

2025-2026 Action Plan

Laurenzo ECC

Sarah Tovar, Principal

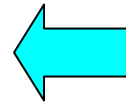
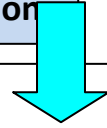
School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action



**Parameters
and metrics
established by
the District**

Needs related to student achievement data

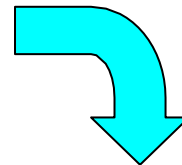
Based on the MOY assessment data for the 24-25 school year, areas of needed improvement include Math Operations and Literacy Words in a Sentence. Math Operations scores: English 64% on track, Spanish 46% on track. Literacy Words in a Sentence scores: English 38% on track, Spanish 57% on track. Historically, other areas of need include Rhyming, Alliteration, and Counting Sets. Based on MOY storytelling review, students grew at least 25 words from first story to current story (measure of oral language development). We would like to focus on storytelling elements of oral language development, beyond word count.

Needs related to improving the quality of instruction

Our campus spot average this year after 3 IRT visits is 10.72. After reviewing IRT feedback, as well as campus spot feedback there are identified areas for improvement. Based on IRT visits during the 24-25 school year, teachers scored an average of 3.67 in the Engage and Deliver domain and an average of 2.54 in the Monitor and Adjust domain. These were the lowest 2 domains on the spots, and both are essential for lesson delivery. As we create goals for next year, we want to ensure we maintain areas of strength within our lessons and grow in areas that need support.

System evaluation (philosophy, processes, implementation, capacity)

Our philosophy is centered around developmentally appropriate practice in early childhood education. We blend the skill-based learning of foundational skills with a play-based learning environment. Whole group times consist of skill development in the areas of Literacy and Math, with the goal of teaching Kinder readiness skills. Our centers include a blend of skill tasks with open ended, guided play-based centers. We value storytelling to build oral



language development. Our teachers all go through the year-long Rice University Storytelling Program, so they can learn how to implement high quality early childhood practices that support oral language development and early literacy. We also foster a collaborative community where everyone's input is valued and essential to building a strong school team. Our lessons are aligned to the PK guidelines, and we strive to provide opportunities to build the 6 Cs (collaboration, communication, content, creative innovation, critical thinking, and confidence).

Key Actions

1. Improve staff capacity
2. Improve quality of instruction in Literacy
3. Improve quality of instruction in Math

KEY ACTION ONE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	<p>Improve Staff Capacity Lorenzo ECC will improve the staff capacity to increase high quality instruction for all students, which will support student achievement in all areas. Teachers will demonstrate growth in their ability to provide high quality instruction.</p>
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> ● By the end of December of the 25-26 school year, 80% of core teachers will score an average of 10 or higher as measured by the HISD monthly spot observation. ● By the end of May of the 25-26 school year, 80% of core teachers will score an average of 11 or higher as measured by the HISD monthly spot observation. ● By the end of May of the 25-26 school year, the campus average on the Spot observation for all IRT visits will be 11 or higher.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> ● Principal will train administrators and coaches on the Spot forms and schedule monthly calibration walks to ensure alignment and focus on High Quality Instruction. ● Administration will train teachers on Spot forms, breaking down each domain and providing in-depth explanations of lesson delivery expectations. Administration will also review coaching expectations for coaches and teachers. Training will be completed by October. ● Administration and teacher leaders will provide on-the-spot coaching to all teachers a minimum of 3 times per week. On-the-spot coaching will include feedback in the moment and follow-up conversations when needed. ● Administration will lead effective PLCs, with a section each week dedicated to High Quality Instruction and will include a focus on alignment to the DOL, HIES, adjusting the lesson, and scaffolding. ● Administration will provide Professional Development during Inservice days, with a focus on instructional delivery and high quality, intentional lesson planning.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> ● Teachers will be prepared for and participate in Lesson Rehearsals during PLC meetings and PD days. Lesson rehearsals will include a demo and feedback from the PK team. ● Teachers will attend TES training and Spot training provided by campus administrators. Teachers will learn components of effective PK lessons to implement HQI. ● Teachers will engage in team planning using protocols provided by the district/campus. All teachers will receive feedback on lessons and make necessary revisions. Lessons will be submitted the week before the date of implementation. ● Teachers will ensure internalization of lessons, all lesson plan materials and slides will be prepared and ready for instruction. Teachers will prepare questions and scaffolds prior to lesson delivery.

Key Action One: Staff Development

Who: Administration, Instructional Staff

What: Staff Development, focus on High Quality Instruction

- District provided Spot Professional Development (breaking down the domains) delivered by campus administrators
- Lesson Planning: collaborative, aligned to Learning Objective

When: Throughout the year, August to May

- Weekly PLC meetings
- Inservice Days

Where: On Campus

Key Action One: Budget

Proposed item	Description	Amount
Staff development	Provided by Campus and District Staff	\$0
Materials/resources	Reading Materials (books aligned to Theme Map and PK guidelines)	\$5,000 per class → 14 classrooms Total: \$70,000
Purchased services		
Other		
Other		
TOTAL		\$75,000

