

2025-2026 Action Plan

Emerson Elementary School

Alexander S Rodriguez

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

Based on 24-25 MOY NWEA MAP data, 45% of students met expected growth in Reading, and 49% are projected to be at Meets or above on STAAR. 47% of students met expected growth in Math, and 32% are projected to be at Meets or above on STAAR. 57% of students met expected growth in Science, and 18% are projected to be at Meets or above on STAAR. Students in kindergarten grew from 28% at BOY to 42% at MOY as measured by DIBELS. Students in first grade regressed from 41% at BOY to 36% at MOY as measured by DIBELS. Students in kindergarten showed no growth and stayed at 85% at BOY to 84% at MOY as measured by LECTURA. Students in first grade regressed from 48% at BOY to 34% at MOY as measured by LECTURA.

Needs related to improving the quality of instruction

The number one need related to improving the quality of instruction is the urgency to increase teacher's capacity to engage students while becoming adept at adjusting instruction to help students acquire and develop English as a second language and their academic skills. There are currently 850 EB's at Emerson. About 350 of them are recent arrivals as refugees and asylees with zero to no knowledge of the English language. The third important need is to continue the consistent implementation of HQIM that started in the school year 23-24.

System evaluation (philosophy, processes, implementation, capacity)

Our main objective for the upcoming school year will be to deliver high quality instruction with specific targets to scaffold and support language development considering the high number of EB's, newcomers, refugees and asylees enrolled at Emerson. To reach this goal, we will incorporate a professional development system to enhance teacher capacity to implement speaking, listening, reading and writing in all areas. In addition, we will continue the implementation of HQIM with a high degree of fidelity, daily coaching, feedback and SPOT observations, as well as consistent alignment with HISD instructional characteristics.

Another important objective is to create opportunities for vertical collaboration, coaching and feedback to improve, strengthen instructional practice and increase student achievement and outcomes.

School Action Plan Template

KEY ACTION ONE	Key Action <i>(Briefly state the specific goal or objective.)</i> Increase staff capacity to provide high-quality instruction.
	Indicators of success <i>(Measurable results that describe success.)</i> - Based on campus SPOT observations, 50% of teachers will achieve a score of at least 8/13 in Instruction by December 2025. This percentage will rise to 65% by February 2026, and 80% by May 2026. - Based on the campus AGMO procedural framework, 50% of teachers will successfully execute the framework in its entirety by December 2025. This percentage will increase to 60% by February 2026, and 80% by May 2026. - According to the EOY NWEA, 65% of students in grades 2-5 will be at or above the district set growth measure or exceed their expected growth percentile in both math and reading, whichever is higher. - By the end of the school year, the campus will raise the final IRT (Independent Review Team) score, improving from 10.2 out of 15 in 2025 to 12.5 out of 18 or higher by May 2026.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> - Develop, implement, and track the execution of a Professional Development and PLC calendar that includes need-based systematic study, internalization, planning, and practical rehearsal of High-Quality Instructional Materials. - Design, execute, and oversee the effective implementation of District Great 8 and Next 8 for monitor and adjust using West Division aggressive monitoring “look fors”. - Design and oversee the implementation of a master schedule that incorporates key lesson cycle components, ensuring first-rate instruction, assessment, and immediate instructional adjustments by the teacher, while maintaining appropriate pacing. - Model and monitor the weekly implementation of the District lesson internalization and PLC protocol, integrating language development/support strategies throughout the lesson. Look for include: teacher created exemplar, DOL with identified misconceptions, specific at-bats, and pre-planned scaffolds available.

