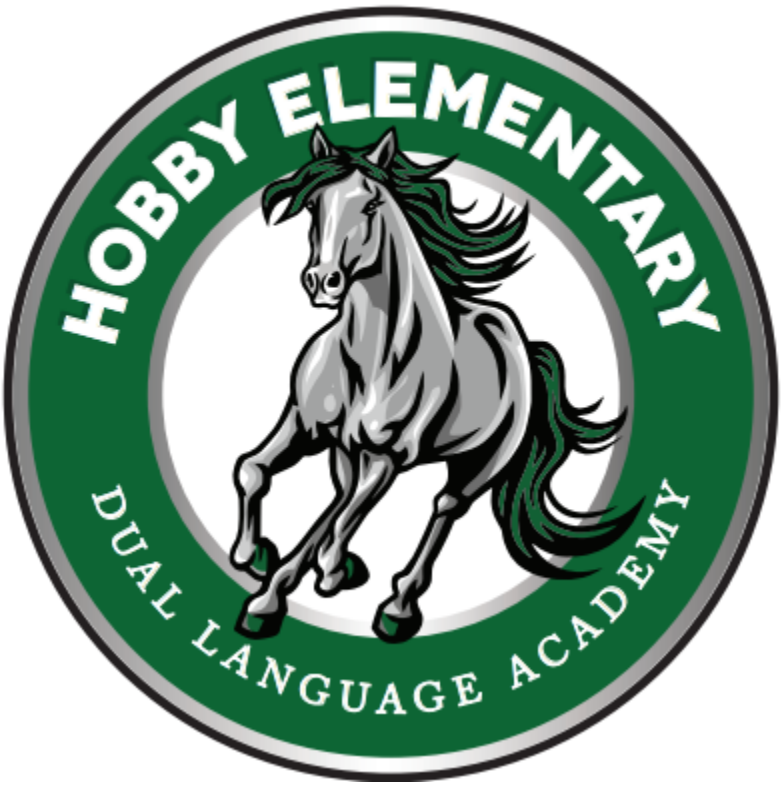


2026-2027 Action Plan
HOBBY ES

Philma Thomas - Muhammad, Principal

School Action Plan – Needs Assessment

District philosophy and guiding framework:

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

Needs related to student achievement data

Preliminary STAAR 25-26 Performance DATA (Grades 3–5)

Reading

- Approaches Grade Level: 70%
- Meets Grade Level: 40%
- Masters Grade Level: 15%

Strengths: Reading remains the strongest content area, with 70% of students meeting the Approaches standard and 40% achieving Meets. The 15% Masters rate indicates a solid group of high-performing students.
Opportunity: Focus on moving students from Approaches to Meets and increasing the percentage of students reaching Masters performance.

Mathematics

- Approaches Grade Level: 63%
- Meets Grade Level: 32%
- Masters Grade Level: 9%

Strengths: Nearly two-thirds of students met the Approaches standard.
Opportunity: Mathematics remains an area for growth, particularly in increasing Meets and Masters performance levels. Strategic interventions and targeted small-group instruction may help accelerate achievement.

Science

- Data not provided.

NWEA MAP Growth Results

- Reading: Achievement Growth (BOY to EOY): Increased from 40% to 48% (+8 percentage points)
- Reading: Growth Achievement (BOY to EOY):56% (+ 11 percentage points)
- Math: Growth (MOY to EOY): 45% (-5% percentage points)
- Math: Achievement (BOY to EOY): 47 % (0 change)
- Science: Growth (BOY to EOY): (+6 percentage points)
- Science Achievement (BOY to EOY): (+ 20 percentage points)

DIBELS Growth Results

- Composite: Growth from BOY to EOY +39%
- Letter Sounds: Growth from BOY to EOY + 30%

- Decoding: Growth from BOY to EOY + 52%
- Word Reading: Growth from BOY to EOY + 31%
- Reading Accuracy: Growth from BOY to EOY + 40%

Needs related to improving the quality of instruction

- Improve student engagement and teacher effectiveness at explicitly modeling the math concept during the direct teach portion of the math lesson cycle
- Close learning gaps for special population students through explicit modeling of strategies, and purposeful planning for check for understanding, use of scaffolds, and accommodations.
- Increase teachers' use of annotations to explicitly model thinking steps during direct instruction in core subjects.
- Increase pre-planned opportunities (CFU prompts) for students to demonstrate their understanding of the lesson objective through structured written responses.

System evaluation (philosophy, processes, implementation, capacity)

- Strengthen teachers' ability to deliver high-quality Tier 1 and Small Group (Reteach) instruction.
- Develop Tier 2 leaders' skills in providing effective feedback and real-time coaching through the implementation of weekly calibration walks.
- Refine the reteach model (look fors) in Math, Reading, and Science to maintain high-quality instructional practices and student engagement.
- Strengthen the PLC structure to build teacher instructional capacity and enhance the lesson internalization process.

Key Actions

- Improve the effectiveness of student engagement strategies throughout the lesson cycle to ensure all students are actively participating.
- Improve teacher effectiveness in implementing explicit modeling of annotations during the direct teach across all grade levels.
- Improve the structure of PLCs to increase teacher capacity in the area of lesson internalization through the implementation of the lesson internalization protocol, side-by- side planning, and at-bats.

School Action Plan Template

KEY ACTION ONE

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

Improve teacher capacity to internalize and customize math lessons effectively, ensuring explicit modeling of math concepts during the Direct Teach segment of instruction.

Indicators of success ***(Measurable results that describe success.)***

1. By October 30, 2026, 60% of math teachers will be proficient in using the lesson internalization protocol to customize HISD curriculum materials to meet students' academic needs, as evidenced by teacher annotations, exemplar DOLs, exemplar at-bat problems, and exemplar written responses.
2. By the NWEA MOY assessment (Fall 2026–Winter 2027), math growth across grades 1–5 will increase by 5 points.
3. By March 31, 2027, 80% of math teachers will be proficient in using the lesson internalization protocol to customize HISD curriculum materials to meet students' academic needs, as evidenced by teacher annotations, exemplar DOLs, exemplar at-bat problems, and exemplar written responses.
4. By the NWEA EOY assessment (Fall 2026–Spring 2027), math achievement across grades 1–5 will increase by 5 points.

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

Hobby leaders will

1. Leaders and teacher-leaders will engage in summer planning to ensure alignment across grade levels regarding lesson internalization and customization practices.
2. Leaders will develop a system for tracking daily DOL data and prioritizing coaching, direct modeling, and planning support for teachers with low student growth data.
3. Leaders will model data analysis protocols during pre-service and Data PLCs.
4. Leaders will analyze NWEA BOY (Fall 2026) and STAAR (April 2026) data to develop intervention rosters aligned to students' academic needs.
5. Hobby leaders will conduct weekly calibration walkthroughs to monitor lesson internalization and customization through evidence of PLC and pre-service strategies, including timers, MRS strategies, scaffolds, annotations, and pacing.
6. Hobby leaders will use formal and informal observation data to provide ongoing, targeted side-by-side planning support for teachers in need of coaching.

	Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*
	Hobby teachers will: 1. Teachers will participate in all pre-service lesson internalization professional development. 2. Teachers will implement the Hobby ES lesson planning guide and lesson internalization protocol with fidelity. 3. Teachers will upload annotated lesson slides and exemplar DOLs to Google Drive every Thursday by 5:00 p.m. 4. Teachers will track DOL performance daily using OnTrack and required campus trackers. 5. Deliver real-time coaching promptly. 6. Actively participate in weekly PLCs and assigned at-bats, ensuring slides are tailored to promote student engagement.

	Key Action One: Staff Development		
Staff Devel.	Who: Campus Admin		
	What: NES Expectations, Instructional Characteristics, and Domain II, Reteach Lesson Cycle/Expectations		
	When: August Pre-Service 2025		
	Where: Library		
	Key Action One: Budget		
	Proposed item	**Description**	**Amount**
Budget	Staff development	PD #1: HISD Characteristics of High-Quality Instruction PD #2: Model an exemplar of the Reteach lesson cycle with embedded use of engagement strategies. PD #3: Campus Expectations/Look Fors for Student Engagement and Delivery	$0
	Materials/resources	Handouts of PPT Participants Guide PD Supplies: Bins,Pens, Technology, etc.	$0
	Purchased services	NA	$0
		TOTAL	$0

KEY ACTION TWO	**Key Action** ***(Briefly state the specific goal or objective.)***
	Improve the effectiveness and quality of instruction through explicit modeling of purposeful annotations during direct instruction.
	Indicators of success ***(Measurable results that describe success.)***
	● By October 31, 2026, 50% of teachers will implement purposeful annotations as a scaffolding strategy during direct instruction (core subjects). ● By November 30, 2026, there will be tangible/observational evidence of students applying modeled annotations on student activities and paper DOLs during core instruction. ● STAAR Reading 2027 will reflect a minimum of 5 point gain in Meets and Mastery.
	Specific actions – school leaders ***(What specific action steps will the building leaders take to accomplish the objective?)***
	Hobby leaders will ● Provide professional development on creating exemplars using purposeful annotation marks. ● Implement a campus-wide protocol for annotating DOLs, student activities, and mentor texts. ● Observe direct instruction and give immediate feedback on the use of purposeful annotations. ● Collaborate with teachers in side-by-side planning for direct instruction. ● Review annotated exemplars of DOLs and student activities, and provide written feedback before lesson delivery. ● Engage in side-by-side weekly planning sessions with learning coaches (MWF) to support with creating exemplar annotations, extension activities (focused on structured writing) for S2 and A student activities.
	Specific actions – staff ***(What specific action steps will the staff take to accomplish the objective?)***
	Hobby teachers will ● Implement the lesson internalization protocol, ensuring DOLs and student activities are annotated in alignment with campus expectations. ● Apply feedback from real-time coaching immediately. ● Use exemplar annotations of DOLs and student activities as a reference tool during instruction (on clipboard). ● Model annotations using think-alouds during direct instruction. ● Review written feedback from administrators and make necessary adjustments before delivering the lesson.

Staff Devel.	**Key Action Two: Staff Development**		
	Who: Campus Admin		
	What: PD on Creating Exemplar Annotations of DOLs, Mentor Texts, and Student Activities Using Annotation Marks.		
	When: August Pre-Service 2026		
	Where: Library		
	Key Action Two: Budget		
	Proposed item	**Description**	**Amount**
Budget	Staff development	PD # 1: Using Annotations as a Scaffold During Direct Instruction. PD # 2: Creating Exemplars of Purposeful Annotations as a Part of Lesson Internalization.	$0
	Materials/resources	Handouts of PPT Participants Guide PD Supplies: Bins,Pens, Technology, etc.	$0
	Purchased services		
		TOTAL	$0

KEY ACTION THREE	**Key Action** *(Briefly state the specific goal or objective.)* **Increase linguistic proficiency levels of emergent bilingual students across all grade levels.**
	Indicators of success *(Measurable results that describe success.)* ● 25% of EB students will grow 1 proficiency level in Writing on the 2027 TELPAS. ● Increase the number of EB students scoring a composite rating of Advance High Proficiency Level from 4% to 10%, reflecting a 6 point gain. ● 25% of EB students growing 1 proficiency level in Speaking on the 2027 TELPAS. **Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish the objective?)* **Hobby leaders will:** ● Guide teachers through a data deep dive into 2026 TELPAS Data Analysis during the State of School Presentation (in Pre-Service) ● Facilitate professional development sessions on the content-based language instruction (CBLI) and monitor implementation during classroom visits and spot observations ● Collect and analyze data on the implementation of the CBLI strategies during the calibration walks at least once per week ● Coach and model CBLI strategies in real-time lessons for teachers

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

Hobby teachers will:

- Know the EB students and their current proficiency levels based on 2026 TELPAS ratings
- Engage in ongoing training on CBLI strategies and implement these strategies with consistency and purpose
- Implement coaching and feedback on CBLI strategies with fidelity
- Customize lesson slides and student activities to ensure EB students to the opportunity to read, write, speak, and think about the content with embedded scaffolds and supports, as needed

Key Action Three: Staff Development

Staff Devel.

Who: Content teachers and teacher apprentices

What: Analyze TELPAS and assessment data to monitor the progress of EB students

When: Ongoing

Where: PLC/Demo/DOL/Team Center

Key Action Three: Budget

Budget

Proposed item	Description	Amount
Staff development	PD 1: State of the School 2026 TELPAS Deep Dive (August, 2026) PD 2: EB Supports (August 26) PD 3: EB Language Proficiency Levels (September, 2026)	$0.00
Materials/resources		$0.00
Purchased services	Summit K-12	Approx:$0.00
Other		$0.00
Other		$0.00
	TOTAL	$0.00

Funding sources: Title 1

KEY ACTION FOUR

Key Action Four: Increase students (Grades 3-5) ability to compose structured written responses using the SCR and ECR rubric.

Indicators of success *(Measurable results that describe success.)*

- By December 2026, 20% of 3-5 students will score 3 or higher on unit assessment ECR questions
- 25% of EB students will grow 1 proficiency level in the writing domain on the 2027 TELPAS assessment
- 40% of all 3-5 graders will score 3 or higher on the 2027 STAAR ECR

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

Hobby leaders will:

- Provide professional development and model exemplar of how to facilitate short constructive responses across various content on September 30, 2026
- Conduct training on the Grades 3-5 RLA Constructed Response Scoring Guide for all core content teachers in grades 1-5 by September 30, 2026
- Monitor implementation of the RACES strategy for constructed response in RLA and Social Studies classes (modified strategy for grades 1-2)
- Develop a protocol for collecting and analyzing student writing samples in PLC once per month beginning in September 30, 2026
- Provide on the spot coaching to teachers on how to provide immediate and constructive feedback to student writing

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

Hobby teachers will:

- Plan at minimum one structured writing activity during every lesson
- Collect student writing samples and provide written feedback twice a week
- Explicitly teach students how to craft a short constructive response
- Provide exemplar writing samples and rubric for students to follow when implementing SCR and ECR writing activities
- Input one writing grade bi-weekly

Key Action Four: Staff Development

Staff Devel.

Who: Content Teachers and Teacher Apprentices

What: Collect & Analyze the Quality Student Writing Samples

When: Ongoing

Where: PLC/Demo PD

Key Action Four: Budget

Budget

Proposed item	Description	Amount
Staff development	Analyze STAAR Writing Samples-September, 2026 Review the SCR and ECR Rubrics-September, 2026	$0.00

	Materials/resources	Student writing samples from TIDE	$0.00
	Purchased services		$0.00
	Other		$0.00
	Other		$0.00
		TOTAL	$0.00
	Funding sources:		