HISD

2026 – 2027

Campus Action Plan

Campus Name

Memorial ES

Principal Name

Angela Lavergne

Campus Action Plan – Needs Assessment

District philosophy and guiding framework

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

Needs related to student achievement data

Elementary School is projected to receive an "A" rating for the 2025-2026 school year, according to the TEA rating system.
The data used for this needs assessment is derived from the results of the 2024-2025 STAAR tests.
STAAR Reading scores in grade 3 - increased by XX% from XX% to XX% passing at the Meets level.
STAAR Reading scores in grade 4 - increased by XX% from XX% to XX% passing at the Meets level.
STAAR Reading scores in grade 3 - increased by XX% from XX% to XX% passing at the Meets level.
STAAR Math scores in grade 3 - increased by XX% from XX% to XX% passing at the Meets level.
STAAR Math scores in grade 4 - increased by XX% from XX% to XX% passing at the Meets level.
STAAR Math scores in grade 5 - increased by XX% from XX% to XX% passing at the Meets level.
2024-2025 TELPAS Proficiency XX%
NWEA MAP Beginning of Year (BOY '25 – '26) Math indicated that:
13% of students were in the (1st-21st) percentile;
16% in (21st - 40th) percentile;
20% in (41st – 60th) percentile;
23% in (61st – 80th) percentile;
28%in (81st to 99th) percentile.
NWEA MAP Beginning of Year (BOY '25 – '26) Reading data indicated that:
12% of students were in the (1st-21st) percentile;
15% in (21st - 40th) percentile;
13% in (41st – 60th) percentile;
19% in (61st – 80th) percentile;
41% in (81st to 99th) percen

Improve student performance among special populations, including Emergent Bilingual students, SPED students, and students requiring intervention support.

Strengthen progress monitoring systems to ensure timely instructional adjustments.

Needs related to improving the quality of instruction

The data used for quality of instruction needs assessment is derived from progress monitoring data that analyzes instructional deficiencies using multiple sources of data, including IRT results which grew from 12.31 – BOY IRT 1 to 14.62 EOY IRT 3, the AIM platform (Lead Rating: Proficient II), and the HISD Spot App. The data derived from the quality of instruction indicates a need for professional development centered on providing effective support to our students in special populations, such as special education and emergent bilingual students. Additionally, our data indicates a need for professional development on how to effectively use exemplars and embed more opportunities for writing.

We wil:
Continue instructional coaching cycles focused on engagement, rigor, and student discourse.
Strengthen implementation of small-group instruction and differentiation.
Increase consistency in the use of exemplars, anchor charts, and student annotation strategies.
Improve alignment between lesson delivery, checks for understanding, and student outcomes.
Provide ongoing professional development focused on literacy, writing integration, IB practices, and data analysis

System evaluation (philosophy, processes, implementation, capacity)

The following processes are present in the action plan and help ensure accountability and drive data-driven decisions to support rapid improvement at Memorial ES.

Identifying Baseline Data: By understanding the school's current performance, leaders can pinpoint specific areas that need improvement, such as low-test scores or poor attendance, directly aligning efforts with state standards the school needs to meet.

Setting Measurable Goals: Clear, measurable goals focus the school's efforts on areas that directly affect meeting academic and operational standards, ensuring that every action taken contributes to progress.

Monitoring Implementation: Regular monitoring ensures that turnaround strategies, like curriculum adjustments or training, are being properly executed. This prevents wasted time and resources, keeping the school on track to meet standards.

Measuring Progress: By continually assessing student performance and teacher effectiveness, schools can track whether they are closing the gap between current performance and required standards.

Making Adjustments: When evaluations show that strategies are not working as expected, adjustments are made. This flexibility allows schools to refine their approach, improving their chances of meeting or exceeding standards over time.

Campus Action Plan Template

Key Action One

Key Action 1

Briefly state the specific goal or objective

Improve student achievement for Special Education students.

