HISD

2026 – 2027

Campus Action Plan

Campus Name

Farias Early Childhood Center

Principal Name

María Nevárez Solís

Campus Action Plan – Needs Assessment

District philosophy and guiding framework

Core Beliefs | Vision | Theory of Action

Needs related to student achievement data

*Students entering PreK have limited formal instruction in academic development as reflected in the BOY CIRCLE Progress Monitoring tool which shows that 70% of our students are critically low in Literacy and Math Skills.

*PreK students have one academic year to develop core foundation skills in literacy and math in order to be prepared for the rigor of kindergarten and beyond.

*PreK students have limited social skills as reflected in the BOY CIRCLE's Social/Emotional subtest which shows that 70% of our students have difficulty with self awareness, social awareness, self regulation, and relationship building. 90% of our students have never attended a formal instructional setting. These social skills need to be developed in order to access core content skills.

Needs related to improving the quality of instruction

*The age and lack of school experience of our students requires the teachers to be intentional in building confidence in the students so that they can be purposefully and actively engaged in a lesson.

*Instructional activities need to be designed in a differentiated method to meet the needs of the students and reflected in small group instruction and workstations.

*A deep core understanding of phases of development for foundation literacy and math skills is needed so that the students receive lessons that are differentiated to meet their needs.

System evaluation (philosophy, processes, implementation, capacity)

*BOY training during August PD for teachers that aligns to Texas PreK Guidelines, Pedagogy, and developmentally appropriate practices.
*Weekly Spots
*On the Spot coaching
*Data collection for BOY, MOY, EOY CIRCLE reflected on On Track
*Frequent review of Data Binders
*Demo lessons during PLCs
*Weekly lesson internalization sessions

Campus Action Plan Template

Key Action One

Key Action 1

Briefly state the specific goal or objective

Improve staff capacity or leadership density

Indicators of Success

Measurable results that describe success

- 90% of classroom teachers will average Proficient I or above by May 2027 on the Spot observation form.
- The four Team Leads will average Proficient II or above by May 2027 on the Spot Observation form.
- A minimum of 3 student engagement activities will be evident in a 12-minute observation for 75% of the teachers by November 2026 and increase to 90% of the teachers by January 2027.

  By May 2027, 90% of teachers will agree or strongly agree to the following statement from the CNA survey: The PD trainings and instructional capacity learning sessions, and coaching that I received helped me become a more effective teacher."

Specific Actions - School Leaders

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

- Empower teacher leaders by coaching their leadership skills and developing their capacity to lead lesson internalization sessions by November 2026.
- Include a session in all PD sessions for the 2026-2027 school year that focuses on the four areas of the spot that focus on student engagement.
- Design PLCs to include at least one "at bat" opportunity for Year one or year two teachers to practice the focus instructional skill.
- Plan a minimum of six sessions throughout the year for team leads to participate in lesson calibration with the administration.

  Include Team Leads in studying the average Spot form data analysis before IRT.

Specific Actions - Staff

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

- Show evidence of curriculum implementation/lesson internalization as captured in the Spot visits and coaching observations.
- Implement strategies reviewed during PLCs and lesson internalization sessions with the expectation of "turn and burn" and immediate implementation.
- Observe peers during core instruction using the Spot form for lesson calibration.

Key Action One

Staff Development

Who: Principal, Assistant Principal, Teacher Specialist, Team Leads

What:
Monitor systems for fidelity
Lead by example
Calibrate at least once weekly
Analyze Spot data for trends
Plan curriculum training and lesson internalization sessions

When:

Where: Farias ECC

Budget

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

Funding Sources:

Key Action Two

Key Action 2

Briefly state the specific goal or objective

Improve Student Academic Outcome

Indicators of Success

Measurable results that describe success

- 85% of PreK 4 English students will score Master for the Alliteration portion of the CIRCLE Progress Monitoring tool by May 2027
- 85% of PreK 4 Bilingual students will score Master for the Words in a Sentence subtest of the CIRCLE Monitoring tool by May 2027
- Overall 95% score in phonological awareness assessments in both English and Spanish instruction for prek 4 students.

Specific Actions - School Leaders

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

- Provide PD, PLC at bat sessions, and lesson internalization sessions to support mastery of how the skills are taught and how they are tested.
- Intentionally observe the phonological awareness lessons during lesson observations in both whole and small group instruction to select model teachers.
- Create a system of data tracking for mastery progress,
- Analyze data and present after assessment wave for Team Leads and subsequent waves will be facilitated by Team Leads.

Specific Actions – Staff

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

- Use the Instructional Strategy Cards, aligned to the Texas PreK Guidelines, to support whole group and small group planning and instruction in an explicit and strategic routine.
- Emphasize Alliteration and Words in a Sentence daily during the morning message.
- Selected teachers who demonstrated mastery for the 2025-2026 school year to model lessons for teachers in need.

Use CLI data after BOY and MOY administration of CIRCLE to conduct data analysis during team meetings.

Key Action Two

Staff Development

Who: Farias Teachers, Farias Admin.

What:

When: August PD, Bi weekly PLCs, Yearlong PD, Daily lessons

Where:

Budget

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

Funding Sources:

Key Action Three

Key Action 3

Briefly state the specific goal or objective

Improve High Quality Instruction

Indicators of Success

Measurable results that describe success

- By November 2026, 80% of PreK 4 classroom visits will consist of a minimum of 3 student engagement strategies documented in a Google tracker. By January 2027, 95% of PreK 4 classroom visits will consist of a minimum of 3 student engagement strategies, including a structured turn and talk as documented in a Google tracker.
- By November 2026, 80% of PreK 3 classroom visits will consist of a minimum of 2 student engagement strategies documented in a Google tracker. By March 2027, PreK 3 classrooms will consist of a minimum of 3 student engagement strategies, including a turn and talk, as documented in a Google tracker.
- By January 2027, purposeful writing in PreK 4 classrooms using the Magic Boards will be included in the literacy or math block as documented in a Google tracker.

  By May 2027 SPED Teachers will perform 12 or higher on overall Spot average based on campus spot observations.

Specific Actions - School Leaders

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

- Conduct weekly classroom walkthroughs focused on student engagement indicators.
- Facilitate bi-weekly PLCs on student engagement strategies, analyze student engagement data, and internalize upcoming lessons with a focus on active participation.
- Provide coaching cycles and real-time feedback for Core and Sped Teachers.
- Selected teachers Model high-engagement lessons and host peer observations for Core and Sped Teachers.
- Design a scope and sequence for turn and talk for PreK 3 and PreK 4.
  .
  CORE AND SPED TEACHERS

Specific Actions – Staff

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

- Implement daily student engagement routines and strategies with fidelity.
- Plan for student engagement in every lesson during team planning.
- Track and monitor student participation.
- Respond to feedback from Spots and coaching.
- Increase student talk and academic language.

  Participate in Professional development related to high quality instruction for SPED.

Key Action Three

Staff Development

Who: Farias Teachers, Farias Admin.

What: Monitoring, Checking for Understanding.
Leading PD/PLC sessions
Providing at bats opportunities
Create and follow Google tracking system
Design a scope and sequence for turn and talk process.

When:

Where:

Budget

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

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: