2025-2026 Action Plan

Foster Elementary School

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School Action Plan – Needs Assessment

District Philosophy and Guiding Framework
Core Belief   **Vision**   **Theory of Action**

Needs related to student achievement data

MOY DIBELS - X = School's DIBELS data -- % of students in grades K through 1 above or well above typical growth in the first semester	39.73%	**0.75/3**
MOY - MAP Metric 2 - X = % of campus overall average of EOY student achievement on MAP Math, MAP Reading, MAP Science	36.90%	1.25/5

Quality of Instruction

Independent Review Team (IRT)	Score
IRT Round 1	6.83
IRT Round 2	8.67
Overall Average	7.75

- → **IRT Round 1: 6.83**
- → **IRT Round 2: 8.7**
- → **IRT Round 3: 9**

- Grow **teacher capacity and leadership density**.
- **Improve academic achievement** in reading, writing, math, and science
- **Improve interventions** for students in **Kinder-2nd Grade**

System evaluation *(philosophy, processes, implementation, capacity)*
- NES LSAE model implementation effectiveness
- PLC systems and structure
- Build leadership density of all leaders

Attendance
- → Year to Date Attendance as of 4/10 is 89%
- → Monthly Attendance- Aug (83%), Sept(87%), Oct(88%), Nov(86%), Dec(90%), Jan(90%), Feb(87%), Mar(89%), Apr(89%)
- → **Processes**
- → Zearn and IXL implementation embedded in the daily schedules.
- → Grow teacher **capacity**: SPOTS, on the spot coaching, and feedback, TTESS, NES model: LSAE, extended demo Fridays.
- → Grow **leadership density**: Coaching feedback tracker, daily afternoon huddles and calibration walks.
- → **PLC process:** internalization of lessons, system for data collection, analysis, and next steps/actions

Implementation
- → **NES LSAE model** implementation effectiveness (Feedback from 2025 SY from Chief of Schools, to focus on L/S2s in the reteach, only allow advances to work on packet then level up to Amira or Zearn)
- → **NES curricula/assessments** (DOL, NWEA, Dibels, Interims, Mid Unit/Unit Assessments, and CLI) fidelity of implementation.
- → **Interventions** (Find intervention resources to help my teachers with consistent and effective implementation)

Philosophy/Culture
- → *Maintaining our legacy of academic excellence.*

Capacity
- → My 2nd year as principal with 10 years of experience in HISD.
- → Assistant Principal vacancy being filled by previous Principal Apprentice who joined HISD in February.
- → Budget deficit of $267K.
- → 45% certified teachers.
- → 18% probationary teachers.
- → 27% uncertified/waivered teachers.

KEY ACTIONS *(Specific Goals or Objectives)*

1. **Reading:** Increase student achievement in reading
2. **Math**: Increase student achievement in math
3. **Quality of Instruction:** Enhance teachers ability to critically review and enhance curriculum to ensure rigor of Tier 1 instruction
4. **Intervention/2nd Teach :** Improve consistency and effectiveness of interventions. .

KEY ACTION ONE

Key Action *(briefly state the specific goal or objective)*

Improve student achievement in reading and writing in grades PK-5th.

Indicators of Success *(measurable results that describe success):*

- By the end of the academic year, the percentage of 5th grade students at meets for reading will increase from 32% or higher in 2024-2025 to 40% at meets (from the previous 4th grade cohort).
- By January 50% of the students will score at least a 1 on SCR/ECR. By the end of the year 70% of the students will score at least a 1 on SCR/ECR.
- By the end of Cycle 2 70% of students in 3rd-5th will demonstrate mastery on the reading assessment as outlined on Ontrack scoring, by EOY 75% of students in 3rd-5th will demonstrate mastery on the reading assessment as outlined on Ontrack scoring.
- By MOY the percentage of 1st graders at/above benchmark will increase from 45% or higher to 50%, by EOY 57% of 1st graders will be at/above.
- By the middle of the school year, 70% of Pre-K students will demonstrate proficiency in phonological awareness during circle testing assessments, this will increase to 75% by EOY.

