



2026-2027 Action Plan

Sutton Elementary School

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School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

- Sutton Elementary School received a “**B**” rating (83) 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 2025-2026 STAAR tests.
 - STAAR Reading scores in grade 3-5 increased by 3.25 points from 44.76% to 48.01% passing at the Meets level.
 - STAAR Reading scores in grade 3 - increased by 6.28% points from 39.46% to 45.74% passing at the Meets level.
 - STAAR Reading scores in grade 4 - increased by 1.16% points from 44.06% to 45.22% passing at the Meets level.
 - STAAR Reading scores in grade 5- increased by 0.52% points from 52.03% to 52.55% passing at the Meets level.
 - STAAR Math scores in grade 3-5 increased by 2.2% points from 47.80% to 50%, passing at the Meets level.
 - STAAR Math scores in grade 3 - decreased by 1.88% points from 42.31% to 40.43%, passing at the Meets level.
 - STAAR Math scores in grade 4 - increased by 4.5% points from 51.54% to 56.04% passing at the Meets level.
 - STAAR Math scores in grade 5 - increased by 0.86% points from 50.84% to 51.7% passing at the Meets level.
- 2025-2026 TELPAS Proficiency 33%
- NWEA MAP Beginning of Year (BOY '25 – '26) Math indicated that:
 - 17% of students were in the (1st-21st) percentile;
 - 17% in (21st - 40th) percentile;
 - 24% in (41st – 60th) percentile;
 - 26% in (61st – 80th) percentile;
 - 16% in (81st to 99th) percentile.
- NWEA MAP Beginning of Year (BOY '25 – '26) Reading data indicated that:
 - 38% of students were in the (1st-21st) percentile;
 - 25% in (21st - 40th) percentile;

- 13% in (41st – 60th) percentile;
- 16% in (61st – 80th) percentile;
- 8% in (81st to 99th) percentile.

Data from MOY NWEA Map indicate a need to increase both reading and math achievement across all grade levels.

Reading: Increase reading achievement data in grades PK-2nd by ensuring teachers are following curriculum and implementing best-practices related to the Science of Teaching Reading.

Based on MOY DIBELS data, 55% of students in grades K-2nd are reading below grade level. NWEA MAP MOY reading achievement data for 2nd grade is at the 23rd percentile.

Based on DIBELS EOY 40% of K-2 students are reading below grade level.

Emergent Bilinguals: Campus has large number of EB students requiring systematic instruction related to early literacy skills which makes it difficult for students to comprehend.

NWEA MAP MOY reading achievement data for EBs is at the 26th percentile.

NWEA MAP MOY Reading achievement data for SpEd students is at 18th percentile.

This data underscores the need for intentional instructional planning, targeted interventions, and consistent progress monitoring to reduce the percentage of students performing below grade level and increase the number of students achieving Meets and Masters performance levels.

Special Education: Increase SpEd student achievement in grades kindergarten through 5th grade by ensuring teachers are delivering specially designed instruction to meet students' unique learning needs.

NWEA MAP MOY Math achievement data for Special Education students is at the 18th percentile.

Needs related to improving the quality of instruction

ROOT CAUSE

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 13.6– BOY IRT 1 to 15.5 IRT 3 TO 15.8 EOY IRT 4, the AIM platform (Lead Rating: 14.81 Proficient 2), 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 engage students through multiple response strategies and active monitoring as well as strategies for shifting the cognitive

load to the students. Specifically, data suggests a need to strengthen the following areas to increase the overall quality of instruction:

- Improve the quality of instruction in second grade.
- Increasing student ownership by shifting the cognitive load to students.
- Improve the quality of instruction in Special Education SLL and SLC ALT classrooms.
- Shift to Dual-Language program for PK-4 grade and Transitional Early Exit at 5th grade. Teachers need professional development to make content comprehensible and develop academic vocabulary for EB students.
- Increase the quality of intervention instruction and data tracking in grades PK-5th.
- Build teacher capacity to utilize students' special education accommodations in instruction and assessment.
- Build Tier 2 Leadership density.
- Increase parental engagement to support school and teacher instructional initiatives.
- Increase parental satisfaction to support student outcomes.

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 Sutton 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 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.

Key Actions (Focus Areas)

- Improve staff capacity to provide high-quality instruction
- Build Leadership Density
- Improve the quality of instruction and language proficiency for Emergent Bilingual students.
- Improve the quality of instruction, compliance, and student achievement within special education.

KEY ACTION ONE

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

Improve staff capacity to provide high-quality instruction

Indicators of success (Measurable results that describe success.)

- 75% (6/8 teachers) of the scores on spot observations conducted on IRT 1 will be proficient (10.5) or higher; that percentage will increase to 85% (7/8 teachers) on IRT 2 and 100% (8/8 teachers) on IRT 3 by April 2027.
- IRT 1 and 2 scores will average at or above 12 and will increase to 14 by IRT 3 and 14.5 by IRT 4 in May 2027.
- The average growth conditional percentile for Math grades 3-5 will be at or

	above the 50th percentile from the administration of the NWEA BOY assessment in August 2026 to the MOY assessment in January 2027 and this number will increase to at or above the 60th percentile by the EOY assessment in May 2027.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	• Train teachers on the “Sweet 16” Instructional Practices during August PD and thread throughout the year during Campus PD Days. • Monitor student data through writing samples, DOL, and authentic student work samples. • Provide on-the-job coaching and feedback loops regularly around best practices. • Facilitate effective planning systems during weekly PLC that include but not limited to lesson internalization, lesson customization, creation of exemplars, scripting high level questions, and planning engagement opportunities. • Admin will conduct daily compliance laps and instructional laps and utilize data to inform teacher coaching. • Campus admin will provide in-the-moment coaching and feedback daily based on SPOT observations. • Campus admin will capture and use campus video exemplars to build teacher capacity during weekly PLCs and professional development days. • Train and model for teachers the gradual release vision of excellence and the engagement feedback loop during weekly PLCs and Professional Development Days. • Train teachers on how to track and monitor students' progress.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	• Teachers will engage weekly in effective PLC focused on lesson internalization, the “Sweet 16”, and data. • All core teachers will participate in spot observation calibration once a quarter to gain insight on identifying effective instruction. • Teachers will implement the use of engagement strategies and aggressive monitoring techniques daily. • Teachers will engage in daily planning consisting of lesson internalization, customization, and demoing to ensure effective delivery of instruction. • Respond openly to on-the-job coaching both in the moment and/or during planning. • Teachers will utilize feedback from SPOT observations after each visit and apply it to inform instruction on the next lesson.

Key Action One: Staff Development

Who: Teachers, School Leaders, and Interventionists

What: Build teacher capacity by providing in-the-moment coaching and weekly training during PLCs and on professional development days.

When: 2026-2027 school year

Where: Sutton Elementary School

Key Action One: Budget

Proposed item	Description	Amount
Staff development	Staff development on SPOT Observations, content-based instructional strategies, differentiation, scaffolding, MRS, and HISD Ready Characteristics	\$0
Materials/resources	MRS charts with lamination -white boards sheet protectors and card stock -dry erase markers -response cards -chart paper	\$8,000
Purchased services	NA	
Other		
TOTAL		\$8,000

Funding sources: Comp ED Funds

KEY ACTION TWO	Key Action (Briefly state the specific goal or objective.)
	Build Leadership Density
	Indicators of success (Measurable results that describe success.)
	- By October 2026, all Tier II leaders will achieve a score of at least 16/25 on the LEAD Day -to Day coaching and this number will increase to 18/25 or higher on the MOY Conference in January 2027 and 20/25 by EOY Conference in May 2027. - The percentage of teachers scoring at least proficient (10.5 or higher) on SPOT observations conducted by the admin team will be 75% in October 2026 and this percentage will increase to 85% in January 2027 and 90% in April 2027. 80% of teachers rated by campus admin as proficient on the spot observation rubric will score proficient or higher on MOY student performance metrics in January 2027 as measured by the number of students showing growth on the NWEA MAP, DIBELS/Lectura, and CIRCLE assessment and this number will increase to 90% on the EOY administration in May 2027.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	- Campus leaders will participate in weekly calibration walks around the See, Like, Change protocol. - Campus leaders will attend monthly principals' and Assistant Principals' professional development offered by the district leadership development department. - Campus leaders will participate and be coached during weekly leadership meetings every Tuesday. - Campus leaders will conduct at least 6 weekly SPOT observations thereafter they will conduct coaching and modeling classroom sessions based on their SPOT feedback. - Campus leaders will schedule and calendar weekly duties including spot observations, coaching, setting priorities, and meetings using the outlook calendar.

	Campus leaders will participate and at-bat data sessions prior to grade level data PLCs and leadership meetings. Campus leaders will ground observations in teacher and student behaviors observed during spot observations.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	- Utilize SPOT, coaching and modeling feedback to deliver strong first teach instruction. - Apply instructional PD and PLC learning to deliver high-quality instruction. - Conduct at-bats during PLCs to gain feedback in order to deliver fluid lessons. - Engage in peer observations and provide feedback using the spot form. - Collaborate with colleagues in using instructional data points from DIBELS, MAP, DOLs and DFAs to build their own capacity for better student outcomes.

Key Action TWO: Staff Development

Who: Principal, Assistant Principals and Executive Director of Instruction

What: Build Leadership Density

When: SY 2026-2027

Where: Sutton Elementary

Key Action TWO: Budget

Proposed item	Description	Amount
Staff development	Calibration Walks Principal and Assistant Principal Monthly Meetings Campus Admin Weekly Meeting	\$0
Materials/resources		5,000
Purchased services		
Other		
Other		
TOTAL		\$5000

Funding sources: General Fund

KEY ACTION THREE	Key Action (Briefly state the specific goal or objective.)
	Improve the quality of instruction and language proficiency for Emergent Bilingual students.
	Indicators of success (Measurable results that describe success.)
	- The percentage of Emergent Bilingual students growing one level of proficiency as measured by Summit K-12 will increase from 33% on the BOY administered in August 2026 to 43% at on the MOY administered in January 2027 and will be at least 50% on the EOY TELPAS administration in April 2027. - The growth conditional percentile for Emergent Bilingual students taking NWEA Reading for Grades 3-5 will be at or above the 50th percentile from the administration of the NWEA BOY assessment in August 2026 to the MOY assessment in January 2027 and this number will increase to at or above the 60th percentile at the administration of the NWEA EOY Assessment in May 2027. 80% of EB teachers will average 7 points or higher on Instruction as measured by the average SPOT scores in October 2026, and this number will increase to 8 points on the MOY SPOT averages by January 2027: that point average will increase to 9 points by May 2027.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	Campus administrators will continue to build teacher capacity daily on the effective implementation of turn and talks and quick response cards.

- Campus administrators will continue to calibrate monthly on the HISD SPOT observation form and how to use it alongside the specialty guidance from Multilingual department.
- Campus administrators will collaborate with the Multilingual Department monthly to train teachers on effective implementation of ELPS, CBLI, and best practices for implementing Dual Language for Emergent Bilingual Students.
- Campus administration will monitor weekly the implementation of the dual language program.
- Campus administrators will monitor weekly the use of visual supports and LPAC accommodations for EB students.
- Campus admin will monitor the implementation of Summit K-12 weekly during intervention period.

Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)

- Teachers will attend campus and district training during pre-service and throughout the year on specific areas of the HISD SPOT observation and Multilingual guidance.
- Teachers will implement the dual language program components with fidelity daily.
- Teachers will attend dual language, CBLI, and ESL training provided by the Multilingual department during pre-service and teacher PD days.
- Teachers will include a language objective daily on their board configuration and a strategy to implement it during the lesson.
- Teachers will internalize and customize lessons weekly to meet the needs of our EB students.
- Teachers will implement accommodations for Emergent Bilingual students with fidelity daily in instruction.
- Teachers will implement 90 minutes of Summit K-12 weekly during intervention period.

Key Action THREE: Staff Development

Who: School Leaders, Teachers, and staff

What: Improve language proficiency by building teacher capacity to provide CBLI and implement ELPS daily

When: SY 2026-2027**Where:** Sutton ES**Key Action THREE: Budget**

Proposed item	Description	Amount
Staff development		0
Materials/resources	Journals, Chart Paper, Markers	6,000
Purchased services	IXL	14,000
Other	Summit K-12	
Other	LPAC Clerk / Reading Interventionist	31,000
TOTAL		51,000

Funding sources: Bilingual Funds

KEY ACTION FOUR	Key Action (Briefly state the specific goal or objective.)
	Improve the quality of instruction, compliance, and student achievement within special education.
	Indicators of success (Measurable results that describe success.)
	- The percentage of special education teachers scoring proficient (10.5) or higher on SPOT observations conducted by the admin team will be 75% (6/8 teachers) in October 2026 and this percentage will increase to 87.5% (7/8 teachers) in January 2027 and 100% (8/8 teachers) in April 2027. - By October 2026, 75% (6 out of 8) of Special Education teachers will score an average of 7 or higher on Instruction indicator on SPOT observations conducted by the campus leadership team. This percentage of special education teachers scoring 7 or higher will increase to 87.5% (7 out of 8) by January 2027 and 100% (8 out of 8) by April 2027. - The growth conditional percentile for Special Education students taking NWEA Map Math and Science for Grades 3-5 will be at or above the 50th percentile from the administration of the NWEA BOY assessment in August 2026 to the MOY assessment in January 2027 and this number will increase to at or above the 55th percentile at the administration of the NWEA EOY Assessment in May 2027. - By the end of the first semester 100% of students' accommodations and modifications will be entered in PowerSchool by teachers by the end of each grading cycle. This percentage will remain constant at 100% by EOY June 2027.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	Campus leaders will conduct at least one Spot observation on a special education teacher per week.

- The campus administrative team will train teachers in August then conduct checks for accommodation and modifications in PowerSchool at progress reports and at the end of every grading cycle.
- The campus administrative team will train teachers on the co-teaching model during August Pre-Service PD days.
- The Special Education Success Program teachers and TAs will receive Neuhaus training during August Preservice PD days.
- The campus administrative team will train Special Education Success Program teachers and TAs on the new curriculum model during pre-service and provide support with lesson internalization during weekly PLCs and professional development days.
- The campus administrative team will observe co-teachers weekly and provide feedback.
- Dyslexia Administrator and interventionists will attend monthly district meetings.
- The campus administrative team and Special Education Chair will ensure that all teachers receive relevant portions of the IEP within 2 days of closing the IEP.
- The Special Education Chair will attend district monthly meetings.
- The Special Education Administrator and special education case managers will provide teachers with training on the relevant portions of the IEP during pre-service and staff professional development days.

Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)

- The Special Education Success Program teachers and TAs will implement the new curriculum model with fidelity to meet the unique needs of learners.
- Teachers of students in special education will enter accommodations and modifications weekly into PowerSchool for each assignment every time they enter grades for each subject.
- Teachers will participate in training on IEP during pre-service and staff PD days for documenting accommodations and modifications in PowerSchool.
- Special education teachers will attend training provided by the Office of Special Education on the writing of effective IEPs during staff PD days.
- Special education teacher assistants will attend training during district PD days.

	• Special education co-teachers will attend district trainings. • Special education co-teachers and general education teachers will plan at least twice a week. • Teachers will implement accommodations and modifications provided for in the students' IEPs in instruction.
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Key Action FOUR: Staff Development

Who: Administration, Special Education Administrator, Special Education and General Education Teachers, and Special Education Clerk

What: Meeting all district compliance deadlines, Spot averages of Proficient I or higher, internal folder review audits, and documentation of accommodations in PowerSchool.

When: 2026-2027

Where: Sutton Elementary School

Key Action FOUR: Budget

Proposed item	Description	Amount
Staff development	NA	\$0
Materials/resources	Chart Paper, copy paper, toner	\$4,000
Purchased services	NA	\$0
Other	12 teacher assistants	\$0
Other	NA	\$0
TOTAL		\$4,000
Funding sources: Special Education		