	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i> -Participate in a weekly DEMO day, to include evidence of implementation of District Internalization, Planning, and PLC Protocol. -Engage weekly in effective PLC focused on lesson internalization, the “Great 8 and the Next 8” and data. -Follow master schedule and the district lesson design with fidelity during first and second instruction to include immediate instructional adjustments while maintaining appropriate pacing. -Maintain binder of internalization artifacts to include exemplar student activities and DOL with identified misconceptions and specific at-bats and scaffolds.
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	Key Action One: Grow staff capacity to deliver high quality instruction		
	Who: Marcela Moore, AP; 2-3; Alyssa Vann, AP; Courtney Dubord AP, Ava Nikoo; Alexander Rodriguez, Principal		
	What: Execute leadership actions related to ensuring high quality instruction. Monitor, track, and spearhead implementation of staff actions, provide daily on the spot coaching and feedback, spearhead corrective action and support plans.		
	When: August 2025-May 2026		
	Where: All classrooms		
Budget	Proposed item	Description	Amount
	Staff development	Campus Leadership team led PD on engagement strategies, language scaffolds, and HQI	0

	Materials/resources	Amplify Curriculum, Amira, Zearn, EduSmart, NewsELA	0
	Other		
	Other		
	TOTAL		
	Funding sources: General Fund, Title I		

Key Action *(Briefly state the specific goal or objective.)*

Strengthen leadership density

Indicators of success *(Measurable results that describe success.)*

- By MOY Conferences, all Tier II leaders will achieve a score of 16/25 or higher on the LEAD Day-to Day Coaching Rubric and will be rated Effective (25+) on the LEAD Executive Leadership Rubric. This will increase to 19/25 by EOY.
- Based on the LEAD executive leadership rubric, by MOY, 50% of Tier II leaders will be rated as Effective (22+), and by EOY, 100% will be rated Effective (22+).
- By May 2026, all Tier II leaders will receive a Proficient 1 or higher rating on the school's leadership rubric, as evaluated by the Principal and APs during the teacher evaluation process.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- The principal will design and oversee the implementation of a coaching feedback tracker tool to monitor the effectiveness of Tier II leaders in understanding teacher needs, providing high-yield feedback, and ensuring continuous improvement.
- Create and implement strategic leader calendars that include instructional laps, leadership huddles to address immediate instructional concerns, coaching assignments, and lesson planning to drive a significant, immediate positive impact on student learning (within a 24-hour timeline).
- The school principal will conduct weekly, instructionally focused calibration walks and side-by-side coaching with Tier II leaders to provide spot coaching for teachers, ensuring alignment in tiering and support.

	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i> - Lead and model instruction across grade level teams targeting specific feedback trends. -Address immediate instructional concerns by providing additional on the spot coaching and one on one afterschool lesson internalization and demo to address instructional concerns within a 24 hour timeline. -Engage in systematic weekly calibrations and side-by-side coaching to align to leadership feedback and district expectations for Tier II leaders.
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	Key Action Two: Ensure High-Quality Math Instruction in grades K-5		
	Who: Alyssa Van AP-; Alexander S Rodriguez, Principal-Schoolwide; Courtney Dubord, AP; Marcela Moore, AP; Ava Nikoo, AP; Kedrin Jackson		
	What: Carry out leadership actions to ensure high-quality instruction. Monitor, track, and lead the implementation of staff actions, provide daily on-the-spot coaching and feedback, and drive corrective action and support plans as needed.		
	When: August 2025-June 2026		
	Where: All classrooms		
Budget	Proposed item	Description	Amount

	Materials/resources	Eureka Curriculum	
	Purchased services		
	Other	Zearn	
	Other		
	TOTAL		
	Funding sources: General Fund, Title I		

KEY ACTION THREE

Key Action <i>(Briefly state the specific goal or objective.)</i> Improve the quality of SPED compliance and IEP’s.
Indicators of success <i>(Measurable results that describe success.)</i> -By the end of the first semester, 100% of campus ARDs are held on or before the deadline. -100% of newly enrolled students with IEPs will have information verified and accurately reflected in the ARD tracker within one week of their enrollment, with bi-weekly checks to monitor accuracy. -By the end of the academic year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. -By the end of the first semester, the principal ensures that a regular audit of IEP data tracking reveals that 90% or more of the tracked data points align with the goals and progress indicators specified in the IEPs. -Throughout the academic year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping.
Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> -Ensure all teachers and service providers have access to IEPs and understand their role in data tracking. -Schedule bi-weekly data reviews with SPED staff to compare tracked data with IEP goals. -Create goal quality rubric during IEP reviews.

