2026-2027 Action Plan

School At St. George Place

Huy Bui

District philosophy and guiding framework:

Core Beliefs | **Vision** | **Theory of Action**

Parameters and metrics established by the District

Needs related to student achievement data

1. Science growth in 2026 was strong (70% MOY, 71% EOY), but only 35% met and 22% mastered, showing a need to raise proficiency.
2. Reading Meets held at 60%, but growth varied (55% in 2025, 44% in 2026), pointing to a need for stronger Tier 1 instruction. Reading Meets increased from 57% (2023) to 59% (2026).
3. In 2026 Math, only 51% met standards on Staar despite 59% EOY WNEA MAP Growth, showing a need for better data use in planning and reteaching.
4. Demographic data has changed from 30% Emergent Bilingual to 41% in 3 years, as well as from 54% economically disadvantaged to 64%.

Needs related to improving the quality of instruction

Support for students with special needs through effective strategies, accommodations, and collaboration. Improving tier 3 intervention and project base for tier 1 students.
Reteaching systems that use data to address learning gaps without lowering expectations.
Differentiated instructions to meet diverse learning levels while maintaining rigor.
Use of high-quality, grade-level materials with embedded supports for all learners.

System evaluation (philosophy, processes, implementation, capacity)

At School at St. George Place, our philosophy centers on nurturing every child in a positive, safe, and enriching learning environment, enabling each student to realize their full potential and cultivate a lifelong commitment to independent learning. School at St. George Place has transitioned to a collective efficacy approach to enhance teachers' capacity to deliver student-centered instruction. The objective of the 2026-2027 school action plan is to ensure that all students demonstrate at least one year of growth in Math and Reading as measured by NWEA assessments. Our mission remains the same.

The School at St. George Place empowers individuals to become internationally minded, life-long learners through challenging inquiry-based learning experiences that connect to the world around us. As a community, we embrace the development of knowledgeable, compassionate, and open-minded thinkers inspired to take purposeful action in our global community.

Key Actions

1. Improve staff capacity to provide high-quality instruction.
2. Build Staff Capacity in all domains of the Spot Form
3. Strengthen the leadership density in Assistant Principal, Executive Assistant and Teacher Team Leads.
4. Enhance the Quality of Emergent Bilingual Instruction

KEY ACTION ONE	Key Action *(Briefly state the specific goal or objective.)*
	Improve staff capacity to provide high-quality instruction.
	Indicators of success *(Measurable results that describe success.)*
	• NWEA MAP: By MOY 2027, 60% of students will meet STAAR projection on NWEA MAP. By EOY 2027, 65% of students will meet STAAR projection on NWEA MAP. • **As measured by campus Spot observations, 75% of teachers will receive 8 points or higher out of 13 points in Domain II (Instruction) by October 2026, increasing to 85% by January and 100% by June 2027.** • Every core teacher will receive coaching an average of 2 times per week by December 2026, as evidenced by the coaching tracker. From January to May 2027, the average coaching frequency will be 2 times per week, as indicated on the coaching tracker.
	Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*
	Data-Driven Instruction • Structured data meetings with clear action steps following ECR and Cycle Test • Daily coaching calibration rounds focused on High-Quality Instruction Tracked on a digital tracker. Use the data to address areas of improvement. • Development of student, teacher, and platform-based (IXL, Zearn) data trackers • Creation of a monitoring calendar for consistent progress checks Intervention & Acceleration • LSAE / IB and tier 3 intervention pull out block. • Use of Zearn, IXL, or other reading program, and IB-aligned project-based learning Tier 1 Instruction • Instructional walkthroughs and DOL time instructional feedback • Model classrooms demonstrating best practices and planning time. • Twice a week, lesson internalization expectations and submission systems Professional Development • Weekly PLC cycles focused on assessment, DEMO, and data analysis • Beginning-of-year writing training across all content areas for ECR. • Ongoing PD on High-Quality Instruction, MRS, and data systems • IB training focused on inquiry, alignment, and PYP/SPOT implementation Instructional Planning & Support • Weekly lesson internalization and submission expectations • Centralized planning and feedback systems • Structured teacher schedules aligned to instructional priorities • Tiered teacher support plans developed in the first week • Teacher Excellence Initiative during preservice and summer. Student Ownership • Student data tracking systems • Goal-setting conferences and feedback every 3–4 weeks • Growth celebrations and accountability structures Progress Monitoring & Accountability • Weekly intervention effectiveness checks • Monthly leadership SGP reviews of spot data and coaching data. • PLCs focused on student work and instructional adjustments with specific teaching skills and

procedures.
- Coaching cycles aligned to teacher needs

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

Goal Setting and Monitoring
- Set individual student goals based on the NWEA growth by EOY and support plans for intervention.
- Include District and State scores on the data tracker to review student achievement data and track progress toward goals.
- Monitor student progress through ongoing assessments and adjust interventions accordingly.

Collaboration and Planning
- Collaborate with colleagues to create an break down items analysis and TEKS analysis.
- Collaborate with colleagues to internalize reading lessons aligned to LO, DOL, and state standards.

Data Analysis and Intervention
- Use response card, whiteboard and DOL to gauge student growth and adjust strategies.
- Provide daily reading intervention based on data disaggregated to close student learning gaps.

Technology Integration
- Integrate technology tools to personalize learning experiences and provide additional support to students based on their individual needs.

Student Engagement
- Enhance student engagement by implementing various engagement techniques.

Key Action One: Staff Development
Who: District, campus leaders, teacher leaders, and/or teachers will provide staff development
What: August Pre-service PD, Designated District PD days, PLC's, Coaching, Instructional Walks
When: Ongoing daily, weekly, monthly throughout the year
Where: On campus (Library, Grade Level Chair Rooms, Multipurpose Room, Conference Room, Computer Lab) and District designated locations.

Key Action One: Budget		
Proposed item	Description	Amount
Staff development	Extra duty pays for campus leaders, teacher leaders, and/or teachers to prepare, plan, and/or participate in staff development after hours.	Compensatory Time Tracked by Office Manager
Materials/resources	Books, instructional materials, consumables, anchor charts, index cards, dry-erase markers, pencils, paper	$2000
Purchased services		

KEY ACTION TWO	Key Action *(Briefly state the specific goal or objective.)*
	Build Staff Capacity in Alignment to Houston ISD's high-performance culture.
	Indicators of success *(Measurable results that describe success.)*
	• **By October, 75% of the ratings from spot observations will be 12.0 or higher. By February 2027, this percentage will increase to 85%. By June 2027, this percentage will increase to 100%.** • By October observation, 65% of teachers will receive a score of 5 or higher in the planning and culture domain, emphasizing the use of high-engagement strategies. This percentage will increase to 85% by February 2027 and 100% by June 2027. • **By October observation, 65% of teachers will receive a 2.5 or higher in the planning domain, emphasizing strong internalization with teacher exemplars of DOL/ Student activities. This percentage is expected to increase to 85% by February 2027 and to 100% by June 2027.**
	Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*
	Intervention and Support Implementation • Set expectations for daily intervention implementations and supports to address achievement gaps and to align with the Spot Observation Form. • Track student growth on the Monthly Common Assessment, focusing on specific subgroups such as White, Asian, Hispanic, African American, Emergent Bilingual, Special Education, and economically disadvantaged students to ensure they meet state-set percentages to provide better support for these subgroups during lessons. • Provide weekly focus skills and video of experts on campus to share best practices. Teacher Support and Development • Include a Mentor program for newer/uncertified Teachers with more experienced Teachers. Every 2 weeks, new teachers will have more time to observe experienced Teachers to improve in weak areas identified through spot observations. • Provide ongoing coaching and mentoring for teachers to improve instructional delivery and classroom management based on Monthly spot scores. • Offer professional development opportunities focused on effective instructional strategies aligned with the specific needs identified in the data on the spot. • Provide more explicit training and detailed examples of expectations for spot sections.
	Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*
	Collaboration and Planning • Create feedback cards for the students from ECR. • Collaborate with colleagues to internalize lessons aligned to LO, DOL, and state standards. Professional Development and Support • If a teacher receives 3 consecutive scores lower than 8 points on Domain II, the teacher will be given coverage to observe other teachers who score 11 points or higher on Domain II instruction and implement 3 techniques from those observations in their own class. • Conduct learning walks with other leaders. Instructional Improvement • Use observation data to refine teaching practices and enhance instructional effectiveness in "Instruction" as well as "Planning," as measured by campus Spot forms. • Use Spot observation data to refine teaching practices and enhance instructional effectiveness in Instruction as well as Planning.

Other		
Other		
	TOTAL	$2000
Funding sources: GF1, activity fund, principal discretionary fund, bilingual fund, GT fund.		

Key Action Two: Staff Development
Who: District, campus leaders, teacher leaders, and/or teachers will provide staff development
What: August Pre-service professional development, District PD, Campus PDs, PLC's, Virtual learning PD, Coaching, Instructional Rounds, Calibration Walks.
When: August Pre-service days. District PD days, Ongoing weekly, monthly throughout the year
Where: On campus (Library, Grade Level Chair Rooms, Multipurpose room, Conference Room, Computer Lab) and District designated locations.

Key Action Two: Budget		
Proposed item	Description	Amount
Staff development	Extra duty pay for campus leaders, teacher leaders, and/or teachers to prepare, plan, and/or participate in staff development after hours.	$6,000
Materials/resources	Repairs for Existing Devices	$2000
Purchased services		
Other		
Other		
	TOTAL	$8000
Funding sources: GF1, activity fund, principal discretionary fund, bilingual fund, GT fund.		

KEY ACTION THREE	Key Action *(Briefly state the specific goal or objective.)*
	Strengthen the leadership density in Assistant Principal, Executive Assistant and Teacher Team Leads.
	Indicators of success *(Measurable results that describe success.)*
	• **Assistant Principal will achieve a level of at least 15 or higher on the Day-to-Day Coaching Rubric at MOY and will increase to 19 or higher by EOY.** • The average score for IRT 1 and 2 will be 13.0 or higher, and for IRT 3 and 4 will be 14.5 or higher for each Assistant Principal's appraisal. • 55% of students in math, reading, and science will receive their growth as defined by NWEA MAP MOY, and 65% growth by EOY. This will be based on the appraiser's content that they oversee.
	Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*
	Leadership Training and Development • Elect, train, and guide teacher leaders in effective planning practices, gradually releasing PLC leadership responsibilities to them. • Meet regularly with teacher leaders to build their capacity to support all staff and provide district training to enhance content knowledge and instructional support. • Assign a Teacher Coach to novice teachers for the whole year. Provide teacher coaches with a protocol that requires a one-year commitment. The teacher coach provides informal feedback, informal observation, and resources. Meetings and Collaboration • Weekly teacher leader meeting to align expectations and communicate support. • Develop, model, and ensure high-quality PLC planning to promote consistent, high-quality instruction across all classrooms. • Create a school-wide system for teachers to be able to coach and observe monthly. Coaching and Observation • Conduct coaching walks with team leads. • Perform weekly calibration on coaching with school leaders. • Create a coaching calibration protocol to develop coaching for Tier 2 and 3 campus leaders. • Provide each teacher in the Tier III category of support with classroom coverage to conduct at least one observation of exemplary teachers in the specific development area. Classroom Environment and Support • Daily classroom environment pulse check for 5 minutes per class to check the school-wide practice checklist. Track this data over time.
	Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*
	Leadership Training and Development • Attend training for teacher leadership. • Coach Teacher Team Leads on PLCs and conducting meetings. Professional Learning Communities (PLCs) • Lead Professional Learning Communities (PLCs) and grade-level meetings. • Walk with teachers and teacher leaders for coaching and spot observations calibration. Professional Development (PD) • Create and implement staff PD to foster leadership capabilities, enhance instructional development, and build a positive school culture.

Key Action Three: Staff Development
Who: District, campus leaders, and/or teachers will provide staff development
What: August Pre-service professional development, Designated District PD days, PLC's, Coaching, Instructional Walks, Calibration Walk.
When: Ongoing daily, weekly, monthly throughout the year
Where: On campus (Library, Grade Level Chair Rooms, Multipurpose Room, Conference Room, Computer Lab, Classroom) and in designated locations.

Key Action Three: Budget		
Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
	TOTAL	
Funding sources:		

KEY ACTION FOUR	Key Action *(Briefly state the specific goal or objective.)*
	Enhance the Quality of Emergent Bilingual Instruction
	Indicators of success *(Measurable results that describe success.)*
	• **By the 2026 PEIMS snapshot, 96% of students identified as potential EB students defined by Home Language Survey indicators are tested and appropriately coded.** • DIBELS and Circles: By MOY 2027, 60% of Emergent Bilingual students will meet their growth target on K-1 Reading. By EOY 2027, 75% of Emergent Bilingual students will meet their growth target. • NWEA MAP: By MOY 2027, 60% of Emergent Bilingual students will meet their growth target on 2-5 NWEA MAP Reading. By EOY 2027, 75% of Emergent Bilingual students will meet their growth target on 2-5 NWEA MAP Reading.
	Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*
	• **Structure:** Daily 30-minute intervention block; groups of 4+ students; regroup every 2–3 weeks based on TELPAS levels and progress data (Summit K-12, classroom performance) • **Grouping Logic (Psychology-Driven):** Groups based on language proficiency and cognitive-linguistic need to target base on data, emphasizing comprehensible input and structured support. • **Intervention Tiers:** Tier 3 (foundational English with heavy scaffolds, Summit K-12), Tier 2 (academic vocabulary, reading/writing, structured discourse), Tier 1 Enrichment (refine language, close gaps, IB-aligned tasks). • **Instructional Approach:** Explicit instruction → guided practice → independent application; aligned to TEKS + ELPS; frequent speaking/writing with feedback; sheltered strategies embedded • **Resources:** Summit K-12, Zearn, IXL, teacher-created sheltered lessons, IB-aligned tasks for advanced EB students • **Progress Monitoring:** Weekly checks, bi-weekly regrouping decisions, monthly tracker updates, and ongoing TELPAS growth/reclassification monitoring • **Systems & Staff Actions:** Clear systems for identification, scheduling, compliance, and testing; staff implement Summit K-12 with fidelity, use data to adjust instruction, and differentiate Tier 1 • **Professional Development & Accountability:** Ongoing PD (sheltered instruction, phonics, TELPAS strategies, EB/SPED supports); monitored through walkthroughs and PLC data reviews, with strong Tier 1 instruction including language objectives, CFUs, and scaffolded reteach
	Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*
	Monitoring and Goal Setting • Monitor student growth and usage on the tracker monthly for Summit K-12. • Hold conferences with Emergent Bilinguals to set goals in TELPAS for the fall, winter, and spring. Data Analysis and Intervention • Regularly analyze Emergent Bilingual student performance data from Ontrack assessments using combined test DDI reports to identify TEKS supports and other measures, spotting trends, strengths, and areas for improvement. This analysis will then be used to drive intervention. • Apply sheltered instruction and scaffolding supports. • Provide daily reading intervention based on data disaggregated to close student learning gaps Intervention Sessions • Conduct EB/ESL intervention with students once or twice per week on each team. • During intervention, have an experienced teacher in charge of the EB intervention, focusing on vocabulary and grammar. • Pull intervention groups for language support.

Key Action Four: Staff Development
Who: District, campus leaders, and/or teachers will provide staff development
What: August Pre-service professional development, Designated District PD days, PLC's, Coaching, Instructional Walks, Calibration Walk.
When: Ongoing daily, weekly, and monthly throughout the year
Where: On campus (Library, Grade Level Chair Rooms, Multipurpose room, Conference Room, Computer Lab, Classroom) and District-designated locations. Project Learning Lab.

Key Action Four: Budget		
Proposed item	Description	Amount
Staff development	Professional development every 6 weeks, Small group training for TA	
Materials/resources	Paper, Laptops, Anchor Charts	
Purchased services		
Other		
Other		
	TOTAL	0

KEY ACTION FIVE	Key Action *(Briefly state the specific goal or objective.)*
	Enhance the Quality of Special Education Instruction and Service Delivery.
	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. • The principal/assistant principal will ensure timely and full attendance at 100% of ARD meetings, actively participating in discussions to enhance students support as evidenced by the ARD minutes and ARD participation. • **By December, teachers will have five professional development sessions with a focus on SPED, English Language Development, or High-Quality Instruction. By May, they would have attended ten.** • By the end of the 2026-2027 school 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. • Throughout the 2026-2027 school year, 100% of staff members received the relevant portions of the IEP within 3 days of its finalization, as demonstrated by campus record-keeping. • By October, 75% of the ratings from spot observations for the 4 co-teachers will be 12 points or higher. By February 2027, this percentage will increase to 85%. By June 2027, this percentage will increase to 100%.
	Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*
	• 1. SPED-Aligned Intervention Structure: SPED students participate in the daily 30-minute intervention block; grouping is based on IEP goals and real-time skill-gap data; groups are 4+ when appropriate with flexibility for intensity; Tier 3 (intensive), Tier 2 (strategic), and Tier 1 enrichment are used; instruction aligns IEP goals, TEKS, and intervention skills with scaffolded supports that maintain rigor. • 2. Coaching & Instructional Support: Ongoing coaching for Co-teachers in general education focused on differentiation, effective small-group instruction, and fidelity of accommodations/modifications. • 3. IEP Implementation & Compliance Training: Special Education Chair provides BOY and ongoing training on effective IEP implementation, accurate interpretation of goals/accommodations, and documentation/compliance; expectation that IEPs drive instructional decisions. • 4. Collaboration & Strategy Development: Continuous partnership between SPED and general education teachers with training on evidence-based strategies for inclusion/resource settings, including co-teaching, structured discourse, and scaffolded access to grade-level content. • 5. IEP Quality & Instructional Proficiency Monitoring: Regular rubric-based reviews to ensure IEPs are standards-aligned, measurable, and rigorous; checks that IEPs are actively driving instruction with clear progress monitoring. • 6. Quarterly IEP Reviews & Accountability: Review at least 25% of IEPs each quarter; monitor fidelity across classes and cycles. • 7. Professional Development & Capacity Building: Provide coverage for SPED staff to attend district PD focused on high-quality instruction, SPOT observation protocols, and district instructional expectations, plus intervention strategies for diverse learners. • 8. Progress Monitoring & SGP Alignment: Weekly monitoring within intervention; bi-weekly analysis aligned to common assessments; prioritize SPED subgroup SGP; adjust instruction based on IEP progress, classroom performance, and intervention outcomes.

	Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*
	ARD Participation & IEP Implementation • Actively participate in ARD (Admission, Review, and Dismissal) meetings, providing insights to support student progress. • Collaborate with the ARD committee to develop IEPs aligned with STAAR objectives and incorporating dyslexia intervention strategies. • Consistently follow and implement IEP goals and accommodations to support student achievement. Documentation & Data Tracking • Document all accommodations weekly in Power Teacher Pro. • Maintain a comprehensive student portfolio, including at least two work samples per month as evidence of accommodations. • Analyze student progress toward STAAR objectives and modify instructional plans as needed. • Utilize assessment data to guide instructional decisions and adjust teaching strategies based on performance trends. Collaboration & Instructional Support • Work closely with paraprofessionals, therapists, and related service providers to deliver coordinated, effective instruction. • Collaborate with colleagues to share resources, strategies, and success stories, fostering a culture of continuous improvement. • Use spot observation feedback from appraisers to refine teaching practices, particularly in Domain II: Instruction. Professional Growth & Continuous Improvement • Attend professional development on evidence-based practices, including dyslexia interventions. • Actively seek feedback and support from colleagues, mentors, and administrators to continuously improve instructional effectiveness.

Key Action FIVE: Staff Development
Who: District, campus leaders, teacher leaders, and/or teachers will provide staff development
What: August Pre-service professional development, District PD, Campus PDs, PLC's, Virtual learning PD, Coaching, Instructional Rounds, Calibration Walks.
When: August Pre-service days. District PD days, Ongoing weekly, monthly throughout the year
Where: On campus (Library, Grade Level Chair Rooms, Multipurpose room, Conference Room, Computer Lab) and District-designated locations.

Key Action FIVE: Budget		
Proposed item	Description	Amount
Staff development	Extra duty pay for campus leaders, teacher leaders, and/or teachers to prepare, plan, and/or participate in staff development after hours.	$6,000
Materials/resources		

Purchased services	Maintenance supplies for PSI class	$500
Other		
Other		
	TOTAL	$6,000
Funding sources: GF1, activity fund, principal discretionary fund, bilingual fund, GT fund.		