Funding sources: PUA Reading Materials, PUA General Supplies

KEY ACTION TWO	Key Action <i>(Briefly state the specific goal or objective.)</i>
	<p>Improve Quality of Instruction in Literacy Lorenzo ECC will improve the quality instruction for all students in Literacy, which will be evidenced by Pre-kindergarten Circle Assessment. Teachers will demonstrate growth in their ability to provide high quality instruction.</p>
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> ● By February of the 25-26 school year, 85% of PK students will score within On Track range on the Phonological Awareness Overall Measure (Subtests included are Rhyming, Alliteration, Words in a Sentence, Syllables and Onset Rime) as measured by the MOY Circle Assessment. ● By May of the 25-26 school year, 85% of PK students will score within On Track range on the Phonological Awareness Overall Measure (Subtests included are Rhyming, Alliteration, Words in a Sentence, Syllables and Onset Rime) as measured by the EOY Circle Assessment. ● By the end of the 25-26 school year, 85% of PK 4 students will improve oral language as measured with a score 8/10 on the campus storytelling rubric. ● By the end of the 25-26 school year, 85% PK 3 students will improve oral language as measured with a score of 6/10 on the campus storytelling rubric.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> ● Administration will provide Professional Development in phonological awareness instruction for all teachers during August Preservice Days and Rice SLC Storytelling Program for new teachers. (campus based and/or contract services, Rice SLC) ● Administration will train and review the Campus Storytelling Rubric with all staff during August Preservice Days. ● Administrators will lead a book study in the Fall semester: Shifting the Balance (Science of Reading) which will include discussion on application and implementation of learning. ● Administration will provide on-the-spot coaching during the Literacy skill development instructional block (phonological awareness activities during whole group instruction). ● Administration will provide Theme Map, Literacy Scope and Sequence, and Rice Storytelling Implementation Map for all teachers.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> ● All new teachers will attend Rice SLC Storytelling year-long program at Rice University. ● All teachers will participate in Phonological Awareness Lesson Rehearsals during PLC meetings and PD days. This will include lesson demonstration and feedback/reflection. ● All teachers will take story dictation two times per week. All teachers will use video modeling and reflection notes to record and reflect on storytelling practice during PD days. Teachers will track oral language growth on campus storytelling rubric. ● All teachers will implement Phonological Awareness Skill bins during Literacy Centers. This will include a way to check for understanding and ensure all students engage in

	<p>independent practice.</p> <ul style="list-style-type: none"> Lesson planning teams will design and implement whole group lessons, small group lessons and workstations incorporating Phonological Awareness learning outcomes.
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Key Action Two: Staff Development

Who: Administration, Instructional Staff
What: Staff Development for all teachers and teacher assistants <ul style="list-style-type: none"> Campus provided PD (campus administrators/teacher leaders/Rice SLC) Lesson Planning: Collaborative, aligned to Learning Objective Book study: Shifting the Balance (Science of Reading)
When: <ul style="list-style-type: none"> Weekly PLCs Inservice Days Curriculum Committee Meetings and Lesson Planning Committee Meeting
Where: On Campus

Key Action Two: Budget

Proposed item	Description	Amount
Staff development	New teachers: Rice Storytelling program (Rice SLC)	\$2,500 -> 6 teachers Total: \$15,000
Materials/resources		
Purchased services		
Other	1 Teacher: Early Literacy Leadership Academy enrollment (Rice SLC)	\$3,500
Other		
TOTAL		\$18,500

Funding sources: PUA Contracted Services

KEY ACTION THREE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	<p>Improve Quality of Instruction in Math Lorenzo ECC will improve the quality instruction for all students in Math, which will be evidenced by Pre-kindergarten Circle Assessment. Teachers will demonstrate growth in their ability to provide high quality instruction.</p>
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> • By February of the 25-26 school year, 85% of PK students will score within On Track range on the Mathematics Overall Measure (Subtests included are Rote Counting, Shape Naming, Number Discrimination, Number Naming, Shape Discrimination, Counting Sets and Operations) as measured by the MOY Circle Assessment. • By May of the 25-26 school year, 85% of PK students will score within On Track range on the Mathematics Overall Measure (Subtests included are Rote Counting, Shape Naming, Number Discrimination, Number Naming, Shape Discrimination, Counting Sets and Operations) as measured by the EOY Circle Assessment.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> • Administration will review expectations of Math instructional blocks, and alignment to the PK guidelines and Math scope and Sequence. • Teacher leaders and administrators (curriculum planning committee) will design Math DOLs that are aligned to Mathematics PK guidelines. • Administration will provide Professional Development in mathematics instruction for all teachers. (campus based) • Administration will provide on-the-spot coaching during the Math skill development instructional block (math skill activities during whole group instruction).
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> • All teachers will participate in Math Lesson Rehearsals during PLC meetings and PD days. This will include lesson demonstrations and feedback/reflection. • All teachers will implement Math instructional blocks to include alignment to the LO, math whole group block, and small group/math tubs. • Lesson planning teams will design and implement whole group lessons, small group lessons and math tubs incorporating math learning outcomes. • All teachers will ensure students are utilizing My Math Academy learning app at least 20 minutes/week and tracking progress. Weekly visits to the STEM lab will occur to support implementation of learning app.

Key Action Three: Staff Development

Who: Administration, Instructional Staff

What: Professional Development

- Lesson Planning: Collaborative, aligned to LO
- Circle Assessment
- On the spot coaching and co-teaching

When:

- Weekly PLCs
- Inservice Days
- Curriculum Committee Meetings

Where: On Campus

Key Action Three: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources	Science and Math materials	\$2,500 per class -> 14 classrooms Total: \$35,000
Purchased services		
Other		
Other		
TOTAL		\$35,000

Funding sources: PUA General Supplies