2026-2027 Action Plan



Ernest McGowen Sr. Elementary School

Mr. Roshon Morgan

- Elementary School is projected to receive a "B" rating (80+) for the 2025-2026 school year, according to the TEA rating system.

STAAR DATA	STAAR DATA
Year	Rating
2025-2026	B (projected)
2024-2025	B (86)
2023-2024	A (90)
2022-2023	D (69)

	Math					Reading					Science					
	2023	2024	2025	2026	Diff	2023	2024	2025	2026	Diff	2023	2024	2025	2026	Diff	
Approaches %	59	72	72	74	+2	68	70	72	74	+2	41	33	55	70	+15	
Meets %	23	33	39	47	+8	36	36	43	43	0	18	6	15	39	+24	
Masters %	3	9	14	14	0	7	12	10	19	+9	2	4	5	8	+3	

The data used for this needs assessment is derived from the results of the 2025-2026 STAAR tests.

- STAAR Reading scores in grade 3 - Decreased by 17% from 41% to 24% passing at the Meets level.
- STAAR Reading scores in grade 4 - Decreased by 46% from 91% to 45% passing at the Meets level.
- STAAR Reading scores in grade 5 - Decreased by 2% from 60% to 58% passing at the Meets level.
- STAAR Math scores in grade 3 - Decreased by 20% from 44% to 24% passing at the Meets level.
- STAAR Math scores in grade 4 - Decreased by 32% from 82% to 50% passing at the Meets level.
- STAAR Math scores in grade 5 - Decreased by 16% from 81% to 65% passing at the Meets level.

2025-2026 TELPAS Proficiency ___%

2025-2026 Emergent Bilingual Composite Data

	Recommended for Action Plan (Yes/No)	# of students who grew one level of Proficiency	Denominator (# Students In-Scope at Campus)	Recommended Target Metric
2025-2026				
2024-2025				
2023-2024				

Levels	2023-2024	2024-2025	2025-2026
Beginning	13	18	**16**
Intermediate	27	33	**13**
Advanced	13	23	**30**
Advanced High	7	2	**15**
Total	60	76	**74**

2025-2026 NWEA EOY % Met Goal of 1.4 RIT Growth				
Content	BOY	MOY	EOY	BOY-EOY
Math				64
Reading				58
Science				65

IRT Campus HQI Data 2025-2026	IRT 1	IRT 2	IRT 3	IRT 4	AVG
2025-2026	13.8	15.6	13.9	14.5	14.45
2024-2025	10.9	9.8	12.2	10.7	10.9
2023-2024	8.7	8.5	9.0	14.5	10.1

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Needs Related to Student Achievement Data

Improve reading outcomes for students in Grades 3 and 4 by increasing the percentage of students meeting projected growth targets on NWEA MAP assessments from Beginning-of-Year (BOY) to End-of-Year (EOY). Our exiting fifth-grade cohort has been our highest-performing group over the past two years. As we transition into the new school year, we will also have a larger population of Special Education and Emergent Bilingual students at tested grade levels, making it essential that we continue to strengthen targeted instruction and supports to ensure success for all learners.

Increase the number of students performing at or above the 41st percentile in reading achievement, while decreasing the percentage of students performing in the 1st–20th percentile range across Grades 3 and 4.

Increase overall student achievement so that **at least 60% of students perform at or above grade level** (50th percentile or higher) in Reading, Math and Science.

Ensure **all grade levels meet or exceed a 50th percentile growth median** on NWEA MAP.

Needs Related to Improving The Quality of Instruction

Improve overall reading achievement schoolwide by building teacher capacity in structured literacy instruction and ensuring students receive targeted support aligned to identified skill deficits.

Ensure all classrooms consistently implement **high-quality Tier 1 instruction** aligned to NES/Sweet 16 practices

Provide ongoing support for teachers to **model explicitly (I Do), guide (We Do), and release (You Do)** effectively

Increase intentional opportunities for students to:

- **Write about their thinking in math and reading**
- Use **complete sentences and academic vocabulary**

Build consistency in **writing expectations across all grade levels**, especially in Grades 3–5

System Evaluation (philosophy, processes, implementation, capacity)

- Strengthen instructional systems by ensuring consistent implementation of **data-driven instruction**, aligned to STAAR readiness and Tier 1 excellence.
- Plan and implement **school-wide academic celebrations** that recognize student growth, mastery, and effort throughout the year, with intentional recognition of **progress among struggling student groups**, particularly in grades 3 and 4.
- Host **intentional parent workshops, data nights, and conferences** focused on: Reading and math strategies Understanding assessment data (MAP, STAAR, DIBELS) Supporting homework and academic habits
- Establish consistent communication systems (newsletters, calls, meetings) to ensure parents are **active partners in improving student outcomes**.
- Utilize multiple data sources to drive decision-making and monitor progress:

  Parent and Student Surveys
  NWEA MAP Data
  DIBELS Data
  T-TESS/Spot Observation Data

School Action Plan Template

KEY ACTION ONE	**Key Action** *(Briefly state the specific goal or objective.)* **Improve student proficiency**
	Indicators of success *(Measurable results that describe success.)* • By January 2027, 60% of 2nd-5th students will demonstrate growth in their Math, Reading and Science RIT scores (NWEA) by at least 5 points compared to their baseline scores from BOY as evidenced by BOY to MOY NWEA MAP Assessment. This number will increase to 65% meeting target growth for EOY. Last year's results were at 67% with the 5th grade class scoring the highest. • By December 2026, 70% of K-5th grade students will demonstrate growth in their Math RIT scores (NWEA) by at least 5 points compared to their baseline scores from BOY; that percentage will increase to 80% meeting target growth for EOY as evidenced by BOY to MOY NWEA MAP Assessment. • By December 2026, 75% of teachers will average a 12 on their spots conducted by administrators. By May of 2026, 80% of classroom teachers will average a 14.5 or higher on a 18 point scale based on feedback received through classroom observations and on the spot coaching as evidenced by the Spot Dashboard.
	Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)* • Provide on the spot coaching regularly (almost daily) and written feedback at least bi-weekly for every teacher using the District spot observation form • Train teachers to conduct consistent and effective data conferences with students. • Train teachers across all content areas to use Short Constructed Responses aligned with the STAAR scoring rubric for assessing proficiency in writing. • Train teachers in "at bats" to ensure that students are getting the practice needed to develop the skill needed to perform at the meets and masters level on any assessment. • Train staff on how to properly monitor and adjust instructional approaches (in the moment) based on student engagement data.
	Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)* • Analyze student performances during PLC to determine next steps for student achievement. • Conduct data conferences with students before BOY to establish goals based on their EOY 2026 data. Teachers will conduct conferences after each NWEA testing to update student goals. • The Literacy Success Teacher will provide targeted small-group and one-on-one reading instruction based on student data, while also supporting teachers with evidence-based literacy strategies (e.g., phonics, fluency, and comprehension).

	Key Action- Improve the quality of instruction		
Staff Devel.	Who: Admin		
	What: • Train and complete testing within the window given by the district. • Prepare PLC schedule that includes student performance analyzing. • Train teachers on data conferences with students.		
	When: Summer Pre Service and BOY PLC meetings		
	Where: Campus		
Budget	**Proposed item**	**Description**	**Amount**
	Staff development	Weekly PLCs, Demo Days, and Monthly Professional Development Days	0
	Materials/resources	Campus Agenda, PD material, tools and supplies	0
	Purchased services	NA	0
	Other		
	Other		
		TOTAL	0
	Funding sources:		

KEY ACTION TWO	**Key Action** *(Briefly state the specific goal or objective.)* **Improve EB and SPED Quality of Instruction**
	Indicators of success *(Measurable results that describe success.)* • By December 2026, 50% of emergent bilingual students in grades 2-5 will meet their target goal of their RIT score on Math, Reading, and Science NWEA MAP testing. By June in 2027 this will increase to 55% as evidenced by the NWEA EOY MAP Assessment • By February 2027, at least 55% of Emergent Bilingual students will maintain or increase their TELPAS proficiency rating as evidenced by annual TELPAS assessment results. • By January 2027, 40% of special education students in grades 2-5 will meet their target goal of their RIT score on Math, Reading, and Science NWEA MAP testing. By June in 2027 this will increase to 47%.
	Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)* • Facilitate weekly special education instructional PLCs to focus on and quality of student goals/work output. • Conduct on the spot coaching that includes a focus on special education accommodations being implemented in the general education classroom. • Providing a space for general education and special education teachers to collaborate on a regular basis to ensure students' performance is being tracked appropriately and needs are being met.
	Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)* • Implement IEPs with fidelity and monitor the quality of special education work daily. • Implement on the spot coaching and feedback to best support the special education student's needs. • Include accommodations in the lesson plans and in PowerSchool as they are implemented in the classroom.

		Key Action Two: Improve EB and SPED Quality of Instruction

Staff Devel .	Who: Special Ed Admin with Sped Team
	What: • Prepare specific in service to prepare teachers for the needs of our special education students. • Train teachers on documentation expectations • Provide a time and space for collaboration
	When: Preservice & on going
	Where: Campus

Budget

Proposed item	Description	Amount
Staff development	Weekly PLCs, Demo Days, and Monthly Professional Development Days	0
Materials/resources	Campus Agenda, PD material, tools and supplies	0
Purchased services	NA	0
Other		
Other		
	TOTAL	0

Funding sources:

KEY ACTION THREE	**Key Action** *(Briefly state the specific goal or objective.)* **Improve quality of tier 1 instruction**
	Indicators of success *(Measurable results that describe success.)* • By December 2026, 80% of teachers will average a 13 on their spots on a 18 point scale conducted by administrators. By May of 2026, 80% of classroom teachers will average a 14.5 or higher based on feedback received through classroom observations and on the spot coaching as evidenced by the spot dashboard. • By December 2026, IRT score ratings from district personnel will be an average of 12 or higher on a 18 point scale based on the district level Spot observation form by December 2026. The average of the scores of spot observations conducted in May by the independent review team will increase to 14.5 or higher on a 18 point scale as evidenced by the IRT spots. • By December 2026, 70% of McGowen teachers will score 8 out of 13 points in Domain II: Instruction on spot observations; By June 2027, 70% of teachers will earn a 10 out of 13 on the Domain II: Instruction section of the spot form, as evidenced by the Spot Dashboard. . • 100% of K-5 teachers employed 8/10/26 through 5/31/27 at McGowen ES will demo, receiving feedback from teachers and administrators four times within the school year as evidenced by the agenda/sign-in sheets.
	Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?* • Train Teachers during the summer orientation and professional development days over the NES System implementations including spot observation forms and IRT visits. • Provide ongoing on the job training and coaching regularly; including written feedback at least once a month for every teacher using the Spot Observation Form. • Conduct effective weekly PLC meetings that focus on intervention strategies and data when available. • Use teacher leaders to train teachers on HISD specific student engagement strategies including but not limited to: Think-Pair-Share, White Board, Table Talk, Response Card, Whip Around, Oral-Choral Response and Quick response. • Ensure the proper personnel (AP, Resource teachers) receive adequate training on scheduling and organization of meetings to ensure no deadlines are missed.

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

- Internalize curriculum to deliver HQI that aligns to the spot observation form.
- Internalize and respond to data in the moment to improve instruction for the reteach and second block.
- Teachers will collaborate to identify highly effective instructional strategies that have proven to move student data in the NES Model.

	Key Action Three: Improve quality of tier 1 instruction		
Staff Devel.	Who: Administration and Leadership Development Department HISD		
	What: Staff will be trained on MRS and other best practices to ensure high quality instruction. Ongoing on the spot coaching.		
	When: Staff PD in-service and ongoing throughout the year. After IRT walks support from the PD department.		
	Where: McGowen Elementary		
Budget	**Proposed item**	**Description**	**Amount**
	Staff development	Weekly PLCs, Demo Days, and Monthly Professional Development Days	0
	Materials/resources	Campus Agenda, PD material, tools and supplies	0
	Purchased services	NA	0
	Other		
	Other		
		TOTAL	0
	Funding sources:		