

2026-2027 Action Plan



Emerson Elementary School
9533 Skyline Dr,
Houston, TX 77063

Alyssa Vann, Principal

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

Emerson Elementary demonstrated strong academic growth from Spring 2025 to Spring 2026 in STAAR Reading. The campus led by exceptional gains in Grade 4 Reading, which increased Approaches performance by 18 percentage points, Meets performance by 15 percentage points, and reduced the percentage of students in Did Not Meet by 18 percentage points. Grade 5 also showed meaningful improvement, increasing both Approaches and Meets performance while reducing Did Not Meet by 9 percentage points. While Grade 3 performance remained relatively stable, the campus increased reading proficiency levels across most grades and significantly reduced the number of students performing below standard.

Emerson Elementary also demonstrated significant growth in Mathematics. All tested grades improved in Average Scale Score, Approaches, and Meets performance levels while substantially reducing the percentage of students in the Did Not Meet category. Grade 3 experienced the largest increase in Master's performance, growing by 17 percentage points, while Grade 5 achieved the highest overall proficiency rates with 75% of students reaching Approaches and Above and 50% reaching Meets and Above. These results reflect the impact of stronger Tier I instruction, increased academic rigor, targeted interventions, and a relentless focus on student achievement across the campus.

Emerson Elementary demonstrated positive growth in TELPAS Composite performance from Spring 2025 to Spring 2026, reflecting increased English language proficiency among Emergent Bilingual students. The percentage of students performing at the Beginning level decreased from 39% to 37%, while the percentage at Intermediate proficiency decreased from 42% to 35%, indicating that more students are progressing beyond the early stages of language acquisition. Most notably, the percentage of students achieving Advanced High proficiency increased from 17% to 21%, and the highest proficiency level increased from 2% to 6%, nearly tripling the number of students performing at the most advanced level of English proficiency.

Needs related to improving the quality of instruction

Despite significant gains in STAAR Reading, Mathematics, and TELPAS performance, Emerson Elementary must continue strengthening high-quality Tier I instruction to accelerate achievement for all student groups. Reading data indicates a need to further develop students' reading fluency and comprehension skills, particularly in Grade 3, where performance remained relatively stable. Students must have increased opportunities to engage with complex grade-level texts, build reading stamina, strengthen vocabulary acquisition, and apply comprehension strategies such as making inferences, analyzing text evidence, and synthesizing information across texts. Additionally, while mathematics performance improved across all grades, continued focus is needed on ensuring consistent implementation of rigorous grade-level instruction, mathematical discourse, and problem-solving opportunities that move more students into the Meets and Masters performance levels. TELPAS results demonstrate positive growth in English language acquisition; however, a significant percentage of Emergent Bilingual students remain in the Intermediate and Advanced proficiency levels, indicating a need for more intentional language development embedded within daily instruction. Moving forward, Emerson will focus on strengthening lesson internalization, explicit vocabulary instruction, reading fluency routines, comprehension-focused questioning, structured academic discourse, and purposeful writing across content areas. The campus will also ensure teachers consistently implement scaffolds such as sentence stems, visuals, modeling, and opportunities for speaking, listening, reading, and writing to support language development and content mastery. These efforts will help increase reading proficiency, improve language acquisition, and ensure all students have access to rigorous, high-quality instruction aligned to grade-level standards.

System evaluation (philosophy, processes, implementation, capacity)

For the 2026–2027 school year, our primary objective is to deliver high-quality instruction with a focused emphasis on scaffolding and supporting language development, given the significant population of emergent bilingual students at Emerson. To achieve this, we will implement a comprehensive professional development system designed to strengthen teacher capacity to intentionally integrate speaking, listening, reading, and writing across all content areas.

In addition, we will continue implementing High-Quality Instructional Materials (HQIM) with high fidelity, supported by daily coaching, targeted feedback, and SPOT observations, while ensuring consistent alignment with HISD instructional expectations.

Key Actions

1. Emerson Elementary School will increase teacher and staff capacity to provide the highest-quality instruction in the 2026 - 2027 school year (SY).
2. Emerson Elementary School will improve the quality of SPED compliance and IEP's.
3. Emerson Elementary grades K–2 will reduce the percentage of students performing at the Well Below Benchmark level on DIBELS from 26% to 20%, with a targeted reduction in second grade from 37% to 25%.

KEY ACTION ONE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Emerson Elementary School will increase teacher and staff capacity to provide the highest-quality instruction in the 2026 - 2027 school year (SY).
	Indicators of success <i>(Measurable results that describe success.)</i>
	- By December 2026, 60% of teachers will score at least 8 out of 13 points in the Instruction Domain on campus SPOT observations. By February 2027, this percentage will increase to 65%, and by May 2027, 80% of teachers will meet or exceed this benchmark. - By December 2026, 60% of teachers will score Proficient I or higher on the campus instructional rubric. By April 2027, this percentage will increase to 75% of teachers. - By December 2026, 70% of teachers will effectively implement scaffolds for Emergent Bilingual students, including sentence stems, visuals, vocabulary supports, and writing opportunities. By May 2027, this percentage will increase to 90% of teachers. - By December 2026, 75% of teachers will effectively implement the Gradual Release Model (I Do, We Do, You Do) during observed lessons. By May 2027, this percentage will increase to 90% of teachers. - By MOY (January 2027), 55% of students in Reading and Math will meet their individual growth goals/targets on NWEA MAP; this percentage will increase to 65% by EOY (May 2027).
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- The leadership team (Principal and assistant principals) will train teachers in lesson internalization by refining their Google Slides to incorporate essential scaffolds and language supports, ensuring that our emergent bilingual students receive the necessary instructional supports (sentence stems, visuals, translations, and exemplars) during pre-service week. - The leadership team (Principal and assistant principals) will conduct biweekly Professional Learning Communities (PLCs) to provide targeted professional development, enhancing teachers' knowledge and skills in Content-Based Language Instruction (CBLI), the English Language Proficiency Standards (ELPS), and Monitor and Adjust. - All core teachers will calibrate through peer observations once a quarter to gain insight into identifying effective instruction.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>

- Teachers will participate in weekly lesson internalization meetings with school leaders.
- Teachers will conduct one demo lesson every other Wednesday during planning time or after school.
- Teachers will implement 100% of the coaching action steps identified during demo lessons.
- Teachers will achieve 90% proficiency on instructional walkthrough indicators.

Key Action One: Emerson Elementary School will increase teacher and staff capacity to provide high-quality instruction in the 2026 - 2027 school year (SY).

Who: Alyssa Vann, Principal, Bonnie Miller, AP; Ava Nikoo, AP, Marcela Moore, AP.

What: We will train teachers on lesson internalization by refining their Google Slides to include essential scaffolds and language supports. During pre-service week, teachers will ensure emergent bilingual students receive necessary instructional support, such as sentence stems, visuals, translations, and exemplars. Biweekly Professional Learning Communities (PLCs) will provide targeted professional development on Content-Based Language Instruction (CBLI), the English Language Proficiency Standards (ELPS), and Monitor and Adjust. Additionally, all core teachers will calibrate through peer observations once a quarter to identify and implement effective instructional practices.

When: During pre-service and every Wednesday during PLC day. Staff Development Days.

Where: Conference room, PLC room, and teachers' classrooms.

Key Action One: Budget

Proposed item	Description	Amount
Staff development	HISD and TEA Resources	\$0.00
Materials/resources	School/office supplies	\$300.00
Purchased services		
Other		
TOTAL		\$300.00

Funding sources: Campus funds and community partners

KEY ACTION TWO	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Emerson Elementary School will 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 ARD meetings will be held on or before their legally required timelines, as verified through monthly compliance reports and audit logs. - By the end of the first semester, all ARD-related documentation (notices, IEPs, and meeting minutes) will be completed, finalized, and shared with required stakeholders within mandated timelines, with zero compliance findings during district or internal audits. - By December 2026, 85% of SPED progress-monitoring data will be updated and documented in accordance with district timelines. By May 2027, this percentage will increase to 100%.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- The principal will assign a designated campus leader to monitor ARD compliance and conduct weekly audits of upcoming, due, and overdue ARDs to prevent timeline lapses. - Leaders will hold biweekly data meetings with SPED staff to review compliance reports, audit findings, and instructional practices, and to problem-solve any gaps to ensure all ARD timelines and expectations are met. - Leaders will provide job-embedded coaching during ARD preparation and meetings to ensure teachers can effectively develop compliant, measurable IEP goals and services.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	- Teachers will prepare for ARD meetings by providing updated student data, work samples, and input on progress toward IEP goals to support accurate and compliant decision-making. - Teachers will implement IEP accommodations, modifications, and services with fidelity during daily instruction and maintain documentation of their implementation. - Teachers will collaborate consistently with case managers, co-teachers, and support staff to plan instruction, review student data, and ensure alignment of services and supports. - Teachers will ensure all required documentation (accommodations logs, progress reports, and communication logs) is completed accurately and submitted within established timelines to maintain compliance.

