

2025-2026 Action Plan

Walnut Bend Elementary School

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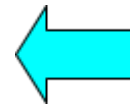
School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action



Needs related to student achievement data

While student achievement increased on STAAR, with the overall scale score rising from 60 to 69, significant work remains to be done schoolwide. Depending on the subject and grade level, only 30–45% of students met their MAP growth goals or performed at the Meets level on STAAR. Although progress was made in closing achievement gaps for African American students, our focus this year must center on accelerating outcomes for Hispanic students and English Learners (EBs).

On TELPAS, we exceeded our target of 49%, with 56.8% of students improving at least one proficiency level. This growth indicates that consistent engagement strategies are positively impacting students' listening, speaking, reading, and writing skills. However, there is a need for more intentional integration of digital resources and strategic pairing of newcomers to ensure stronger and more equitable language development.

Parameters
and metrics
established by
the District

Needs related to improving the quality of instruction

There is a need for greater consistency in Tier 2 leaders engaging in daily collaborative planning with their teachers, with time allocated strategically based on teacher tier and level of support required. Additionally, with 41% of our student population identified as EBs, it is critical that all lessons consistently incorporate scaffolds and intentional language supports.

Our instructional focus must remain on ensuring that every lesson is planned with intentionality, consistent engagement strategies and embedded scaffolds from start to finish, including the second teach, to maximize student understanding and achievement.

System evaluation (philosophy, processes, implementation, capacity)

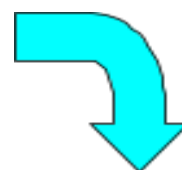
We successfully retained the majority of our Grades 3–5 teachers (75%); however, 60% of our PK–2 teachers are both new to the school and to the profession. This necessitates a consistent planning and coaching cadence to build their instructional capacity.

Additionally, our Tier 2 leaders must strengthen the intensity and quality of their coaching. The expectation is to move beyond simply telling teachers what to do, toward modeling effective practices, co-planning, and implementing a gradual release approach that ensures teachers can independently sustain high-quality instruction.

As this is our second year implementing NES, our goal is to refine existing systems with a particular focus on “level-up” work for students who are consistently pushout to the team centers.

A key priority within this refinement is deepening our understanding and execution of the one-way dual language program. Instruction must remain on grade level while integrating scaffolds that enable EBs to access rigorous content and achieve mastery, especially in classes where the language of instruction is English.

A critical next step for our campus is establishing a comprehensive data tracking system that allows us to monitor student progress in real time. This system must be paired with an intentional, campus-wide plan also taking advantage of the before and after school time that ensures timely support for students throughout the year, rather than waiting until MOY and EOY assessments.



Key Actions

1. Improve staff capacity to provide high quality instruction.
2. Improve writing proficiency in 3rd-5th Grade.
3. Improve quality of instruction for the Emergent Bilingual subgroup.
4. Improve quality of IEPs for the Special Education subgroup.

School Action Plan Template

KEY ACTION ONE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve staff and leader capacity to provide high quality instruction.
	Indicators of success <i>(Measurable results that describe success.)</i>
	75% of the scores on spot observations conducted on IRT 2 will be proficient or higher and will increase to 88% by IRT 4. 80% of the teachers will average 6/10 points or higher with the Instruction indicators as defined by the Spot form by January 2026 and will increase to 7/10 points by May 2026. 100% of the administrative team will achieve a score of 15/25 (or 60% of total points) or higher on the LEAD Day-to Day Coaching Rubric at the time of MOY Conferences and will increase to 20/25 (or 80% of total points) at the time of EOY Conferences. 55% or more students in Math & Reading will meet their growth target as defined by NWEA MAP MOY and will increase to 60% by EOY. (Grade K-5) 55% or more students in Math & Reading will meet their growth target as defined by CIRCLE and DIBELS/Lectura MOY and will increase to 60% by EOY. (Grades PK-2)
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- Assign content leaders that will meet to determine planning cadence, exemplar lesson requirements for each content during the summer to be prepared to present to the rest of the teams for August PD. - Train staff on the Great 8 expectations and the process of lesson internalization and customization August PD and continue to do so on a daily basis during planning and Demo Days. - Divide the admin team by grade level and/or content. This will be who they will plan with and appraise. - Provide coaching and in-the-moment feedback on an as needed basis starting day one based on tiering. - Train teachers on how to use the DOL to backwards plan in order to prioritize to help with pacing. - Facilitate PLCs and Demo Days based on campus trends and areas of growth on a weekly basis. - Establish data trackers for teachers and students for Zearn/Amira/Summit K-12 usage, and calendar out monitoring.

- Plan PD based on the campus' trends on routine Spots, coaching, huddles, and calibration walks.
- Ensure that all appraisers do at least 2 Spots a month on every teacher.
 - 1 Spot per month is during the 1st Teach.
 - 1 Spot per month is during the LSAE/Intervention block.

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

- Learn the planning cadence for their content and internalize and customize slides daily.
- Plan with their appraiser daily and share slides to the sharepoint by Thursday of every week.
- Admin will vet and provide feedback on lesson internalization during Demo Day and Friday planning.
- Adjust instruction based on coaching and feedback.
- Participate in PLCs and Demo days and adjust instruction as needed.
- Be intentional during planning about indicators on the spot form that they are not achieving.
- Ensure that The Sweet 16 is implemented in every lesson.
- Highlight specific campus trends that need to be addressed in regards to the Sweet 16 in the weekly newsletter.
- Use given trackers with fidelity and use the data to adjust instruction.
- Use given data trackers with fidelity to plan monthly PD and weekly planning focuses.

Key Action One: Staff Development

Who: Admin, content leaders, all teachers and support staff

What: August PD, weekly PLCs and Demo Days, daily planning sessions, and monthly PD Day

When: Daily/Weekly/Monthly

Where: On Campus

Key Action One: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources	NES Materials	\$0
Purchased services		
Other	Food for monthly PDs	\$12, 000
Other		
TOTAL		\$12, 000

Funding sources:

KEY ACTION TWO	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve writing proficiency in Kinder-5th Grade.
	Indicators of success <i>(Measurable results that describe success.)</i>
	• 55% or higher of SCRs will earn a 1 point or higher by October 2025 and will increase to 60% or higher earning 2 points or higher by January 2026 as defined by district unit/district assessments. • 55% or higher of ECRs will score a 3 points or higher with ECRs by January 2026 and increase to 60% or higher by April 2026 as defined by unit/district assessments. • 100% of teachers will implement at least two SCR/ECR per content area per six-weeks, as evidenced by WBE's Writing calendar and classroom walk-throughs.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	• Develop WBE Writing calendar to ensure at least two SCR/ECR per content area per six-weeks • Facilitate professional development sessions on STAAR writing rubrics, writing across the curriculum, and effective feedback strategies. • Monitor the implementation of writing tasks through lesson plans, classroom observations, and student writing samples. • Review student writing during Thursday writing collection calibration walks and provide feedback on student writing and needed teacher moves to increase writing scores during Demo Day. • Review student writing data during PLCs to guide instructional planning and interventions. • Model writing mini-lessons and support teachers with exemplar development and lesson internalization. • Ensure writing expectations are aligned vertically across grade levels.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>

	• Bring writing samples (SCRs/ECRs) to PLCs every three weeks • Implement at least two ECR per content area each six-week grading period. • Analyze student writing samples collaboratively in PLCs using the STAAR writing rubric. • Use modeled and shared writing strategies to support student growth. • Provide timely and targeted feedback on student writing. • Scaffold writing instruction to support all learners, including ELs and SPED students.
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Key Action Two: Staff Development		
Who: Admin, content leaders, all teachers and support staff		
What: August PD, weekly PLCs and Demo Days, daily planning sessions, and monthly PD Day		
When: Daily/Weekly/Monthly		
Where: On Campus		
Key Action Two: Budget		
Proposed item	Description	Amount
Staff development	Routine coaching and planning	0
Materials/resources	NES materials and resources	0
Purchased services	N/A	0
Other		
Other		
TOTAL		0
Funding sources: N/A		