Indicators of Success

Measurable results that describe success

- The percentage of “instructionally proficient” special education student folder compliance, as measured by a rubric and reviewed by an independent team from the Special Education Department, will be at 70% or higher and increase to at least 90% by May 2026.
- By January 2027, 66% (2 out of 3) special education teachers will score a 6 or higher in Domain II Instruction on the SPOT observation conducted by the campus leadership team. The percentage of special education teachers scoring 6 or higher will increase to 100% (3 out of 3) by June 2026.
- By January 2027, the percentage of SpEd scholars scoring in the 61st percentile (or higher) on NWEA MAP will increase from 21% to 23% as compared to January 2025 data. The percentage of SpEd scholars scoring in the 61st percentile (or higher) on NWEA MAP will increase from XX% to XX% as compared to May 2026 data.
- By the end of the first semester 100% of campus ARDS will be held on or before the TEA deadline. This percentage will remain constant at 100% by EOY June 2026.

Specific Actions – School Leaders

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

- Perform campus based monthly SpEd folder audits, reviewing 20% of all SpEd folders each time, with a focus on Quality of IEPs using the Office of Special Education Services Folder Audit Rubric.
- Meet with SpEd Department Chair and SpEd support weekly to review multiple layers of SpEd compliance: ARDS, IEPs, Accommodations, Progress Monitoring, 504, Dyslexia, and Documentation.
- Coach staff on high quality instruction/support during 1st and 2nd teach, with a focus on differentiation and scaffolding to meet the needs of Tier 2/3 and SpEd scholars.
- Engage in block to block, and daily data sorts to urgently close instructional gaps around SpEd scholar outcomes in 1st and 2nd teach.
- Coach staff on high quality instructional look fors, based on the specialty guidance for SpEd spaces according to the district SPOT form, with a targeted focus on Domain 2 Instruction.

Specific Actions – Staff

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

- Co-Teachers and Teachers will document all SpEd. scholar accommodations and/or modifications in PowerSchool, as reflected by the 3 week grading benchmarks.
- Complete all required paperwork for ARD meetings and documentation of IEP implementation.
- Implement instructional best practices providing during professional development sessions and on the spot coaching to ensure high quality differentiated and scaffolded instruction, daily, to scholars.
- Conduct block to block and daily data sorts to determine trends and the highest leverage gap in special education student performance (1st and 2nd teach).

  Implement high quality instructional look fors based on the district specialty guidance for Special Educations teachers, with a targeted focus on Domain 2 Instruction.

Key Action One

Staff Development

Who: Instructional Leaders and Special Education Department Chair

What: Accurately identify and create a plan to implement special education student needs, based on students ' IEPs. Additionally, Provide professional development session on the following: On the spot coaching, daily planning, PLCs, and Demo days.

When: Daily and Weekly

Where: District and Campus

Budget

Proposed Item	Description	Amount
Staff Development	Teachers will participate in professional development focused on increasing instructional rigor while incorporating effective scaffolds to ensure special education students can access grade-level content and apply higher order thinking skills.	
Materials/resources	Curriculum documents, IEPs, OnTrack and A4E data reports	
Purchased services	NA	
Other		
Other		
	TOTAL	

Funding Sources:

Key Action Two

Key Action 2

Briefly state the specific goal or objective

Improve campus culture

Indicators of Success

Measurable results that describe success

- By the MOY campus culture survey, 70% of teachers will agree or strongly agree to the following statement, “ the instructional feedback I get helps me improve the quality of my instruction ”. This percent will increase to 85% by the EOY campus culture survey.

  By the MOY campus culture survey , 70% of teachers will agree or strongly agree to the following statement, “ My school has an effective instructional team ”. This percent will increase to 85% by the EOY campus culture survey.

- By January (MOY) 2027, staff attendance will be at 96% or higher. This percentage will be at 94% or higher by EOY June 2027.

  By January (MOY) 2027, an average of 75% of families will answer Yes to being ‘ Happy ’ or ‘ Mostly Happy ’ with their child ’ s campus experience, based on the Parent ‘ Possip ’ sentiment report. By May (EOY) 2026 this average will increase to 90% of families.

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Specific Actions - School Leaders

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

- Conduct daily culture rounds to ensure 100% fidelity to community circles.

  Plan and execute at least seven parent engagement events by EOY.

- Provide daily on-the-job coaching that aligns with written feedback, shared at least bi-weekly using the Spot Observation form.

- Weekly PLC Training: During weekly PLCs, train teachers on customizing lessons so they reflect both the rigor of the TEKS and unique needs of our students, and effectively improve student outcomes and thus teacher effectiveness.

  Conduct at least 9-week cycles (4) of campus listening tours to effectively collect and respond to qualitative feedback on campus culture data.

- Conduct outcomes, causes, and solutions round with campus grade team leaders, around the MOY campus culture data.

  Execute monthly campus team(s) gratitude moments/notes. (leaders will rotate teams to ensure equity in the moments of gratitude)

- Set up and monitor parent connections on Dojo, ensuring 100% of families are connected by October of the new school year. (and ongoing as new families enroll)

Specific Actions – Staff

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

- Engage scholars in community circles, daily- from 7:45am-7:55am.
- Partake in the planning and execution of at least seven campus events centered on family engagement.
- Reflect on instructional feedback and improve the delivery of instruction as appropriate.
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Key Action Two

Staff Development

Who: Campus leadership team and staff

What: Professional Development: Set Up and Follow up Parents Connecting on Parent Square, High Quality Instruction, and Community Circles

When: Daily, Weely and during monthly campus PD days

Where: District and campus locations

Budget

Proposed Item	Description	Amount
Staff Development		0
Materials/resources		0
Purchased services	NA	0
Other		0
Other		0
	TOTAL	0

Funding Sources:

Key Action Three

Key Action 3

Briefly state the specific goal or objective

Improve English proficiency for identified at-risk population of Emergent Bilingual students

Indicators of Success

Measurable results that describe success

- By January 2027, 55% of Emergent Bilingual students (EBS) will meet their individual growth target on 2-5 NWEA MAP Reading.
- By January 2027 90% of EBS will reach or exceed their Domain 2 growth target on reading unit assessments 50% of the time. By June 2027, this rate will increase to 75% of the time.

  80% of EB students will reach or exceed their Domain 2 growth target for Spring 2026 STAAR Reading.
- By January 2027 Spot scores of campus bilingual instruction teachers (including IRT visits) will meet or exceed 8; this will increase to 9 by June 2027.

Specific Actions - School Leaders

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

- 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.

  Leaders will track, reflect on, and respond to the emergent bilingual achievement outcomes aligned to reading and/or Math DOLs and unit assessments through block-to-block coaching and weekly leadership team meetings.
- Leaders will coach teachers to mastery on how to effectively monitor, make the needed instructional adjustments and provide feedback to EB students.
- Leaders will train teachers on using the campus Lesson Internalization framework with a focus on differentiating and scaffolding their lessons to meet the needs of EB scholars during preservice in August 2025 and as needed throughout the school year.

  Leaders will effectively train all K-1st teachers on how to effectively administer the TELPAS assessment and rate student outcomes by February 2026.
- Leaders will coach and monitor the implementation of SCR and ECR across contents and provide on-going professional development refreshers monthly to ensure mastery in these areas for teacher and scholars.
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Specific Actions – Staff

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

- 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.
- Intentionally adjust instructional practices to reflect targeted, differentiated, support for all emergent bilingual (at-risk) students in all instructional spaces, on a block-to-block daily basis.
- Execute daily monitoring to prioritize EB students ' quality of student work and overall English language proficiency.
- Implement instructional best practices focused on the " Great 8 " provided during PD sessions utilizing the campus lesson internalization framework with a focus on differentiating and scaffolding.

  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 Three

Staff Development

Who: Instructional Leaders

What: Provide quality PD sessions, on the spot coaching, daily planning, PLCs, and Demo days.

When: Daily and Weekly

Where: Campus and District Sites

Budget

Proposed Item	Description	Amount
Staff Development	Teachers will participate in targeted PD focused on using the campus Lesson Internalization framework with a focus on differentiating and scaffolding their lessons to meet the needs of EB students and to ensure a well-rounded education.	0
Materials/resources	Curriculum documents Lead4ward documents Ontrack reports SPOT form Lesson internalization document	0
Purchased services	NA	0
Other		0
Other		0
	TOTAL	0

Funding Sources:

Key Action Four

Key Action 4

Briefly state the specific goal or objective

Improve math and reading proficiency in for all students in kinder – 5th grade, particularly those who failed readiness and state assessment.

Indicators of Success

Measurable results that describe success

- By January 2027, 50% of teachers will achieve the 60th single term achievement percentile, or higher on the reading and math M.A.P. tests. By June 2027 this rate will increase 60 of teachers will achieve the 64th single term achievement percentil.
- Students in 3rd-5th grades will move from XX% meets in June 2026 to XX meets by June 2027, on the math STAAR exam.
- Students in 3rd-5th grades will move from XX% meets in June 2026 to XX% meets by June 2027, on the reading STAAR exam.
- Campus average engagement on Zearn will be at 85% by January MOY, this will increase to 90% by EOY.

Specific Actions - School Leaders

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

- Leadership team will explain the rationale and philosophy of systems thinking that will support improving student achievement.
- Partner with the district Leadership Development team to train teachers in writing across the curriculum with Short Constructed Responses (SCR) in all core contents and Extended Constructed Response (ECR) in ELAR & AOT classrooms.
- Lead teachers in block to block, and unit Student Work Analysis Protocol to determine highest leverage gaps in the quality of student work, as aligned to the lesson objectives, and the highest leverage next step(s) to address gaps in student mastery
- Track, reflect on, and create key next steps to respond to the reading and math demonstration of learning (DOL) and unit assessment, ‘ meets ’ and ‘ masters ’, outcomes during our weekly leadership team meeting.
- Coach teachers to proficiency in the lesson internalization protocol for (1st & 2nd teach) math and reading, where the top priority is customizing the provided curriculum slides to reflect the rigor of the standards, providing clear thinking steps to mastery, and student engagement.
- Provide professional development weekly through PLCs and Demo days utilizing our campus lesson customization framework and by modeling best practices aligned to high quality instruction.

Specific Actions – Staff

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

- Plan and execute a daily SCR in all core content classrooms from September 2024 to May 2025, and monthly ECR in ELAR
- Analyze the quality of student work by identifying trends in gaps of work samples pulled from 4 low, 4 medium, and 4 high performing student work samples during tier 1 instruction, both on a block to block and daily basis. (this includes when unit assessments occur)
- Intentionally plan 2nd and 3rd teach lessons focused on closing weekly gaps identified in the digital DOL outcomes and district unit assessments
- Ensure all student-facing materials for 1st and 2nd teach are customized, prior to first instruction, to fully and directly align to the rigor of the state standards, include a clear roadmap to mastery, and authentic engagement with content
- Engage in PLCs and Demo Days weekly to receive data driven professional development, practice upcoming lessons, give and receive peer feedback, reflect on practices, and improve the delivery of instruction to ensure scholars master LOs

Key Action Four

Staff Devel.

Who: District Leadership Development Team (Curriculum) & Campus Leaders

What: Provide professional development sessions: On the spot coaching, daily planning, PLCs, and Demo Days

When: Daily & Weekly

Where: Campus and District locations

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.	
Materials/resources	District curriculum, Great 8 PD, district PD resources, Spot Form	
Purchased services	NA	
Other		
Other		
TOTAL		

Funding Sources: