

# **2025-2026 Action Plan**

**Petersen Elementary**

**John V. Aleman**

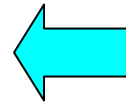
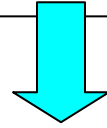
# School Action Plan – Needs Assessment

District philosophy and guiding framework:

**Core Beliefs**

**Vision**

**Theory of Action**



## Needs related to student achievement data

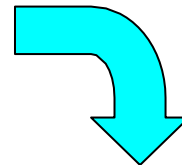
NWEA MAP Assessment  
Dibels/Lectura  
DSA

## Needs related to improving the quality of instruction

- Instructor average scores regarding ‘Engage & Deliver’ will be at 4pts; Instructor average scores in ‘Monitor & Adjust’ will be at 3 pts.
- Improve the quality of instruction in all content areas through consistent on the spot coaching, high leveraged SPOT observation feedback and Demo Day feedback
- Increase IRT Score to be reflective of Proficient II as an overall campus average.

## System evaluation (philosophy, processes, implementation, capacity)

- Effectively implement the NES model.
- Develop school leaders on effective coaching model.
- Systematically review student progress data in math and reading.
- Build teacher capacity through ‘On the Spot’ coaching and effective professional development.



**Parameters  
and metrics  
established by  
the District**

### Key Actions

- Improve the quality of instruction with all content and grade levels.
- Increase student engagement (use of effective engagement strategies) with all content and grade levels.
- Increase staff capacity to improve academic outcomes for Emergent Bilingual students.

## School Action Plan Template

<b>KEY ACTION ONE</b>	<b>Key Action (Briefly state the specific goal or objective.)</b>
	Improve the quality of instruction with all content and grade levels.
	<b>Indicators of success (Measurable results that describe success.)</b>
	<ul style="list-style-type: none"> <li>● IRT #1: Campus will receive 10.0 average; IRT #3: Campus average will be 11.0 average.</li> <li>● IRT #4: Campus will achieve an overall average of 11.5.</li> <li>● By May 2026, 80% of K-2 Grades will score at or above the benchmark on EOY Dibels/Lectura.</li> </ul>
	<b>Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)</b>
	<ul style="list-style-type: none"> <li>● The instructional leadership team will provide on-the-spot coaching and feedback to teachers on the delivery of high-quality tier-one reading instruction daily and document through the SPOT observation form. 80% of instructors will receive <math>\geq 4</math> in ‘Engage and Deliver, and <math>\geq 2</math> in ‘Monitor and Adjust’ by November 2025.</li> <li>● The instructional leadership team will create a culture of data-driven conversations for leaders-to-teachers, teachers-to-teachers, and teachers-to-students. Data protocols and data trackers will be housed in a binder to document data review. Leaders, Instructors, and Instructional Support staff will keep their data binder updated.</li> <li>● The leadership team will create campus data tracking systems for NWEA and DIBELS/Lectura.</li> <li>● The instructional leadership team will lead data conferences to cultivate teacher knowledge in implementing data driven instruction, targeted interventions, and projected goals. The leadership team will maintain PLC Protocols, inclusive of data and reflections, after data conferences.</li> </ul>
	<b>Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)</b>
<ul style="list-style-type: none"> <li>● Through PLCs teachers will participate in data conferences with leaders and colleagues: Share student work samples, assessment data folders (organization, usage, maintenance), and assessment data projections. PLC Protocol Sheets will be kept in the SharePoint Folder for their grade level.</li> <li>● Actively participate in ongoing professional development opportunities related to high-quality instruction and increasing student outcomes. Professional Development will be inclusive of ‘On the SPOT’ coaching and feedback, with follow-up walkthroughs to ensure implementation.</li> <li>● Instructors will maintain data binders with a tracking tool for all demonstrations of learnings, teacher-created assessments, progress monitoring data, and district assessments.</li> </ul>	

	<ul style="list-style-type: none"> <li>Teachers will participate in demo days and receive feedback on the delivery of high-quality instruction in reading. The leadership team will use a version of the spot observation form and on-the-spot coaching to provide feedback during Demo days.</li> </ul>
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**Key Action One: Staff Development**

Who: Instructional staff, instructional support and school leaders
What: Monthly district staff development and campus Professional Learning training. Teachers will also receive feedback and development during Demo days.
When: Monthly (HISD Calendar) and PLC occurs weekly
Where: Petersen Elementary

**Key Action One: Budget**

Proposed item	Description	Amount
Staff development	Scheduled PD on PLC Thursdays; Campus PD on staff development days.	0.00
Materials/resources	N/A	0.00
Purchased services	N/A	0.00
Other	N/A	0.00
Other	N/A	0.00
<b>TOTAL</b>		<b>0.00</b>

Funding sources: N/A



<b>KEY ACTION TWO</b>	<b>Key Action (Briefly state the specific goal or objective.)</b>
	Increase student engagement (use of effective engagement strategies) with all content and grade levels.
	<b>Indicators of success (Measurable results that describe success.)</b>
	<ul style="list-style-type: none"> <li>● SPOT Observations: 80% of instructors will receive <math>\geq 4</math> in ‘Engage and Deliver’ portion of observation by December 2025.</li> <li>● SPOT Observations: 80% of instructors will receive <math>\geq 4</math> in ‘Engage and Deliver’ will reflect an average of ‘2’ in ‘Monitor and Adjust’ portion of observation by December 2025.</li> <li>● By May 2026, 85% of students will meet or exceed the 0.6 conditional growth index by NWEA MOY.</li> </ul>
	<b>Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)</b>
	<ul style="list-style-type: none"> <li>● The instructional leadership team will provide on-the-spot coaching and feedback to teachers on the delivery of high-quality tier-one reading instruction daily and document through the SPOT observation form. 80% of instructors will receive <math>\geq 4</math> in ‘Engage and Deliver, and <math>\geq 2</math> in ‘Monitor and Adjust’ by November 2025.</li> <li>● The instructional leadership team will create a culture of data-driven conversations for leaders-to-teachers, teachers-to-teachers, and teachers-to-students. Data protocols and data trackers will be housed in a binder to document data review. Leaders, Instructors, and Instructional Support staff will keep their data binder updated.</li> <li>● The leadership team will create campus data tracking systems for NWEA MAP assessment.</li> <li>● The instructional leadership team will lead data conferences to cultivate teacher knowledge in implementing data driven instruction, targeted interventions, and projected goals. The leadership team will maintain PLC Protocols, inclusive of data and reflections, after data conferences.</li> </ul>
	<b>Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)</b>
<ul style="list-style-type: none"> <li>● Through PLCs teachers will participate in data conferences with leaders and colleagues: Share student work samples, assessment data folders (organization, usage, maintenance), and assessment data projections. PLC Protocol Sheets will be kept in the SharePoint Folder for their grade level.</li> <li>● Actively participate in ongoing professional development opportunities related to high-quality instruction and increasing student outcomes. Professional Development will be inclusive of ‘On the SPOT’ coaching and feedback, with follow-up walkthroughs to ensure implementation.</li> <li>● Maintain data binders with a tracking tool for all weekly Zearn completion results, demonstrations of learnings, teacher-created assessments, and district assessments.</li> <li>● Teachers will participate in demo days and receive feedback on the delivery of high-quality instruction in reading. The leadership team will use a version of the spot observation form and on-the-spot coaching to provide feedback during Demo days.</li> </ul>	

**Key Action Two: Staff Development**

Who: Instructional staff, instructional support and Leadership team

What: Monthly district staff development and campus Professional Learning training. Teachers will also receive feedback and development during Demo days.

When: Monthly (HISD Calendar) and PLC occurs weekly

Where: Petersen Elementary

**Key Action Two: Budget**

<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
Staff development	Scheduled PD on PLC Thursdays; Campus PD on staff development days.	0.00
Materials/resources	N/A	0.00
Purchased services	N/A	0.00
Other	N/A	0.00
Other	N/A	0.00
<b>TOTAL</b>		<b>0.00</b>

Funding sources: N/A

**KEY ACTION THREE**

<b>Key Action (Briefly state the specific goal or objective.)</b>	
	Increase staff capacity to improve academic outcomes for Emergent Bilingual students.
<b>Indicators of success (Measurable results that describe success.)</b>	
	<ul style="list-style-type: none"> <li>● 85% of Emergent Bilingual students will score at or above the 55th percentile on NWEA MOY growth in Reading and Math</li> <li>● The percentage of students who progressed to one proficiency level on TELPAS will increase composite rating from 45% intermediate in 2025 to 65% intermediate in 2026 (increase of 40%).</li> </ul>
<b>Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)</b>	
	<ul style="list-style-type: none"> <li>● Train teachers in understanding and implementing student accommodations and support for EB Learners.</li> <li>● Create a data tracking system to monitor student progress from the beginning of the year to the end of the year regarding Speaking, Listening, Reading, and Writing proficiencies.</li> <li>● Create a tracking system to regularly review LPAC minutes and intervention plans to ensure effective instruction is delivered.</li> <li>● The instructional leadership team will provide on-the-spot coaching and feedback to teachers on the delivery of high-quality tier-one reading instruction daily and document through the SPOT observation form.</li> <li>● The instructional leadership team will cultivate teacher knowledge in implementing targeted interventions to ensure student growth and achievement regarding TELPAS.</li> </ul>
<b>Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)</b>	
	<ul style="list-style-type: none"> <li>● Through PLCs teachers will participate in data conferences with leaders and colleagues: Share student work samples, assessment data folders (organization, usage, maintenance), and assessment data projections. PLC Protocol Sheets will be kept in the SharePoint Folder for their grade level.</li> <li>● Actively participate in ongoing professional development opportunities related to high-quality instruction and increasing student outcomes. Professional Development will be inclusive of 'On the SPOT' coaching and feedback, with follow-up walkthroughs to ensure implementation.</li> <li>● Maintain data binders with a tracking tool for all district assessments, demonstrations of learnings, and teacher-created assessments.</li> <li>● Teachers will participate in demo days and receive feedback on the delivery of high-quality instruction in reading. The leadership team will use a version of the spot observation form and on-the-spot coaching to provide feedback during Demo days.</li> </ul>

**Key Action Three: Staff Development**

Who: Instructional staff, instructional support and leadership team.

What: Monthly district staff development and campus Professional Learning training.

When: Monthly (HISD Calendar) and PLC occurs weekly

Where: Petersen Elementary

**Key Action Three: Budget**

<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
Staff development	Scheduled PD on PLC Thursdays; Campus PD on staff development days	0.00
Materials/resources	N/A	0.00
Purchased services	N/A	0.00
Other	N/A	0.00
Other	N/A	0.00
<b>TOTAL</b>		<b>0.00</b>

Funding sources: N/A