Specific Actions- School Leaders *(What specific actions will the building leaders take to accomplish this objective?)*

- *Administrators will monitor student growth by reviewing daily and formative data.*
- *Train teachers in writing across the curriculum with an emphasis on utilizing Quick Response Cards (ELA -SCR) daily to promote student engagement and written discourse.*
- *Strengthen ELAR curriculum planning with an emphasis on engaging teachers in a TEK driven "Know/Show" process that supports concept internalization.*
- *Provide data driven PLC with teacher demos and PD opportunities that align with campus identified reading/writing growth areas.*
- *Progress will be measured through bi-monthly Circle testing assessments, where students will be asked to identify and name shapes presented to them. Data will be collected and analyzed to track improvements and identify areas needing additional support.*

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

- *Ensure daily instructional slide decks contain cross-curricular Quick Response Card or SCR opportunities during the We Do and/or You Do portions of the lesson cycle.*
- *When utilizing district curriculum, consistently ensure all student-facing materials are adjusted, prior to Tier 1 instruction, to fully and directly align to student needs and TEK mastery.*
- *Participate in weekly Internalization and Demo PLCs that align with weekly DOL data analysis.*
- *Teachers will implement targeted instruction and hands-on activities focused on shape recognition. Resources such as shape flashcards, interactive games, and art projects will be*

utilized to reinforce learning.

KEY ACTION ONE

<table>
<tr><td rowspan="4">STAFF DEVELOPMENT</td><td>Who: Core and Elective Teachers</td></tr>
<tr><td>What: Writing across curriculum and NES curriculum

Teachers will enhance student achievement in reading by implementing Writing Across the Curriculum strategies, which encourage students to engage with texts through writing in multiple content areas, thereby deepening their comprehension and critical thinking skills. Additionally, the NES curriculum will provide structured opportunities for students to interact with diverse texts, fostering a love for reading and improving their overall literacy skills. Together, these approaches will create a more integrated learning experience that supports students' reading development across all subject areas.</td></tr>
<tr><td>When: Continuously throughout the school year: Monthly PD and ongoing planning in PLC, through intentional targeting of trends seen while on the spot coaching and assessing student data.</td></tr>
<tr><td>Where: Foster ES Multipurpose Room (or Library)</td></tr>
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BUDGET		Proposed Item	Description	Amount
	Staff Development			
	Materials/Resources	HISD Curriculum	To support pacing and high quality instruction delivery	
	Purchased Services	IXL Reading	To support NWEA Map growth	
	Other	Nearpod	To allow students opportunities to practice typing SCR/ECRs weekly	
	Other			
			TOTAL	6,000+

Funding Sources General Funds 1991010001

Key Action *(briefly state the specific goal or objective)*

Increase student achievement in math.

Indicators of Success *(measurable results that describe success):*

- By January 2026, 60% of the 3rd graders will complete 45 Zearn digital lessons and by May 2026, 80% will complete the 90 lessons.
- By the end of the academic year, the percentage of 3rd grade students at meets for math will increase from 10% or more in 2024-2025 to 15% at meets.
- By the end of Cycle 2, 65% of students in 3rd-5th will demonstrate mastery on the math assessment as outlined on Ontrack scoring, by EOY 75% of students in 3rd-5th will demonstrate mastery on the math assessment as outlined on Ontrack scoring.
- By the middle of the school year, 65% of Pre-K students will demonstrate proficiency in identifying and naming basic shapes (circle, square, triangle) during circle testing assessments, this will increase to 75% by EOY.

Specific Actions- School Leaders *(What specific actions will the building leaders take to accomplish this objective?)*
- *Administrators will monitor student growth by reviewing daily and formative data.*
- *Train teachers in writing across the curriculum with an emphasis on utilizing Quick Response Cards (ELA -SCR) daily to promote student engagement and written discourse.*
- *Strengthen Math curriculum planning with an emphasis on engaging teachers in a TEK driven "Know/Show" process that supports concept internalization.*
- *Provide data driven PLC with teacher demos and PD opportunities that align with campus identified math growth areas.*
- *Monitor class Zearn usage of 3 digitals lesson weekly through a campus based tracker and incentive system.*

Specific Actions- Staff *(What specific actions will the staff take to accomplish this objective?)*
- *Teachers will implement HISD Curriculum with fidelity as outlined in the Great 8 and incorporate the usage of manipulatives and scaffolds in daily instruction.*
- *Teachers will utilize Zearn as well as IXL and track student progress mid-week and end of week.*
- *When utilizing district curriculum, consistently ensure all student-facing materials are adjusted, prior to Tier 1 instruction, to fully and directly align to student needs and TEK mastery.*
- *Participate in weekly Internalization and customization and Demo PLCs that align with weekly DOL data analysis.*

KEY ACTION TWO

STAFF DEVELOPMENT	**Who: Core and Elective Teachers**
	What: Eureka and Scaffolds The Eureka and NES math curriculum provide a comprehensive framework that emphasizes conceptual understanding and problem-solving skills, ensuring students grasp foundational math concepts. By incorporating intentional scaffolds, teachers can tailor instruction to meet individual student needs, gradually building their confidence and ability to tackle more complex mathematical challenges. Together, these strategies will significantly enhance student achievement in math by promoting a deeper understanding and engagement with the material.
	When: Continuously throughout the school year: Monthly PD and ongoing planning in PLC, through intentional targeting of trends seen while on the spot coaching and assessing student data.
	Where: Foster ES multipurpose room (or Library)

BUDGET		**Proposed Item**	**Description**	**Amount**
	Staff Development			
	Materials/Resources	HISD Curriculum	To support pacing and high quality instruction delivery	
	Purchased Services			
	Other	IXL	To support with MAP growth and alignment	
	Other	Nearpod	To enhance instruction	

	TOTAL	5.000+
Funding Sources General Funds 1991010001		

KEY ACTION THREE

Key Action *(briefly state the specific goal or objective)*

Improve the understanding and the implementation of high-quality instruction.

Indicators of Success *(measurable results that describe success):*
- By December 2025, 60% of teachers in 3rd-5th will score 6/10 points on Domain II (Engage and Deliver/Monitor and Adjust) as measured on SPOT forms. The percentage will increase to 75% or higher by May 2026..
- By MOY 2025, 60% of teachers will score proficient in Domain I (Planning) as measured on by the T-TESS walkthrough. The percentage will increase to 80% or higher by May 2026.
- Campus IRT data during IRT #1 will be proficient or higher, by IRT #4 the data will continue to show progress to proficient II or higher.

Specific Actions- School Leaders *(What specific actions will the building leaders take to accomplish this objective?)*
- *Provide on-the spot coaching regularly (daily) and written feedback at least once a month for every teacher using the district's SPOT observation form.*
- *Train teachers on alignment to lesson implementation and the SPOT form.*
- *Review LEAD day to day coaching rubric and reflect on practices to enhance coaching and support*
- *Document daily coaching through calendaring and coaching logs outside of each teachers doors*
- *Train teachers on campus and district best practices that build capacity around scaffolding and differentiation.*
- *Train teachers on effective DOL anecdotal note taking and the LSAE/intervention framework.*
- *Monitor SPOT scores and campus trends with a coaching feedback tracker.*

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

- *Reflect on instructional feedback and implement strategic next steps, as defined by SPOT reinforcement areas.*
- *Implement strategies and techniques provided in PD to improve Domain 2 instruction.*
- *Implement a daily anecdotal note taking process and data driven reteach protocol that provides Tier 2 and 3 students with scaffolded supports*

