HISD

2026 – 2027

Campus Action Plan

Campus Name

Fondren Elementary School

Principal Name

Catherine Casillas

Campus Action Plan – Needs Assessment

District philosophy and guiding framework

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

Needs related to student achievement data

Reading- Grade 4 demonstrated the highest Reading growth percentile from BOY to MOY at 68th percentile.
Grade 3 Reading growth percentile remains an area of focus at 46th percentile growth.
Spanish Reading data demonstrates continued achievement gaps among Emergent Bilingual students, specifically in Grades 3 and 4.

Math-Based on MOY NWEA Math MAP data, school-wide Math achievement increased from 55% BOY Achievement to 58% MOY Achievement (+3).
Grades 2–4 demonstrated strong growth percentiles ranging from 65th–69th percentile growth.
Grade 1 Math growth percentile remains an area of focus at 40th percentile growth.

Science- Based on MOY NWEA Science MAP data, school-wide Science achievement increased from 51% BOY Achievement to 61% MOY Achievement (+10).
Grade 3 Science demonstrated the highest growth percentile at 73rd percentile growth.
Grade 5 Science achievement remained stable and will require targeted support moving into STAAR readiness.

Emergent Bilingual Students
Spanish Reading achievement remained stagnant school-wide from BOY to MOY.
Grade 4 Spanish Reading achievement decreased from 31% to 20%, indicating a continued need for language supports, ELPS implementation, and targeted literacy interventions.

Students Receiving Special Education Services
Students receiving Special Education services continue to require increased access to rigorous Tier 1

Needs related to improving the quality of instruction

2025-2026 IRT Data:
#1-11.1
#2-13.3
#3-12.6
#4-15.68

-Increase consistency of High-Quality Tier 1 instruction aligned to the HISD SPOT Observation Rubric. Strengthen lesson internalization and student-centered instructional practices.
-Increase differentiated instructional practices and scaffolded supports for Emergent Bilingual and Special Education students.
-Improve implementation of accommodations, modifications, and progress monitoring aligned to student needs.
-Strengthen teacher capacity through coaching cycles, PLC planning, and data-driven instructional practices.

System evaluation (philosophy, processes, implementation, capacity)

-Building instructional capacity through weekly PLC planning meetings, coaching cycles, and ongoing professional development.

-Bi-weekly calibration and alignment of campus instructional expectations using the HISD SPOT Observation Rubric.

-Teachers coaching one another and participating in lesson demonstrations and collaborative planning opportunities.

-Targeted coaching schedules based on student data trends, SPOT observation data, and progress monitoring.

-Continued implementation of systems aligned to Domain 3: Closing the Gaps accountability priorities.

Campus Action Plan Template

Key Action One

Key Action 1

Briefly state the specific goal or objective

Improve the quality of Reading instruction through consistent implementation of High-Quality Tier I literacy instruction.

Indicators of Success

Measurable results that describe success

- Based on the school-wide NWEA Reading MAP Assessment data, by January 2027, 60% of students will meet or exceed their projected NWEA MAP Reading growth goal from BOY to MOY, and by May 2027, 70% of students will meet or exceed their projected NWEA MAP Reading growth goal from BOY to EOY.
- Based on DIBELS/Lectura assessment data, by January 2027, the percentage of students performing at or above benchmark will increase by 10 percentage points from BOY, and by May 2027, the percentage of students performing at or above benchmark will increase by 20 percentage points from BOY.
- By January 2027, 70% of Reading teachers will score an average of 7.0 or higher in the Instructional Domain of the SPOT Observation Rubric. By May 2027, 80% teachers will score an average of 9.0 or higher in the Instructional Domain.

Specific Actions – School Leaders

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

- Provide beginning-of-year and ongoing professional learning focused on High-Quality Tier I literacy instruction, lesson internalization, structured literacy, academic vocabulary, writing instruction, and student-centered instructional practices.
- Facilitate weekly Professional Learning Communities (PLCs) focused on unpacking the TEKS, lesson internalization, student work analysis, common formative assessment data, and planning differentiated instruction aligned to student needs.
- Conduct daily coaching walkthroughs to provide teachers with timely feedback, celebrate instructional strengths, and identify opportunities to strengthen Tier I literacy instruction.
- Implement a weekly coaching cadence to support teachers identified through coaching walkthroughs, SPOT observations, and student achievement data. Coaching cycles will include pre-conferences, classroom observations, model lessons, feedback conversations, and follow-up support.
- Conduct weekly SPOT observations aligned to the HISD SPOT Observation Rubric to monitor implementation of High-Quality Tier I literacy instruction.
- Conduct weekly calibration walks to identify campus-wide instructional trends, ensure leadership calibration, and determine targeted professional learning needs.
- Facilitate monthly instructional data reviews utilizing NWEA MAP, DIBELS/Lectura, district common assessments, classroom formative assessments, and STAAR-aligned data to evaluate student progress and refine SOAR acceleration groups.
- Provide model lessons, co-planning opportunities, instructional demonstrations, and individualized coaching aligned to campus instructional priorities and HISD instructional expectations.

Specific Actions – Staff

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

- Deliver High-Quality Tier I literacy instruction aligned to the HISD curriculum, grade-level TEKS, and campus instructional expectations.
- Participate in weekly PLC planning meetings and lesson internalization protocols to collaboratively analyze standards, anticipate misconceptions, and design rigorous literacy learning experiences.
- Implement structured literacy routines, explicit vocabulary instruction, academic discourse, writing in response to reading, and daily checks for understanding during literacy instruction.
- Utilize NWEA MAP, DIBELS/Lectura, district common assessments, classroom formative assessments, and student work analysis to progress monitor student learning and provide targeted reteach, acceleration, and enrichment during the SOAR acceleration block.
- Implement differentiated instructional strategies, scaffolded supports, accommodations, and enrichment opportunities to ensure all students, including Emergent Bilingual students and students receiving Special Education services, have equitable access to rigorous grade-level literacy instruction.
- Participate in instructional coaching cycles, professional learning, peer observations, and reflective practice to continuously improve instructional effectiveness and student outcomes.

Key Action One

Staff Development

Who:
All staff including Leadership Team, Classroom Teachers, Teaching Assistants, SPED ResourceTeachers, and Ancillary Staff

What:
High-Quality Tier 1 Literacy Instruction
Lesson Internalization and Lesson Demonstrations
Student-Centered Instructional Practices
Differentiated Instruction
ELPS Integration
Writing Instruction and Constructed Responses
Accommodations and Modifications

When:
PreService Campus Staff Development and District PD sessions throughout 2026-2027 school year; weekly PLC planning meetings; campus PD sessions;coaching cycles throughout the school year

Where:
Fondren ES- Cafeteria, PLC Room, Library, Teacher Classrooms, STEAM Lab

Budget

Proposed Item	Description	Amount
Staff Development	Leadership Team-led professional development and coaching support	TBD
Materials/resources	Anchor chart paper, manipulatives, writing folders, instructional supplies	TBD
Purchased services	Amplify Boost and District instructional resources	TBD
Other	Literacy intervention materials	TBD
Other		TBD
	TOTAL	**TBD**

Funding Sources: General Supplies, Title 1 Funds

Key Action Two

Key Action 2

Briefly state the specific goal or objective

Improve the quality of Mathematics instruction through consistent implementation of High-Quality Tier I mathematics instruction.

Indicators of Success

Measurable results that describe success

- Based on the school-wide NWEA Math MAP Assessment data, by January 2027, 60% of students will meet or exceed their projected NWEA MAP Mathematics growth goal from BOY to MOY, and by May 2027, 70% of students will meet or exceed their projected NWEA MAP Mathematics growth goal from BOY to EOY.
- By January 2027, 70% of Math teachers will score an average of 7.0 or higher in the Instructional Domain of the SPOT Observation Rubric. By May 2027, 80% teachers will score an average of 9.0 or higher in the Instructional Domain.
- By January 2027, 70% of students in Grades 2–5 will successfully complete targeted grade-level lessons in Zearn. By May 2027, 80% of students will complete targeted grade-level lessons demonstrating mastery of grade-level standards.

Specific Actions - School Leaders

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

- Provide beginning-of-year and ongoing professional learning focused on High-Quality Tier I mathematics instruction, lesson internalization, mathematical discourse, conceptual understanding, productive struggle, and student-centered instructional practices.
  Facilitate weekly Professional Learning Communities (PLCs) focused on unpacking the TEKS, lesson internalization, student work analysis, common formative assessment data, and planning differentiated mathematics instruction aligned to student needs.
- Conduct daily coaching walkthroughs to provide teachers with timely feedback, celebrate instructional strengths, and identify opportunities to strengthen Tier I mathematics instruction.
  Implement a weekly coaching cadence to support teachers identified through coaching walkthroughs, SPOT observations, and student achievement data. Coaching cycles will include pre-conferences, classroom observations, model lessons, feedback conversations, and follow-up support.
  Conduct weekly SPOT observations aligned to the HISD SPOT Observation Rubric to monitor implementation of High-Quality Tier I mathematics instruction.
- Conduct weekly calibration walks to identify campus-wide instructional trends, ensure leadership calibration, and determine targeted professional learning needs.
  Facilitate monthly instructional data reviews utilizing NWEA MAP Mathematics, district common assessments, classroom formative assessments, and STAAR-aligned data to evaluate student progress and refine SOAR acceleration groups.
  Monitor implementation and student progress in Zearn, district curriculum resources, and classroom formative assessments to identify instructional trends and provide targeted coaching support.
- Provide model lessons, co-planning opportunities, instructional demonstrations, and individualized coaching aligned to campus instructional priorities and HISD instructional expectations.

Specific Actions – Staff

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

- Deliver High-Quality Tier I mathematics instruction aligned to the HISD curriculum, grade-level TEKS, and campus instructional expectations.
- Participate in weekly PLC planning meetings and lesson internalization protocols to collaboratively analyze standards, anticipate misconceptions, and design rigorous mathematics learning experiences.
  Implement daily opportunities for mathematical discourse, productive struggle, problem-solving, multiple representations, and checks for understanding to strengthen conceptual understanding.
- Utilize Zearn, NWEA MAP Mathematics, district common assessments, classroom formative assessments, and student work analysis to progress monitor student learning and provide targeted reteach, acceleration, and enrichment during the SOAR acceleration block.
- Implement differentiated instructional strategies, scaffolded supports, accommodations, and enrichment opportunities to ensure all students, including Emergent Bilingual students and students receiving Special Education services, have equitable access to rigorous grade-level mathematics instruction.
- Participate in instructional coaching cycles, professional learning, peer observations, and reflective practice to continuously improve instructional effectiveness and student outcomes.

Key Action Two

Staff Development

Who: All Staff including Leadership Team, Classroom Teachers, Teaching Assistants, SPED Resource & Inclusion Teachers, and Ancillary Staff

What:

High-Quality Tier 1 Math Instruction
Lesson Internalization and Lesson Demonstrations
Student-Centered Instructional Practices
Math Discourse and Problem Solving
Differentiated Instruction
ELPS Integration
Accommodations and Modifications

When: Preservice Campus Staff Development and District PD sessions throughout 2026-2027 school year; weekly PLC planning meetings; campus PD sessions;coaching cycles throughout the school year

Where: Fondren ES- Cafeteria, PLC Room, Library, Teacher Classrooms, STEAM Lab

Budget

Proposed Item	Description	Amount
Staff Development	Leadership Team-led professional development and coaching support	TBD
Materials/resources	Manipulatives, anchor chart paper, math journals, instructional supplies	TBD
Purchased services	Zearn and district instructional resources	TBD
Other	Math intervention materials	TBD
Other		TBD
	TOTAL	**TBD**

Funding Sources: General Funds,Title 1 Funds

Key Action Three

Key Action 3

Briefly state the specific goal or objective

Improve the quality of instruction for Emergent Bilingual students through consistent implementation of language-rich, High-Quality Tier I instruction aligned to the English Language Proficiency Standards (ELPS).

Indicators of Success

Measurable results that describe success

- By January 2027, SPOT scores for all Dual Language teachers will meet or exceed 12.0, and by May 2027, SPOT scores for all Dual Language teachers will meet or exceed 13.5.
- By January 2027, 50% of Emergent Bilingual students in Grades 2–5 will meet or exceed their individual NWEA MAP Reading growth goals from BOY to MOY. By May 2027, 65% of Emergent Bilingual students in Grades 2–5 will meet or exceed their individual NWEA MAP Reading growth goals from BOY to EOY.
- By January 2027, the percentage of Emergent Bilingual students in Kindergarten and Grade 1 performing at or above benchmark on the DIBELS/Lectura MOY assessment will increase by 10 percentage points from BOY. By May 2027, 75% of Emergent Bilingual students in Kindergarten and Grade 1 will perform at or above grade level as measured by the DIBELS/Lectura EOY assessment.

Specific Actions - School Leaders

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

- Provide beginning-of-year and ongoing professional learning focused on effective implementation of the English Language Proficiency Standards (ELPS), language objectives, academic vocabulary, structured student discourse, sheltered instructional practices, and High-Quality Tier I instruction.
- Facilitate weekly Professional Learning Communities (PLCs) focused on lesson internalization, planning language objectives, integrating academic vocabulary, and designing scaffolded learning experiences that promote both language development and grade-level rigor.
- Conduct daily coaching walkthroughs to provide teachers with timely feedback on implementation of language objectives, academic discourse, student engagement, and instructional scaffolds that support Emergent Bilingual students.
- Implement a weekly coaching cadence to support teachers identified through coaching walkthroughs, SPOT observations, and student achievement data. Coaching cycles will include pre-conferences, classroom observations, model lessons, feedback conversations, and follow-up support.
- Conduct weekly SPOT observations aligned to the HISD SPOT Observation Rubric to monitor implementation of ELPS, language-rich instruction, structured student discourse, and differentiated instructional practices.
- Conduct weekly calibration walks to identify campus-wide instructional trends related to language development, ensure leadership calibration, and determine targeted professional learning needs.
- Facilitate monthly instructional data reviews utilizing TELPAS, NWEA MAP Reading, district common assessments, classroom formative assessments, and student work to evaluate student progress and refine SOAR acceleration groups.
- Provide model lessons, co-planning opportunities, instructional demonstrations, and individualized coaching focused on integrating language development across all content areas.

Specific Actions – Staff

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

- Deliver language-rich High-Quality Tier I instruction aligned to grade-level TEKS, the English Language Proficiency Standards (ELPS), and campus instructional expectations.
- Participate in weekly PLC planning meetings and lesson internalization protocols to collaboratively design rigorous lessons that intentionally develop language and academic content simultaneously.
- Implement daily language objectives, structured student discourse, academic vocabulary instruction, sentence stems, visuals, and scaffolded instructional supports across all content areas.
- Utilize TELPAS progress monitoring, NWEA MAP Reading, district common assessments, classroom formative assessments, and student work analysis to progress monitor student learning and provide targeted reteach, acceleration, and enrichment during the SOAR acceleration block.
- Implement differentiated instructional strategies that provide equitable access to rigorous grade-level instruction while supporting students' language development.
- Participate in instructional coaching cycles, professional learning, peer observations, and reflective practice to continuously improve instructional effectiveness for Emergent Bilingual students.

Key Action Three

Staff Development

Who: Leadership Team, Classroom Teachers,SPED Resource and Inclusion Teachers, Teaching Assistants, and Ancillary Staff

What:

ELPS Integration
Language Objectives and Student Discourse
Sheltered Instruction
Differentiated Instruction
Scaffolded Supports
Content-Based Language Instruction
Accommodations and Modifications

When: Preservice Campus Staff Development and District PD sessions throughout the 2026-2027 school year; weekly PLC planning meetings; coaching cycles; campusPD sessions throughout the school year

Where: Fondren ES- Cafeteria, PLC Room, Teacher Classrooms, Library, and Steam Lab

Budget

Proposed Item	Description	Amount
Staff Development	Leadership Team-led professional development and coaching support	TBD
Materials/resources	Visual supports, sentence stems, anchor charts, instructional resources	TBD
Purchased services	Summit K12 and district instructional resources	TBD
Other	Language development materials	TBD
Other		TBD
	TOTAL	**TBD**

Funding Sources: General Supplies, Title 1 Funds, Bilingual Funds

Key Action Four

Key Action 4

Briefly state the specific goal or objective

Improve Special Education quality of instruction through

consistent implementation of High-Quality Tier 1 instruction.

Indicators of Success

Measurable results that describe success

- By January 2027, 50% of students receiving Special Education services will meet or exceed their projected NWEA MAP Reading and/or Mathematics growth goals from BOY to MOY; and by May 2027, 65% of students receiving Special Education services will meet or exceed their projected NWEA MAP Reading and/or Mathematics growth goals from BOY to EOY.
- By January 2027, 70% of students receiving Special Education services will demonstrate measurable progress toward their Individualized Education Program (IEP) goals and grade-level standards as evidenced through progress monitoring, classroom performance, district common assessments, and student work; and by May 2027, 85% of students receiving Special Education services will demonstrate measurable progress toward their Individualized Education Program (IEP) goals and grade-level standards as evidenced through progress monitoring, classroom performance, district common assessments, and student work.
- By January 2027, 80% of classrooms serving students receiving Special Education services will consistently implement accommodations, modifications, differentiated instruction, and inclusive instructional practices as measured by the campus Special Education Instructional Look-For Tool during daily coaching walkthroughs, weekly SPOT observations, and weekly calibration walks; and by May 2027, 100% of classrooms serving students receiving Special Education services will consistently implement accommodations, modifications, differentiated instruction, and inclusive instructional practices as measured by the campus Special Education Instructional Look-For Tool.

Specific Actions - School Leaders

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

- Provide beginning-of-year and ongoing professional learning focused on inclusive High-Quality Tier I instruction, implementation of accommodations and modifications, differentiated instruction, Universal Design for Learning (UDL), specially designed instruction (SDI), and progress monitoring aligned to individual student needs.
- Facilitate weekly Professional Learning Communities (PLCs) that include collaborative planning between general education teachers, Special Education teachers, intervention/acceleration staff, and instructional support personnel to ensure rigorous grade-level instruction is accessible for all students.
- Conduct daily coaching walkthroughs to provide teachers with timely feedback on implementation of accommodations, differentiated instruction, student engagement, and inclusive instructional practices.
- Implement a weekly coaching cadence to support teachers identified through coaching walkthroughs, SPOT observations, student achievement data, and implementation of inclusive instructional practices. Coaching cycles will include pre-conferences, classroom observations, model lessons, feedback conversations, and follow-up support.
- Conduct weekly SPOT observations aligned to the HISD SPOT Observation Rubric to monitor implementation of High-Quality Tier I instruction, accommodations, modifications, and differentiated instructional practices.
- Conduct weekly calibration walks utilizing the campus Special Education Instructional Look-For Tool to identify campus-wide trends, ensure leadership calibration, and determine targeted professional learning needs.
- Facilitate monthly instructional data reviews utilizing NWEA MAP, IEP progress monitoring, district common assessments, classroom formative assessments, and student work to evaluate student growth and refine SOAR acceleration groups.
- Collaborate with Special Education teachers, instructional support staff, related service providers, and general education teachers to ensure accommodations, modifications, specially designed instruction, and instructional supports are consistently implemented across all learning environments.
- Provide model lessons, co-teaching support, instructional demonstrations, and individualized coaching focused on increasing access to rigorous grade-level instruction while improving outcomes for students receiving Special Education services.

Specific Actions – Staff

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

- Deliver inclusive High-Quality Tier I instruction aligned to grade-level TEKS, district curriculum, and individual student needs.
- Implement accommodations, modifications, differentiated instructional strategies, scaffolded supports, and specially designed instruction aligned to each student's Individualized Education Program (IEP).
- Participate in weekly PLC planning meetings and lesson internalization protocols to collaboratively design rigorous lessons that provide equitable access to grade-level instruction for students receiving Special Education services.
- Utilize NWEA MAP, classroom formative assessments, district common assessments, IEP progress monitoring, and student work analysis to monitor student learning and provide targeted reteach, acceleration, and enrichment during the SOAR acceleration block.
- Collaborate regularly with Special Education teachers and instructional support staff to monitor student progress, adjust instructional supports, and ensure consistent implementation of accommodations and modifications.
- Foster student independence through explicit instruction, structured supports, and meaningful participation in rigorous grade-level learning experiences.
- Participate in instructional coaching cycles, professional learning, peer observations, and reflective practice to continuously strengthen inclusive instructional practices and improve student outcomes.

Key Action Four

Staff Devel.

Who: Leadership Team, Special Education Teachers, General Education Teachers, Teaching Assistants, and Resource & Inclusion Teachers.

What:

High-Quality Tier 1 Instruction
Lesson Internalization and Lesson Demonstrations
Accommodations and Modifications aligned to IEPs
Differentiated Instruction and Scaffolded Supports
Progress Monitoring and Data-Driven Instruction
Student-Centered Instructional Practices
SPOT Observation Rubric Alignment

When: Preservice Campus Staff Development; weekly PLC planning meetings; coaching cycles; campusPD sessions throughout the school year

Where: Fondren ES- Cafeteria, PLC Room, Teacher Classrooms, Library, and Steam Lab

Budget

Proposed Item	Description	Amount
Staff Development	Leadership Team-led professional development and coaching support	
Materials/resources	Visual supports, manipulatives, accommodations resources, instructional materials	
Purchased services	District instructional resources	
Other	Progress monitoring and intervention resources	
Other		
	TOTAL	

Funding Sources: General Funds, Title 1 Funds, Special Education Funds