



2026 – 2027

Campus Action Plan

Campus Name

M. E. FOSTER ELEMENTARY

Principal Name

Selene Rogers

Campus Action Plan – Needs Assessment

District philosophy and guiding framework

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

Analysis of 2025–2026 achievement data indicates measurable growth across several academic areas; however, achievement gaps remain across content areas and student groups, necessitating continued focus on rigorous Tier 1 instruction, targeted intervention, and academic acceleration.

NWEA MAP Reading data reflects positive student growth trends. The campus achieved a 58th percentile median growth score, indicating students demonstrated above-average growth compared to national norms. Additionally, Reading achievement increased from the 42nd percentile in Fall 2025–2026 to the 49th percentile by Winter 2025–2026. Growth distribution data indicates that 48% of students performed within the 61st percentile or higher growth range, reflecting improved literacy instruction and intervention supports.

Science data reflects significant academic acceleration. The campus achieved a 72nd percentile median growth score in Science, with 63% of students performing within the 61st percentile or higher growth range. Science achievement increased from the 42nd percentile in Fall 2025–2026 to the 52nd percentile by Winter 2025–2026. These outcomes reflect improved instructional alignment and stronger execution of science instruction across classrooms.

Math achievement and growth continue to represent the campus's primary academic focus area. While Math achievement increased from the 39th percentile in Fall 2025–2026 to the 42nd percentile by Winter 2025–2026, overall growth remained at the 45th percentile. Additionally, 47% of students continue to perform below the 40th percentile nationally, indicating a continued need for stronger conceptual understanding, rigorous task alignment, and targeted intervention support.

Preliminary STAAR 2025–2026 results further reinforce the campus's focus on mathematics achievement and Tier 1 instructional effectiveness. While Reading performance demonstrated stronger overall proficiency, with 35.8% of students achieving Meets or Masters, Mathematics remains the campus's greatest area of need, with 50.5% of students performing at the Does Not Meet level and only 22.7% achieving Meets or Masters. Grade-level analysis indicates significant opportunities to accelerate students from Approaches to Meets performance, particularly in Grade 4 Mathematics and Reading, through consistent implementation of high-leverage instructional practices, rigorous student discourse, and targeted intervention support.

Attendance remains a significant factor impacting student achievement and instructional access. Foster Elementary maintained approximately 92% Average Daily Attendance (ADA), which remains below the campus goal of 95–96%. Chronic absenteeism continues to impact consistent access to Tier 1 instruction, intervention cycles, and academic acceleration opportunities.

Based on current student achievement data, the campus will continue prioritizing accelerated growth in Math achievement, rigorous Tier 1 instruction, targeted intervention systems, increased student discourse and writing opportunities, and improved attendance to strengthen instructional access and student outcomes.

Needs related to improving the quality of instruction

The data used for the quality of instruction needs assessment is derived from multiple sources, including Instructional Rounds Tracker (IRT) data, SPOT observation trends, PLC outcomes, observation evidence, student work analysis, Demonstrations of Learning (DOL) data, NWEA MAP growth and achievement results, and preliminary STAAR performance data.

Foster Elementary demonstrated sustained instructional growth throughout the 2025–2026 school year. The campus increased its IRT average from 13.83 to 15.33, reflecting movement from Proficient I to sustained Proficient II instructional performance. Intermediate IRT rounds further demonstrated instructional stabilization and refinement throughout the year (Round 1: 13.83; Round 1A: 15.08; Round 2: 14.08; Round 2B: 14.75; Round 3: 15.08; Final: 15.33).

While implementation variability emerged during the middle of the year, leadership responded through intensified coaching, PLC recalibration, lesson internalization support, and demonstration lessons. These adjustments contributed to increased instructional consistency and stabilization of instructional performance at the Proficient II level.

Additionally, Foster Elementary exceeded end-of-year Instruction Domain targets with an average score of 8.40, reflecting increased implementation of high-leverage instructional practices aligned to the district SPOT framework.

Campus instructional data reflects strengths in lesson internalization, student engagement structures, Multiple Response Strategies (MRS), alignment between Learning Objectives (LO) and Demonstrations of Learning (DOL), student writing and justification, and monitoring and adjustment practices during instruction.

Despite measurable progress, continued refinement is needed in real-time instructional adjustments, rigorous student discourse and justification, misconception analysis, alignment of independent practice to grade-level rigor, and execution of second teach and re-release practices. Grade-level analysis further indicates opportunities to accelerate students from Approaches to Meets performance through increased rigor, purposeful academic discourse, and consistent implementation of high-leverage instructional practices across classrooms.

Preliminary STAAR 2025–2026 results indicate that while instructional quality improved throughout the year, additional refinement is needed to translate instructional gains into higher levels of student proficiency, particularly in Mathematics. Mathematics performance data reflects a continued need for stronger conceptual understanding, rigorous grade-level task alignment, strategic use of second teach and re-release structures, and targeted support for students performing below grade level.