KEY ACTION THREE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve quality of instruction for the Emergent Bilingual subgroup.
	Indicators of success <i>(Measurable results that describe success.)</i>
	- Emergent Bilingual students will increase the overall student achievement average in Reading by 3% or more from BOY to MOY and will increase to 5% or more from BOY to EOY as defined by NWEA MAP Reading and Math. 55% of Emergent Bilinguals students will reach their individual growth target(s) in Reading and/or Math by the MOY, as defined by NWEA Map Reading and Math and will increase to 60% or higher by the EOY. 55% of Emergent Bilingual students will reach their individual growth target in Reading by the MOY, as defined by DIBELS/Lectura and this will increase to 60% of Emergent Bilingual or higher by the EOY. 80% of the teachers will average 6/10 points or higher with the Instruction indicators as defined by the Spot form by January 2026 and will increase to 7/10 points by May 2026.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- Ensure that 100% of Reading and Math classes have Spanish speaking teachers in PK-3rd Grade, and ensure that Spanish speaking Teacher Apprentices follows bilingual classes as they rotate through Reading and Math for Spanish support - Leadership team and English Language Development (ELD) will provide professional development to teachers on Summit K-12 resources, data reports, and progress monitoring during August PD. - Emergent Bilingual teachers will be coached by the leadership team and the ELD on content-based language acquisition best practices to engage EB students who are behind grade level proficiency in listening, speaking, reading, and writing. - Appraisers will conduct weekly SPOT observations during the scheduled Reading and ESL block for each teacher with EB students. - ELD will provide regular, weekly feedback to teachers of EB students.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>

- Emergent Bilingual teachers will participate in at least 4 professional development days that focus on content-based language instruction by May 2026.
- Teachers and admin will use Summit K-12 to monitor student progress in 2nd-5th grade. Emergent bilingual students will participate in formative assessments through Summit K-12 at least twice a year.
- Teachers will track NWEA Map and DIBELS/Lectura student data consistently throughout the school year and create interventions/enrichment small groups for all EB students.
- During weekly Demo Days, teachers will present and demo an upcoming lesson, explicitly identifying language objectives and incorporating at least three scaffolds (e.g., sentence stems, visuals, modeling in chunks, word banks, etc.).
- The team will discuss language demands and offer feedback or additional scaffold ideas.

Key Action Three: Staff Development

Who: Admin, ELD, content leaders, all teachers and support staff

What: August PD, weekly PLCs and Demo Days, daily planning sessions, and monthly PD Day

When: Daily/Weekly/Monthly

Where: On Campus

Key Action Three: Budget

Proposed item	Description	Amount
Staff development	Routine coaching and planning	0
Materials/resources	NES materials and resources	0

Purchased services	N/A	0
Other		
Other		
TOTAL		0
Funding sources: N/A		

KEY ACTION FOUR	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve quality of IEPs for the Special Education subgroup.
	Indicators of success <i>(Measurable results that describe success.)</i>
	- By the end of the academic year, the principal and will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through district folder reviews. - By Jan 2026, 100% of campus ARDs are held on or before the deadline.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- Train teachers on the system for documenting services and accommodations provided to Special Education students in the general education classroom before grades are due for progress reports for the first six weeks.. - The sped chair will conduct campus wide professional development weekly during planning and/or Demo Days for the sped team on how to write effective PLAAFs, IEPs, and how to appropriately track and document student progress. - Ensure that the Special Education Department chair is meeting all compliance deadlines as required by law and HISD and measured by HISD weekly Special Ed compliance reports. - Schedule part of our bimonthly leadership meeting agendas as check-ins with sped chair. - Review Special Education folders every 3 weeks with the HISD Special Education folder review rubric. - Weekly monitor to ensure all staff are documenting the accommodations and modifications are provided to students during general education instructional times while visiting classrooms daily. - Ensure accommodations have been recorded in PowerSchool every three weeks ensuring these checks fall the week before each progress report and report card cycle. - Meet through regular PLCs to improve the quality of instruction provided to special education students and monitor timeliness of services and quality of documentation for ARDs.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>

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| | <ul style="list-style-type: none">• Special education staff will attend PD on how to write effective PLAAFs, IEPs, and how to appropriately track and document student progress weekly during planning and/or Demo Days and during monthly PD sessions.• The Special Education chair will create an ARD calendar on outlook prior to the start of the 25-26 school year that includes meeting dates as well as when prior written notice will be sent home.• Ensure that each student's PLAAFP includes information from a variety of data sources including both district and classroom assessments.• Provide services and accommodations according to students IEPs.• Ensure the general education teachers are providing students accommodations and documenting the support provided.• Create and implement supplemental aids and graphic organizers to support resource and general education instruction for special education students.• Implement all feedback given. |
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Key Action Four: Staff Development		
Who: Admin, SpEd chair, content leaders, all teachers and support staff		
What: August PD, weekly PLCs and Demo Days, daily planning sessions, and monthly PD Day		
When: Daily/Weekly/Monthly		
Where: On Campus		
Key Action Four: Budget		
Proposed item	Description	Amount
Staff development	Routine coaching and planning	0
Materials/resources	NES materials and resources	0
Purchased services	N/A	0
Other		
Other		
TOTAL		0
Funding sources: N/A		