

Foerster Elementary School



2026-2027

Campus Action Plan

Kizzy Luke
Principal

School Action Plan – Needs Assessment

Needs related to student achievement data

During the 2025-2026 school year, we demonstrated growth in student performance and improved our overall rating from a 69 D to an 80 B. While growth is evident we continue to struggle in meeting state achievement targets in Domain I. On the 2025-2026 STAAR we scored a 65 in Domain I Student Achievement. An increase of 8 points from 2024-2025. Student Progress Domain II is our strongest category improving from a score of 68 to a score of 81, and earning one distinction for Top 25% Comparative Academic Growth.

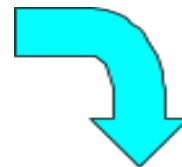
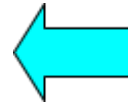
Needs related to improving the quality of instruction

To improve the quality of instruction, the campus must focus on strengthening core instruction during first teach, ensure instruction level is aligned to the state assessment standards for each grade/content, embed specific supports such as scaffolds to address gaps with EB and Special Education students, and continuously monitor current instructional data (i.e., DOL, Team Center Leveling Up) to address instructional deficiencies.

System evaluation (philosophy, processes, implementation, capacity)

- Instructional Rounds/ SPOT Observations
- PLCs
- Data Meeting and Progress Monitoring
- Instructional Feedback Cycles and RBIS implementation
- Student Work Analysis
- Curriculum Fidelity Check
- Campus Systems Inspections
- Sheltered Instruction and EB language supports monitoring

Parameters
and metrics
established by
the District



Key Actions

- Design and execute “Spot Camp”, the intentional training of the instructional staff on the HISD Spot Form to ensure clarity, focus, and intentional actions.
- Improve staff capacity to deliver high-quality instruction consistently through tailored training centered on Engagement Strategies, Quality Questioning, and Aggressive Monitoring.
- Improve student outcomes for students receiving special education services through high-quality, data-driven instruction that is aligned to meet student growth goals.
- Accelerate English Language Proficiency and academic achievement for Emergent Bilingual (EB) Students through targeted instructional practices, digital resources, and intentional opportunities to practice language.

KEY ACTION ONE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve staff capacity to deliver high-quality instruction.
	Indicators of success <i>(Measurable results that describe success.)</i>
	• 70% of the scores conducted for IRT #2 will be proficient or higher; that percentage will increase to 80% by IRT #4. • 80% of the teachers will average 8 points or higher on Domain 2: Instruction as defined by MOY Spot averages by January 2027; that point average will increase to 10 points by May 2027. • 55% or more students in Math & Reading will receive a .6 growth as defined by NWEA MAP MOY.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	• Train all instructional staff on RBIS, language acquisition strategies, and TELPAS performance indicators. • Implement instructional coaching cycles beginning August 2026, prioritizing teachers scoring below proficient on SPOT observations. Include goal-setting, modeling, and feedback in all observation feedback communications. • Conduct bi-weekly calibration walks with administrators, instructional coaches, and leadership team to ensure consistent expectations for high-quality instruction. • Facilitate monthly data-driven PLCs, starting September 2026, focused on analyzing student work and lesson planning to align with high-quality instruction. • Utilize a campus Data Talk protocol for structured analysis and feedback on current instructional data.

	- Communicate the campus “Look Fors” focus each month beginning September 2026, tied to Domain 2 components (e.g., September – Maximize Student Understanding; October – Support for all students and special populations). - Execute weekly structured Demo Days to provide staff opportunities to practice and refine their instructions delivery by obtaining guidance and feedback from peers and leaders.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	- Conduct one peer observation per month starting October 2026, using a provided reflection form to give/receive feedback on Domain 4. - Track personal Spot Observation scores in a teacher dashboard or tracker, setting monthly goals for growth. - Participate in Data Days (October 2026, January 2027, March 2027) and update intervention plans based on student growth data.

Key Action One: Staff Development		
Who: All core content teachers		
What: District NES professional development, Campus PLC meetings, Demo Days, Data Talks, Gradebook Review, Student Data Conferences, Teacher Performance check-ins.		
When: July 2026- May 2027		
Where: Foerster Elementary School/ Houston ISD		
Key Action One: Budget		
Proposed item	Description	Amount
Staff development	We will follow the NES budget allocation guidelines	\$10,000.00
Materials/resources	We will follow the NES budget allocation guidelines.	\$5,000.00
Purchased services	We will follow the NES budget allocation guidelines.	\$20,000.00
Other		

Other		
TOTAL		\$35,000.00
Funding sources:		

KEY ACTION TWO	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve student outcomes for students receiving special education services through high-quality, data-driven instruction.
	Indicators of success <i>(Measurable results that describe success.)</i>
	• By the middle of the year (MOY), 50% of SPED students will meet or exceed their projected growth in reading and math on the NWEA MAP assessment. By May 2027, this percentage will increase to 75% on the end-of-year (EOY) assessment. • By the middle of the year, 60% of students with IEPs will show progress on at least one of their annual goals. By May 2027, at least 80% will demonstrate progress on two or more IEP goals. • By the end of the year, 85% of teachers that support SPED students will score 7 out of 10 or higher on Domain II spot observations, demonstrating the effective use of embedded accommodations and supplemental aids to support student mastery of concepts by May 2027.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	• Collaborate with general education teachers during PLCs monthly to align IEP supports with Tier 1 instruction. • Implement progress monitoring protocols and adjust instructional strategies based on student data. • Use Data Days (October 2026, January 2027, March 2027) to set MAP growth targets and action steps for individual students. • Deliver PD on accommodations and Domain II indicators with specific examples during beginning-of-year and mid-year professional development. • Conduct focused spot observations that assess the use of embedded supports for SPED students and provide immediate feedback. • Track and share trends from Domain II observation data with SPED and admin teams every 6 weeks.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	• Provide training on interpreting MAP data and using the Learning Continuum during August 2026 PD and follow-ups in October 2026 & January 2027. • Schedule and facilitate monthly Gen Ed–SPED collaboration time in PLC calendars. • Monitor small group instruction for SPED students during weekly walkthroughs and provide real-time feedback. • Review student MAP progress data with SPED and general education teachers during mid-year and EOY data conferences.

- Attend PD on embedded accommodations and supplemental aids in September 2026, November 2026, and January 2027.

Key Action Two: Staff Development

Who: All core content teachers

What: District professional development, Campus PLC meetings, Demo Days

When: July 2026- May 2027

Where: Foerster Elementary School/ HISD

Key Action Two: Budget

Proposed item	Description	Amount
Staff development	We will follow the NES budget allocation guidelines.	\$10,000.00
Materials/resources	We will follow the NES budget allocation guidelines.	\$5,000.00
Purchased services	We will follow the NES budget allocation guidelines.	\$20,000.00
Other		
Other		
TOTAL		\$35,000.00

Funding sources:

KEY ACTION THREE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Accelerate English Language Proficiency and academic achievement for Emergent Bilingual (EB) Students.
	Indicators of success <i>(Measurable results that describe success.)</i>
	• By December 2026, at least 50% of EB students will demonstrate growth of 1 proficiency band in the Domain of Reading from BOY to MOY, as evidenced by the Summit K12 assessment. By the end of the year, 65% of students are expected to achieve similar growth in Reading proficiency. • By MOY, at least 55% of EB students will meet their expected growth in reading on the NWEA MAP assessment. This percentage will increase to 70% by EOY. • 85% of EB teachers will score 10/13 or higher on Domain II spot observations, demonstrating evidence of embedded EB language supports aligned to lesson objectives and TELPAS domains by May 2027.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	• Ensure all teachers are trained on interpreting Summit K12 results and using them to inform instruction by September 2026. • Calibrate walkthroughs with the leadership team using EB-specific look-fors (e.g., visual supports, academic discourse, scaffolds). • Track teacher Domain II data every 3 weeks and provide targeted coaching support to those scoring below 10. • Celebrate exemplary EB instructional practices in the weekly Monday Memo, monthly staff meetings, or campus newsletters to drive visibility and replication. • Embed and reference language objectives in every content lesson by August 31, 2026, aligned with TELPAS domains (Listening, Speaking, Reading, Writing). • Facilitate Data Talks, using the campus protocol, after each MAP administration (BOY, MOY, EOY) to ensure EB students' growth is being addressed.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	• Use targeted language acquisition strategies (sentence stems, visuals, academic talk routines) in daily instruction. • Participate in two EB-focused coaching cycles or peer observations by January 2027, focused on building language in content areas. • Plan differentiated instruction weekly based on students' language proficiency levels and MAP data. • Analyze EB student MAP growth targets by September 25, 2026, and set classroom goals using RIT band data. • Incorporate language objectives (aligned to ELPS and TELPAS domains) into daily lessons starting in September 2026.

Key Action Three: Staff Development

Who: All core content teachers

What: District NES professional development, Campus PLC meetings, Demo Days

When: July 2026- May 2027

Where: Forester Elementary School/Houston ISD

Key Action Three: Budget

Proposed item	Description	Amount
Staff development	We will follow the NES budget allocation guidelines.	\$10,000.00
Materials/resources	We will follow the NES budget allocation guidelines.	\$5,000.00
Purchased services	We will follow the NES budget allocation guidelines.	\$20,000.00
Other		
Other		
TOTAL		\$35,000.00

Funding sources: