

2026-2027 Action Plan

Laurenzo ECC

Sarah Tovar, Principal

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

Based on the Middle of Year (MOY) assessment data for the 2025–2026 school year, key areas of needed improvement in Pre-K include Math Operations and Literacy Words in a Sentence. Math Operations: English: 35% On Track Spanish: 39% On Track Literacy – Words in a Sentence: English: 33% On Track Spanish: 57% On Track Historically, additional areas of need have included rhyming, alliteration, and counting sets. While MOY storytelling review data indicates positive growth in oral language development, with students increasing by at least 30 words from their first story to their current story, there remains a need to strengthen storytelling elements beyond word count, including sequencing, plot development, descriptive language, and narrative structure. Pre-K outcomes in both math and literacy are directly linked to long-term academic success and Grade 3 STAAR readiness. Low on-track rates in Math Operations and Literacy Words in a Sentence indicate that many students are entering later grade levels without strong foundational skills in number sense, phonological awareness, oral language, and sentence development. These early skill gaps may hinder students' future ability to solve multi-step mathematical problems, decode and comprehend text, and communicate ideas effectively in writing. Additionally, persistent challenges in rhyming, alliteration, and counting sets signal potential difficulties with phonics, decoding, and foundational math concepts that are essential for future academic achievement. Although oral language growth is evident through increased storytelling word counts, continued focus on the quality and structure of oral storytelling is critical, as these skills serve as direct precursors to reading comprehension, vocabulary development, and written expression in future grade levels.

Needs related to improving the quality of instruction

The campus SPOT average for the 2025–2026 school year after four IRT visits was 15.17. Additionally, the campus Qualitative Score Summary indicated that teachers earned an average score of 9.6 in the Instructional domain, which is a critical component of effective lesson delivery and student engagement. Analysis of IRT feedback and campus SPOT observation data identified areas of strength in lesson planning, student engagement, and classroom culture, while also highlighting opportunities for growth in instructional delivery, differentiated support, active monitoring, and rigorous student discourse.

As goals are developed for the upcoming school year, the campus will focus on maintaining current instructional strengths while intentionally strengthening areas requiring additional support. Improving the quality of instruction in Pre-K is essential, as ineffective instructional practices can create early learning gaps that directly impact long-term academic success and readiness for the Grade 3 STAAR assessment. Strengthening instructional delivery, particularly in foundational literacy, oral language, and math instruction, will serve as a direct pathway toward improving student outcomes and building the foundational knowledge and skills students need for future academic achievement.

The data also indicates a need for continued professional development and coaching focused on: Explicit early literacy and math instruction, Student engagement and academic discourse, Differentiated small-group instruction, Active monitoring and immediate feedback, Oral language and storytelling development, and Data-driven instructional planning and intervention.

Through ongoing coaching, PLCs, walkthrough feedback, and targeted professional development, the campus will build teacher capacity to deliver rigorous, engaging, and developmentally appropriate instruction that accelerates student learning and closes foundational skill gaps.

System evaluation (philosophy, processes, implementation, capacity)

Our campus philosophy is grounded in developmentally appropriate practices for early childhood education. We intentionally blend explicit, skill-based instruction with a play-based learning environment to ensure students develop strong foundational academic skills while engaging in meaningful, hands-on learning experiences. This balanced approach supports the whole child and promotes both academic growth and social-emotional development. Whole-group instruction focuses on foundational literacy and math skills aligned to kindergarten readiness expectations, including phonological awareness, oral language development, number sense, and early problem-solving skills. In addition, classroom centers provide a combination of targeted skill practice and open-ended, guided play experiences that foster creativity, exploration, collaboration, and critical thinking. A core component of our instructional philosophy is storytelling and oral language development. All teachers participate in the year-long Rice University Storytelling Program to strengthen their understanding and implementation of high-quality early childhood instructional practices that support oral language, vocabulary acquisition, comprehension, and early literacy development. Through storytelling, students develop sequencing, narrative structure, expressive language, and communication skills that serve as foundational precursors to future reading comprehension and written expression. Our campus also prioritizes building a collaborative professional culture where all staff members' voices, ideas, and expertise are valued. We believe that strong collaboration among teachers, leaders, and support staff is essential to creating a positive learning environment and improving student outcomes. Instructional planning and implementation are aligned to the Texas Prekindergarten Guidelines, while also intentionally incorporating opportunities for students to develop the 6 Cs: collaboration, communication, content, creative innovation, critical thinking, and confidence. This philosophy directly supports long-term academic achievement and future Grade 3 STAAR readiness. Explicit instruction in phonics, oral language, literacy, and number sense builds the foundational knowledge students need to decode text, comprehend increasingly complex material, and solve mathematical problems. Simultaneously, play-based learning opportunities develop students' problem-solving abilities, independence, creativity, and critical thinking skills necessary to apply knowledge in rigorous academic settings. Furthermore, our emphasis on storytelling through the Rice University Storytelling Program provides a direct pathway to future success in reading and writing by strengthening oral language proficiency, vocabulary development, comprehension, sequencing, and narrative organization. Collectively, our instructional approach holistically develops the content knowledge, confidence, communication skills, and critical thinking abilities students need for sustained academic success.