Based on the instructional data and system review, Foster Elementary will continue refining Tier 1 instruction, strengthening intervention systems, increasing opportunities for student discourse and writing, and building sustainable leadership capacity to accelerate student achievement across all student groups.

System evaluation (philosophy, processes, implementation, capacity)

Foster Elementary's instructional philosophy is grounded in the belief that "Excellence Expected" must be evident in every classroom, every lesson, and every student experience. The campus remains focused on coherent instructional systems grounded in high expectations, strong Tier 1 instruction, data-driven decision-making, and collective accountability.

During the 2025–2026 school year, the campus implemented aligned instructional systems focused on improving instructional execution across classrooms. Key processes included: Key processes included SPOT-aligned coaching, PLC internalization, demonstration lessons, student work analysis, DOL monitoring, and targeted intervention planning.

These systems contributed to measurable instructional growth, reflected in the campus's increase from an IRT score of 13.83 to a final IRT average of 15.33, demonstrating movement from Proficient I to sustained Proficient II instructional performance. While instructional systems and teacher practice strengthened throughout the year, preliminary STAAR results indicate a continued need to deepen the impact of these systems on student proficiency outcomes, particularly in Mathematics and in accelerating students from Approaches to Meets performance.

Areas of instructional growth included: lesson internalization, alignment between Learning Objectives (LO) and Demonstrations of Learning (DOL), use of Multiple Response Strategies (MRS), student engagement structures, and monitoring and adjustment practices during instruction.

Despite measurable progress, continued refinement is needed in real-time instructional adjustments, rigorous student discourse and justification, alignment of independent practice to grade-level rigor, intervention precision, and execution of second teach and re-release practices.

Capacity building remained a major focus throughout the year through side-by-side planning, demonstration lessons, coaching clinics, targeted feedback cycles, and increased leadership presence in PLCs and classrooms.

As Foster Elementary transitions into the next phase of improvement work, the campus will continue refining instructional practices, strengthening leadership capacity, increasing instructional coherence, and ensuring consistent implementation of high-leverage instructional practices to accelerate student achievement across all student groups.

Campus Action Plan Template

Key Action 1

Briefly state the specific goal or objective

Foster Elementary School will improve the quality and effectiveness of science instruction.

Indicators of Success

Measurable results that describe success

- By EOY (May 2027), 75% of science classrooms will incorporate at least two hands-on labs or inquiry-based activities per unit, as evidenced by walkthrough data, photos, and/or student work artifacts.
- By MOY, 60% of students will meet or exceed their individual growth goals on NWEA MOY MAP Science.
- By MOY (December 2026), 65% of science teachers will score 8/13 on instruction as measured by the core spot observation rubric.

Specific Actions – School Leaders

What specific action steps will the leaders take to accomplish the objective?

- Provide teachers with professional development opportunities to grow their capacity in the content along with various strategies in teaching the specified standard.
- Support teachers in developing lesson plans that promote student-led investigations and experiments.
- Conduct spot observations weekly that provide teachers with praise and polish that support the development of their teaching craft through effective scaffolds, MRS, and questioning.
- Leverage teacher leaders to support and coach teachers that need additional support.
- Students will maintain a science journal to show evidence of their thinking.

Specific Actions – Staff

What specific action steps will the staff take to accomplish the objective?

- Attend ongoing professional learning development sessions that will reinforce and support quality teaching strategies specific to the content.
- Work closely with instructional coaches/appraisers in planning and utilizing feedback to make improvements based on SPOT observations.
- Improve the quality and alignment of instruction by including MRS to increase student achievement and engagement.
-

Key Action One			
Staff Development	Who: Kinder – 5th grade teachers and teacher apprentice.		
	What: NES (New Education System) Implementation, MRS Strategies, and Lead4ward resources, Steam Scopes		
	When: September 2026-May 2027		
	Where: Ethel M. Young Elementary		
Budget	Proposed Item	Description	Amount
	Staff Development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		
	Funding Sources:		

Key Action 2

Briefly state the specific goal or objective

Foster Elementary School will strengthen the quality of reading instruction.

Indicators of Success

Measurable results that describe success

- By January 2027 (MOY), at least 65% of K–5 students (approximately 131 out of 202 students) will meet or exceed their projected NWEA RIT growth in Reading as measured by the NWEA Reading MAP assessment.
- By May 2027 (EOY), at least 75% of K–5 students (approximately 215 out of 284 students) will meet or exceed their projected NWEA RIT growth in Reading as measured by the NWEA Reading MAP assessment.
- By December 2026, 65% of reading teachers in grades K-5th will score 7/13 on Instruction as measured by the Core Spot Observation Rubric.
- By May 2027, 75% of reading teachers in grades K - 5th will score 8/13 on Instruction as measured by the Core Spot Observation Rubric.

