

2026-2027 Action Plan

Ethel M. Young Elementary School

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School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

Ethel M. Young Elementary received a 81% rating for 2024-2025 according to TEA rating system. The data used for this needs assessment is derived from the result of the 2024-2025 STAAR tests.

Reading: 78% of students in grades 3-5 scored Approaches, 54% scored Meets and 22% scored Mastery. There was +9 gain point in the number of students scoring at the Meets level.

Math: 69% of students in grade 3-5 Approaches, 49% scored Meets and 14% scored Mastery. There was a -3 point decrease in the number of students scoring at the Approaches level and +7 point gain in Meets.

Science: 50% of students in grade 5 scored Approaches, 50% scored Meets, and 15% scored Mastery. There was a -13 decrease in Approaches, +4 gain in Meets.

Needs related to improving the quality of instruction

- Improve in math and science tier I instruction for all students in grades K-5.
- Increase student writing proficiency in grades K-5.
- Close learning gaps for students that are serviced under Special Populations (Special Education, 504, and At-Risk).
- Improve English proficiency for Emergent Bilingual students.

System evaluation (philosophy, processes, implementation, capacity)

- Increase instructional capacity in teachers.
- Effective implementation of NES/LSAE Model components.
- Structured Planning to support internalization of lesson.
- Implement effective structure for Professional Learning Communities.

Key Actions:

- Improve the quality and effectiveness of science instruction.
- Strengthen the quality of writing instruction.
- Strengthen the quality of instruction in math.
- Close the learning gaps for students in special populations: Special Education, 504, At-Risk, and Emergent Bilinguals.

School Action Plan Template

KEY ACTION ONE	Key Action <i>(Briefly state the specific goal or objective.)</i> Ethel M. Young Elementary School will improve the quality and effectiveness of science instruction.
	Indicators of success <i>(Measurable results that describe success.)</i> • 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 8.5/13 on instruction as measured by the core spot observation rubric. • By the EOY 70% of students will meet their individual growth goal on NWEA MAP Science.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> School leaders will: • 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 <i>(What specific action steps will the staff take to accomplish the objective?)</i> Staff will: • 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 Devel.	Who: Kinder – 5 th grade teachers and teacher apprentice.		
	What: NES (New Education System) Implementation, MRS Strategies, and Lead4ward resources, Steam Scopes		
	When: August 2026		
	Where: Ethel M. Young Elementary		
Budget	Proposed item	Description	Amount
	Staff development	NES Expectations	
	Materials/resources	Stem Scopes HISD Curriculum	On campus
	Purchased services		
	Other		
	Other		
	TOTAL		
	Funding sources:		

	Key Action <i>(Briefly state the specific goal or objective.)</i> Ethel M. Young Elementary School will strengthen the quality of reading instruction.
	Indicators of success <i>(Measurable results that describe success.)</i> • By January 2027 (MOY), at least 65% of K–5 students (approximately __ out of __ students) will meet or exceed their projected NWEA RIT growth in Reading as measured by the NWEA Reading MAP assessment. • By June 2027 (EOY), at least 75% of K–5 students (approximately __ out of __ 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 8.5/13 on Instruction as measured by the Core Spot Observation Rubric. • By June 2027, 75% of reading teachers in grades K - 5th will score 8.5/13 on Instruction as measured by the Core Spot Observation Rubric.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> School leaders will: • 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.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i> Teachers will: • 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.

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	Key Action Two:		
Staff Devel.	Who: K-5 th grade teachers		
	What: Professional Learning Communities		
	When: August-June 2026-2027		
	Where: Ethel M. Young Elementary		
Budget	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		

	TOTAL	
	Funding sources:	

KEY ACTION THREE	Key Action <i>(Briefly state the specific goal or objective.)</i> Ethel M. Young Elementary will strengthen the quality of instruction in math.
	Indicators of success <i>(Measurable results that describe success.)</i> • 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 <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> School leaders will: • 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 <i>(What specific action steps will the staff take to accomplish the objective?)</i> Teachers will: • 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 Devel.	Who: Pre-Kindergarten teachers		
	What: High Quality Instruction		
	When: August-June 2026-2027		
	Where: Ethel M. Young Elementary		
Budget	Proposed item	Description	Amount
	Staff development	District curriculum supported PLC weekly	0.00
	Materials/resources	Curriculum documents CIRCLE data	0.00
	Purchased services		
	Other		
	Other		
	TOTAL		
	Funding sources:		

KEY ACTION FOUR	Key Action <i>(Briefly state the specific goal or objective.)</i> Ethel M. Young Elementary School will close the learning gaps for EB students.
	Indicators of success <i>(Measurable results that describe success.)</i> • 50% of EB students will grow 1 proficiency level in Writing on the 2027 TELPAS. • Increase the number of EB students scoring a composite rating of High or Advance High Proficiency Level by 5%. • All EB students should have at least 90 minutes use each week in Summit K-12 by December 2026.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> School leaders will: • 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. • Create calendar for RTI PLCs
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i> Teachers will: • Attend ongoing professional learning development sessions that will reinforce and support quality teaching strategies and accommodations for SPED, RTI and 504 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-5 th grade teachers		
	What: High Quality Tier I instruction for Special Education students,		
	When: August 2026-June 2027		
	Where:		
Budget	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		
	Funding sources:		

Key Action *(Briefly state the specific goal or objective.)*

Ethel M. Young Elementary School will strengthen the quality of IEPs & SPED instructional practices.

Indicators of success *(Measurable results that describe success.)*

- By the end of the first semester, 100% of campus ARDs are held on or before the deadline.
- 100% of newly enrolled students with IEPs will have information verified and accurately reflected in the ARD tracker within one week of their enrollment, with bi-weekly checks to monitor accuracy.
- By the end of academic year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews.
- By the end of the first semester, the principal ensures that regular audit of IEP data tracking reveals that 90% more of the tracked data points align with the goals and progress indicators specified in the IEPs.

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

School leaders will:

- 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.
- Create calendar for RTI PLCs

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

Teachers will:

- Attend ongoing professional learning development sessions that will reinforce and support quality teaching strategies and accommodations for SPED, RTI and 504 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-5 th grade teachers		
	What: High Quality Tier I instruction for Special Education students,		
	When: August 2026-June 2027		
	Where:		
Budget	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		
	Funding sources:		