KEY ACTION THREE

STAFF DEVELOPMENT	
	Who: ALL staff
	What: Lesson Internalization Protocol and Demos The Lesson Internalization Protocol and Demos facilitate a systematic approach for teachers to reflect on and refine their instructional practices, leading to improved lesson delivery and student engagement. By providing structured and immediate feedback, educators can make real-time adjustments to their teaching strategies, ensuring that students receive the support they need to succeed. This consistency in instruction not only enhances the quality of teaching but also positively impacts student achievement by fostering a more effective learning environment.
	When: Continuously throughout the school year: Monthly PD and ongoing planning in PLC, through intentional targeting of trends seen while on the spot coaching and assessing student data.
	Where: Foster ES multipurpose room/library

BUDGET		Proposed Item	Description	Amount
	Staff Development			
	Materials/Resources	HISD Curriculum and Great 8		
	Purchased Services			
	Other			
	Other			
			TOTAL	
	Funding Sources: Basic Programs PUA, Regular Program PUA,			

KEY ACTION FOUR

Key Action *(briefly state the specific goal or objective)*
Improve Intervention Time/ Improve Second Teach

Indicators of Success *(measurable results that describe success):*

- By the end of the academic year, Spot scores for intervention or second teach instruction will meet or exceed 10.0.
- Each day less than 10% of students will need interventions or second teach.
- By December 2025, Tier 2 and 3 students will decrease in each class from 15% or more of the students to 10% or less of the students, by the end of the year it will be 5% or less of the students in a class as indicated by RTI Powerschool
- Teachers will have 100% of their RTI documentation in at the end of each Cycle.
- All students needing HB16 30 hours or less will be documented by MOY testing in January 2026.

Specific Actions- School Leaders *(What specific actions will the building leaders take to accomplish this objective?)*
- *Include LSAE and Intervention in the daily schedule for ALL teachers.*
- *Identify a system for LSAE and Intervention Framework.*
- *Train teachers during pre-service and monthly on LSAE and Intervention best practices and systems.*
- *Monitor LSAE and Intervention blocks, providing feedback and support during those times.*
- *Track student progress and percentage of students receiving LSAE or intervention who are tier ⅔.*

Specific Actions- Staff *(What specific actions will the staff take to accomplish this objective?)*
- *Create and adhere to a daily push-in/pull-out instructional plan of support that is driven by student IEPS and ensures student growth and achievement.*
- *Plan intervention and LSAE blocks during internalization PLCs weekly.*
- *Track students getting support during intervention and LSAE and their progress.*
- *Identify misconceptions and plan proactive scaffolds to address those misconceptions.*

KEY ACTION FOUR

STAFF DEVELOPMENT	
	Who: ALL staff
	What: Improve Intervention and LSAE Model To strengthen our intervention time and improve Second Teach across all grade levels, our leadership team is implementing a targeted and structured approach tailored to the unique needs of our students. **For PK–2nd Grade:** Teachers will be provided with a clear Intervention Framework and designated intervention time built into their daily schedule immediately following each instructional block. To support consistency and effectiveness, we are investing in Mclass Pathways and Edmentum, which will serve as core resources for targeted intervention and skills reinforcement. **For 3rd–5th Grade:** Teachers will implement the LSAE (Lead, Support, Assess, Exit) model by facilitating mini-lesson slide reviews with all students at the Lead and Support 2 level, ensuring students receive additional support where needed. Meanwhile, advanced learners will begin with rigorous skill-building packets and then level up to Zearn, Amira, and/or IXL for extended practice and enrichment. This model promotes a strategic use of time, data-driven instruction, and differentiated support, ensuring all learners receive the intervention they need to grow.
	When: Continuously throughout the school year: Monthly PD and ongoing planning in PLC, through intentional targeting of trends seen while on the spot coaching and assessing student data.
	Where: Foster ES multipurpose room/library

BUDGET		Proposed Item	Description	Amount
	Staff Development	Pre-Service, PLCs and monthly PDs	Teachers will get time to learn intervention platforms, plan for intervention and demo intervention	

	Materials/Resources	LSAE, Mclass, Edmentum		
	Purchased Services	IXL, Zearn, Nearpod, Edmentum, Mclass		
	Other			
	Other			
			TOTAL	8,000+
	Funding Sources Special Education Fund			