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	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i> -Review IEPs within 48 hours of receiving a new student to understand goals, services, and accommodations. -Communicate with the SPED team if any discrepancies or missing information are found. -Implement accommodations immediately and document their use. -Participate in bi-weekly check-ins to verify that student needs are being met and accurately reflected in the tracker
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	Key Action Three: Improve Special Education Instruction and Service Delivery		
	Who: Kedrin Jackson Sped Chair; Alexander Rodriguez, Principal; Resource teacher, Sped co-teacher; Alyssa Vann, AP, Marcela Moore, AP; Ava Nikoo, AP; Courtney Dubord, AP		
	What: Execute and document leadership actions aimed at enhancing the quality of IEP's and tracking Sped compliance.		
	Monitor, track, and lead the implementation of staff actions, provide weekly on-the-spot coaching and feedback, and drive corrective actions and support plans as needed.		
	When: August 2025-May 2026		
	Where: Sped Classrooms, Core content classrooms, Pre ARD		
Budget	Proposed item	Description	Amount
	Staff development	Professional development during pre-service and teacher service days led by campus and district staff.	0

	Materials/resources		0
	Purchased services		0
	Other		0
	Other		0
	TOTAL		0
	Funding sources:		

Key Action *(Briefly state the specific goal or objective.)*

Improve English Proficiency for Emergent Bilingual Students.

Indicators of success *(Measurable results that describe success.)*

- By April 2026, 48% of EB's will grow one level of proficiency on the composite score on TELPAS.
- By June 2026, campus will see a 13% increase of total students who hit composite score benchmark on DIBELS/LECTURA based on BOY. By January 2026 50% on MOY and by May 2026 65% on EOY.
- As measured by SPOT observations, 70% of teachers will receive at least 2/4 points in **Monitor and Adjust**, as related to differentiating by using *language scaffolds* based on student language needs by December 2026; that measure will increase to 85% of teachers receiving 3/4 by April 2026.
- The percentage of EB's: Hispanic and Middle Eastern newcomers in grades 1-5 for Reading and Science meeting their expected annual growth on NWEA MAP, will increase to 45% MOY December 2025 and to 60% in May 2026.
- By June 2026, 75% of Emergent Bilingual students will meet their individual growth target on NWEA MAP Reading compared to in the 24-25 school year. By January 2026 50% EB will meet their growth target by MOY.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- Train teachers and staff on language supports and development strategies and scaffolds from the language instructional proficiency rubric to support EB development, aligned with HISD instructional characteristics.
- Design and implement monthly professional development sessions to help teachers improve their ability to develop EB students' interpersonal and academic language through engagement strategies.
- Monitor the incorporation of scaffolds and strategies in lesson planning and internalization, ensuring alignment with HISD instructional characteristics.

Specific actions – staff

- Participate in ongoing monthly professional development sessions and implement strategies to support EB students in developing their interpersonal and academic language with fidelity.
- Implement actions, strategies, and scaffolds from the language instructional proficiency rubric (ELPS) to support EB development, aligned with HISD instructional planning protocol.
- Explicitly list, annotate, and add scaffolds and strategies incorporated into lesson planning and internalization, aligned with HISD instructional characteristics. Incorporate and apply one-pager ELPS and development strategies during instruction: sentence stems, “I say-You-Say” strategy, ensuring alignment with HISD instructional planning protocol.

	Key Action Four: Develop teacher capacity to develop students' English language skills in the core content areas.		
	Who: Alexander Rodriguez, Principal; Marcela Moore, AP- Reading 2-3; Alyssa Vann, AP- Early Literacy; Courtney Dubord, AP-1-2; Ava Nikoo, IS; Kedrin Jackson, Special Ed Chair.		
	What: Implement and document leadership initiatives aimed at enhancing special education instruction and service delivery. Oversee, monitor, and drive the execution of staff actions, offering daily coaching and feedback, and leading the development and implementation of corrective action and support plans.		
	When: August 2025-May 2026		
	Where: All classrooms		
Budget	Proposed item	Description	Amount
	Staff development	Professional development during pre-service and teacher service days led by campus and district staff.	0
	Materials/resources		0
	Purchased services		0
	Other		0
	Other		0
	TOTAL		0
	Funding sources:		