Specific Actions – School Leaders

What specific action steps will the leaders take to accomplish the objective?

- School leaders will provide targeted coaching to support rigorous, differentiated instruction in science, focusing on alignment to TEKS, student engagement, and use of science vocabulary.
- School leaders will monitor instructional delivery through SPOT observation walkthroughs and provide timely, actionable feedback: observe, praise, polish.
- School leaders will monitor student mastery through common assessments and collaborate with teachers to adjust instruction based on data trends and identified learning gaps.
- School leaders will facilitate Planning, Practice, Data, and Learning PLCs to strengthen teachers' instructional capacity, deepen content knowledge, and enhance instructional expertise.
- n evidence, and ongoing leadership data reviews to ensure timely instructional adjustments and accelerated student growth.

Specific Actions – Staff

What specific action steps will the staff take to accomplish the objective?

- Participate in campus planning to support the internalization, delivery, and analysis of lessons.
- Analyze and utilize student writing to support grouping for tailored instruction.
- Conduct in the moment writing conferences with students.
- Track student growth throughout the year and set specific targets for students and action steps.
-

Key Action Two			
Staff Development	Who: K-5th grade teachers		
	What: Professional Learning Communities		
	When: September 2026-May 2027		
	Where: Marcellus E. Foster Elementary		
Budget	Proposed Item	Description	Amount
	Staff Development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		
	Funding Sources:		

Key Action 3

Briefly state the specific goal or objective

Foster Elementary will strengthen the quality of instruction in math.

Indicators of Success

Measurable results that describe success

- By MOY, 60% of 2nd–5th grade students will meet or exceed their projected growth in Math.
- By EOY 80% of 2nd–5th grade students will meet or exceed their projected growth in Math as measured by the BOY to EOY NWEA MAP assessment results.
- By MOY (December 2026), 55% of K-4th grade students will complete 45 Zearn lessons.
- By EOY (May 2027), 70% of K-4th grade students will complete 90 lessons.
- By MOY (December 2026), 55% of 5th grade students will complete 30 Zearn lessons.
- By EOY (May 2027), 70% of students will complete 60 lessons.

Specific Actions – School Leaders

What specific action steps will the leaders take to accomplish the objective?

- Provide targeted coaching to support rigorous, differentiated instruction in reading and writing.
- Monitor instructional delivery through SPOT observation walkthroughs and provide timely, actionable feedback: observe, praise, polish.
- Facilitate Planning, Practice, Data, and Learning PLCs to strengthen teachers' instructional capacity, deepen content knowledge, and enhance instructional expertise.
- Create a tracking system for Zearn lesson completion, grades K-5.
-

Specific Actions – Staff

What specific action steps will the staff take to accomplish the objective?

- Participate in monthly Data PLCs to analyze trends, identify misconceptions and determine next instructional steps.
- Internalize & Demo weekly lessons and modify lessons based on feedback and data
- Internalize lessons and include MRS to support high quality instruction and engagement
-

Key Action Three			
Staff Development	Who: Pk-5th Grade Teachers		
	What: High Quality Instruction		
	When: September 2026-May 2027		
	Where: Marcellus E. Foster Elementary		
Budget	Proposed Item	Description	Amount
	Staff Development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		
	Funding Sources:		

Key Action 4

Briefly state the specific goal or objective

Foster Elementary School will close the learning gaps for EB students.

Indicators of Success

Measurable results that describe success

- 50% of EB students will grow 1 proficiency level in Writing on the 2026 TELPAS.
- Increase the number of EB students scoring a composite rating of High or Advance High Proficiency Level by 5%.
- 75% EB students should have at least 1,000 minutes of usage in Summit K-12 by December.

Specific Actions – School Leaders

What specific action steps will the leaders take to accomplish the objective?

- Create and deliver a PLC to review individual designated supports, accommodations and strategies for all SPED/504 students.
- Modify and embed strategies for highly tested TEKS/ standards into instructional slides to support SPED/504 students in core contents
- Identify RTI, Tier 2, and Tier 3 students and provide a detailed spread sheet for each teacher.
-
-

Specific Actions – Staff

What specific action steps will the staff take to accomplish the objective?

- Attend ongoing professional learning development sessions that will reinforce and support quality teaching strategies and accommodations for SPED, and MTSS students
- Work closely with instructional coaches/appraisers in planning and utilizing feedback to make improvements based on students' intervention, IEP and 504 plan.
- Progress monitor students bi-weekly and weekly depending on their Tier.
- Upload progress monitoring forms into HISD every 6 weeks.
- Refer students who have not made growth in two 6 weeks to IAT
-

Key Action Four			
Staff Devel.	Who: PK-5th Grade Teachers		
	What: High Quality Tier I instruction for Special Education students,		
	When: September 2026-May 2027		
	Where: Marcellus E. Foster Elementary		
Budget	Proposed Item	Description	Amount
	Staff Development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		
	Funding Sources:		