Key Actions

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

KEY ACTION ONE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve Staff Capacity Laurenzo ECC will improve the staff capacity to increase high quality instruction for all students, which will support student achievement in all areas.
	Indicators of success <i>(Measurable results that describe success.)</i>
	- By the end of December of the 26-27 school year, 80% of all core and ancillary teachers will score an average of 10.5 or higher as measured by the HISD monthly spot observation (September-December); the average will increase to 14.5 or higher by May as measured by the HISD monthly spot observation (January-May). - By the end of December of the 26-27 school year, 80% of all teachers will score an average of 2.0 in Domain I: Planning, on spot observations. The average will increase to 2.5 in May of the 26-27 school year. - By the end of December of the 26-27 school year, 75% of teachers will score an average of 8 out of 13 points in Domain II: Instruction, on spot observations. The average will increase to 10 out of 13 points in May of the 26-27 school year. - By the end of May of the 26-27 school year, the campus average on the Spot observation for all IRT visits will be 14.5 or higher. - By the end of December of the 26-27 school year, 66% of all special education teachers (2 out of 3) will score an average of 10 or higher as measured by the HISD monthly spot observation (September-December); the average will increase to 13.5 or higher by May as measured by the HISD monthly spot observation (January-May).
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- The principal will train administrators and coaches on the Spot forms and schedule weekly 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 Progressing I and Progressing II teachers daily. SPED teachers will receive coaching 2-3 times per week. On-the-spot coaching will include feedback in the moment and follow-up conversations when needed. - Administration and teacher leaders will provide on-the-spot coaching to Progressing I and Progressing II teachers daily. 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, MRS, The Sweet 16 strategies for effective instruction, 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.
- Administration will conduct learning labs for new teachers, focusing on high quality instructional strategies.
- Administration will track teacher spot data and feedback weekly using the Spot Dashboard to identify campus trends and make adjustments to professional development/PLC as needed.
- Administration will develop individualized coaching plans for every teacher; plans will be adjusted throughout the year.

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

- Teachers will be prepared for and participate in Lesson Rehearsals/Demonstrations during PLC meetings and PD days. Lesson rehearsals will include a demo and feedback from the PK team.
- Teachers will participate in calibration walks or school-wide lesson demos monthly.
- 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	Whole group instructional materials (clipboards, white boards, manipulatives)	\$1,000 per class → 15 classrooms Total: \$15,000
Purchased services		
Other		
Other		
TOTAL		\$15,000

Funding sources: PUA Reading Materials, PUA General Supplies

KEY ACTION TWO	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve Quality of Literacy Instruction Improve quality of literacy instruction for all students, which will be evidenced by Pre-kindergarten Circle Assessment and Campus Storytelling Rubric.
	Indicators of success <i>(Measurable results that describe success.)</i>
	- By February of the 26-27 school year, 85% of PK 4 students will score within On Track range on the Phonological Awareness Overall Measure (Subtests included are Rhyming, Alliteration, Syllables and Onset Rime) as measured by the MOY Circle Assessment. - By February of the 26-27 school year, 75% of PK 3 students will score within On Track range on the Phonological Awareness Overall Measure (Subtests included are Rhyming, Alliteration, Syllables and Onset Rime) as measured by the MOY Circle Assessment. - By May of the 26-27 school year, 90% of PK 4 students will score within On Track range on the Phonological Awareness Overall Measure (Subtests included are Rhyming, Alliteration, Syllables and Onset Rime) as measured by the EOY Circle Assessment. - By May of the 26-27 school year, 85% of PK 3 students will score within On Track range on the Phonological Awareness Overall Measure (Subtests included are Rhyming, Alliteration, Syllables and Onset Rime) as measured by the EOY Circle Assessment. - By the end of the 26-27 school year, 85% of PK 4 students will improve oral language as measured with a score of 7/10 on the campus storytelling rubric. - By the end of the 26-27 school year, 85% PK 3 students will improve oral language as measured with a score of 5/10 on the campus storytelling rubric.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- 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. - To target CIRCLE skills, 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.