Key Action Two: Emerson Elementary School will improve the quality of SPED compliance and IEP's.		
Who: Alyssa Vann, Principal, Bonnie Miller, AP; Ava Nikoo, AP, Marcela Moore, AP, and Resource Teachers.		
What: We will provide professional development to teachers to ensure that 70% of teachers consistently customize and internalize their second-teach lessons by incorporating multiple response strategies such as turn and talks, annotating texts, visuals, and graphic organizers. This will enhance student engagement and improve instructional effectiveness.		
When: During pre-service and every Wednesday in the PLC day. Staff Development Days.		
Where: Conference room, PLC room, and teachers' classrooms.		
Key Action Two: Budget		
Proposed item	Description	Amount
Staff development	HISD and TEA Resources	\$0.00
Materials/resources	School supplies	\$300.00
Purchased services	HISD and TEA Resources	\$0.00
Other		
Other		
TOTAL		\$300.00
Funding sources:		

KEY ACTION THREE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Strengthen language acquisition and instructional support for Emergent Bilingual students to increase English proficiency.
	Indicators of success <i>(Measurable results that describe success.)</i>
	- By January 2027 (MOY), the percentage of K–2 students performing at the Well Below Benchmark level on DIBELS will decrease from 30%. By May 2027, this percentage will decrease to 25%. - By January 2027(MOY), the percentage of Grade 2 students performing at the Well Below Benchmark level on DIBELS will decrease to 40%. By May 2027, this percentage will decrease to 30%. - By January 2027(MOY), the percentage of K–2 students performing At or Above Benchmark on DIBELS will increase to %. By May 2027, this percentage will increase to 70%. - By January 2027, 75% of K–2 classrooms will implement evidence-based phonemic awareness, phonics, and fluency instruction with fidelity. By May 2027, this percentage will increase to 90% of classrooms. - Emerson Elementary grades K–2 will reduce the percentage of students performing at the Well Below Benchmark level on DIBELS from 26% to 20%, with a targeted reduction in second grade from 37% to 25%. - By May 2027, 50% of Emergent Bilingual students will increase at least one TELPAS proficiency level, increasing from the current state target of 40%.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- Principal and Assistant Principals will conduct biweekly DIBELS data meetings with K–2 teachers to monitor student progress, identify students requiring intervention, and adjust instructional supports. - Principal and Assistant Principals will facilitate weekly lesson internalization meetings to ensure literacy instruction is aligned to grade-level standards and DIBELS student needs. - Principal and Assistant Principals will lead quarterly literacy data reviews to evaluate progress toward reducing the percentage of students performing Well Below Benchmark. - Principal and Assistant Principals will provide professional development each grading cycle focused on the Science of Reading, reading fluency, and comprehension instruction.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>

	- Teachers will provide targeted small-group literacy instruction at least four times per week for students performing at the Well Below Benchmark level, as identified through DIBELS data. - Teachers will use DIBELS and progress-monitoring data every three weeks to regroup students and adjust small-group instruction based on student needs. - Teachers will implement explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension during daily small-group instruction. - Teachers will maintain and monitor student intervention trackers to document progress toward individual DIBELS growth goals.
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Key Action Three: Emerson Elementary grades K–2 will reduce the percentage of students performing at the Well Below Benchmark level on DIBELS from 26% to 20%, with a targeted reduction in second grade from 37% to 25%.		
Who: Alyssa Vann, Principal, Bonnie Miller, AP Ava Nikoo, AP, Marcela Moore, AP.		
What: Principal and Assistant Principals will monitor DIBELS data, conduct classroom observations, provide coaching and feedback, ensure effective small-group instruction and interventions are implemented with fidelity, and support teachers in accelerating literacy growth for students performing below benchmark.		
When: During pre-service and every Wednesday in the PLC day. Staff Development Days.		
Where: Conference room, PLC room, and teachers' classrooms.		
Key Action Three: Budget		
Proposed item	Description	Amount
Staff development	HISD and TEA Resources	\$0.00
Materials/resources	School supplies	\$0.00
Purchased services	HISD and TEA Resources	\$0.00
Other		
Other		
TOTAL		\$0.0
Funding sources:		

