feedback Sessions

When:

August Pre-Service Week
District and Campus Professional Development Days
Weekly PLC Meetings
Monthly Special Population Data Meetings
Weekly Coaching Cycles
Compliance and Progress Monitoring Reviews per Cycle