- Administration will conduct quarterly progress monitoring walks to provide on-the-spot coaching during the literacy instructional block and review the implementation of phonological awareness activities, aligned with the Science of Reading and the Rice Storytelling Implementation Map. They will also review Circle data trackers and storytelling rubric portfolios quarterly to provide targeted feedback to teachers and guide ongoing professional development.

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

- 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 independent practice.
- Lesson planning teams will design and implement whole group lessons, small group lessons and workstations incorporating Phonological Awareness learning outcomes.

Key Action Two: Staff Development

Who: Administration, Instructional Staff

What: Staff Development for all teachers and teacher assistants

- 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:

- 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) OWL Lab PLC teachers	1 teacher Storytelling: \$2,750 2 teachers OWL Lab: 5,500
Materials/resources		
Purchased services		
Other	1 Teacher: Early Literacy Leadership Academy enrollment (Rice SLC)	\$4,000 (grant)
Other		
TOTAL		\$8,250

Funding sources: PUA Contracted Services

KEY ACTION THREE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve Quality of Math Instruction Improve quality of math instruction for all students, which will be evidenced by Pre-kindergarten Circle Assessment.
	Indicators of success <i>(Measurable results that describe success.)</i>
	- By February of the 26-27 school year, 85% of PK 4 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 February of the 26-27 school year, 75% of PK 3 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 26-27 school year, 90% of PK 4 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. - By May of the 26-27 school year, 85% of PK 3 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>
	- 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. Math team leader will also provide support in implementation of math-based program (campus based) - To target CIRCLE skills, administration will provide on-the-spot coaching during the Math skill development instructional block (math skill activities during whole group instruction). - Administration and teacher leaders will conduct weekly on-the-spot coaching and observations during math instructional blocks to provide timely feedback aligned with the PK guidelines. They will also use Circle data trackers and My Math Academy reports to monitor student growth and guide the work of the curriculum planning committee.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>

- 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		
Funding sources: PUA General Supplies		\$35,000
TOTAL		

KEY ACTION FOUR	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve EB language acquisition Laurenzo ECC will improve the quality instruction for all Emergent Bilingual students in Literacy and Math, which will be evidenced by Pre-kindergarten Circle Assessment. Teachers will demonstrate growth in their ability to provide high quality instruction.
	Indicators of success <i>(Measurable results that describe success.)</i>
	- By February of the 26-27 school year, 60% of all PK3 and PK4 Emergent Bilingual PK students will score within On Track range on the Phonological Awareness Overall Measure (Subtests included are Rhyming, Alliteration, and Syllables) as measured by the MOY Circle Assessment. - By May of the 26-27 school year, 75% of all PK3 and PK4 Emergent Bilingual PK students will score within On Track range on the Phonological Awareness Overall Measure (Subtests included are Rhyming, Alliteration, and Syllables) as measured by the EOY Circle Assessment. - By February of the 26-27 school year, 60% of all PK3 and PK4 Emergent Bilingual 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 26-27 school year, 75% of all PK3 and PK4 Emergent Bilingual 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>

- Administration will review Dual Language expectations which will be implemented in every classroom. This will include scaffolds, GLAD strategies, and EB supports.
- Teacher leaders and administrators (curriculum planning committee) will design Preview View Review (PVR) lessons, connection charts, and GLAD strategies and embed the strategies in the lesson plans.
- Administration will provide Dual Language Professional Development. This will include strategies to support all four areas of language development (listening, speaking, reading, and writing).
- Administration will track progress of EB students, through CIRCLE assessment data site and lead data review PLC meetings, supporting teachers in creating action steps for EB student support.
- Language Development Coordinator will provide multilingual-based professional development and observation feedback to all new EB teachers.

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

- All teachers will participate in Lesson Rehearsals during PLC meetings and PD days. This will include lesson demonstrations and feedback/reflection.
- All teachers will implement EB supports and scaffolds to maximize student understanding.
- Teachers will implement GLAD strategies, including picture dictionary, Graphic Organizer Input chart, and Pictorial charts - one chart will be completed for each theme.
- Teachers will complete required hours of professional development, including sheltered instruction/multilingual focused training.

Key Action Two: 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 Two: Budget

Proposed item	Description	Amount
Staff development		0
Materials/resources	Bilingual books and classroom materials	\$1,000 per class -> 6 classrooms Total: \$6,000
Purchased services		0
Other		0
Other		0
TOTAL		\$6,000
Funding sources: General funds		