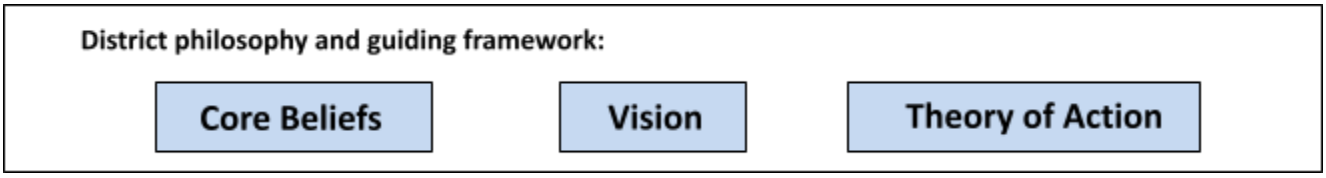
Wesley Elementary

School Action Plan

2026-2027

Bathsheba Nash, Principal

School Action Plan – Needs Assessment



Needs related to student achievement data

An analysis of Wesley's EOY MAP data reveals an urgent need to strengthen high-quality standards aligned instruction across all core content areas, with a particular emphasis on math and reading. Campuswide achievement remains below 50% proficiency in Math, with significant concerns in K-2 grade levels where performance has declined or shown minimal growth. For example, overall math proficiency decreased by 2%, while reading proficiency grew by nearly 7%, with the math content reaching 42% and the reading content reaching 51% overall achievement. Further initiatives are necessary to improve student achievement ensuring that Wesley's students are performing on grade level.

With the support of the ELD interventionist both in class and during the LSAE block, students receive targeted language development that strengthens their ability to meet their individual growth targets. TELPAS data for the 2025–2026 school year shows that 32.5% of EB students (13 out of 40) demonstrated one year of growth, indicating that emerging bilingual students continue to have the greatest need for focused instructional support. The data suggests that Tier 1 instruction is not yet sufficiently differentiated or scaffolded to meet the diverse linguistic and academic needs of these learners. More intentional integration of language development strategies and consistent progress monitoring is required. Strengthening co-teaching structures, consistent use of the Summit K-12 program and providing teachers with ongoing professional development in English Language Development (ELD) best practices will be essential to closing these gaps.

The data reveals that across grades 3-5 Reading instruction has been consistently effective as students made significant gains over 10%, reflecting the effectiveness of individualized instruction, targeted interventions, and inclusive classroom support. Additionally, DIBELS data revealed that 67% of students in K-2 are progressing on grade level. Continued collaboration between general and special education staff, along with data-driven instructional planning, has been instrumental in supporting student achievement. While growth varies across grade levels and disability categories, the overall trend reflects a positive trajectory in academic performance and goal attainment.

Needs related to improving the quality of instruction

Wesley elementary teachers will plan backwards and teach to the DOL to ensure that students are receiving HQI (High Quality Instruction) daily.

System evaluation (philosophy, processes, implementation, capacity)

Wesley Elementary is committed to providing high quality instruction by implementing a comprehensive approach that includes professional development, curriculum alignment, and personalized coaching. The school focuses on enhancing staff capacity to deliver consistent, high-quality instruction, with specific attention to the needs of emergent bilingual (EB) students and special education populations. To achieve these goals, teachers will engage in monthly coaching sessions and receive constructive feedback to refine their instructional practices. Professional Learning Communities (PLCs) will play a key role in driving these efforts by utilizing data-informed strategies, adopting differentiated teaching methods, and seamlessly integrating IEP accommodations into daily lesson delivery.

Key Actions
1. Improve high quality instruction. 2. Improve SPED student outcomes. 3. Improve EB achievement.

	Key Action ***(Briefly state the specific goal or objective.)***
	Key Action #1 Improve quality of instruction.
	Indicators of success ***(Measurable results that describe success.)***

KEY ACTION ONE	• By December 2026, 55% of spot observation scores conducted by the IRT team will fall within the 40th-79th percentile (Proficient I). This percentage will increase to 65% by June 2027, as evidenced by spot observation records from IRT walks. • By June 2027, 65% of core teachers (13 teachers) will score in the 40th-79th percentile (Proficient I) or higher in the Instruction Domain on the spot observation form, as evidenced by monthly spot observation summaries on the SPOT Dashboard. • By April 2027, 75% of all teachers (15 teachers) will earn an average spot observation score in the 40th-79th percentile (Proficient I) or higher, as evidenced by score summaries on the SPOT Dashboard.
	Specific actions – school leaders ***(What specific action steps will the building leaders take to accomplish the objective?)***
	• The leadership team will conduct weekly calibration walkthroughs to observe instructional practices, specifically focusing on the Engage and Deliver section, and provide immediate coaching and actionable next steps to teachers. They will also facilitate targeted professional development sessions aligned with this focus area, ensuring consistent improvement as evidenced by SPOT observation records for IRT visits. • The leadership team will analyze IRT round 1 results to identify areas of improvement and provide customized coaching to address identified needs and schedule regular progress monitoring meetings to review growth trends, compare data from rounds 1 through 4, and adjust strategies as needed, ensuring an average increase of 2-3 points. • The leadership team will implement monthly calibration walks to ensure consistent scoring among evaluators and alignment of teaching practices with Domain II and Domain III expectations. They will also conduct focused coaching cycles with core teachers, using SPOT evaluation data to guide targeted support, as evidenced by monthly SPOT observation summaries.
	Specific actions – staff ***(What specific action steps will the staff take to accomplish the objective?)***
	• Teachers will collaborate during Professional Learning Communities (PLCs) to share best practices and develop their slide decks that emphasize engagement and high-quality delivery. • Teachers will participate in coaching sessions tailored to their individual needs, focusing on addressing gaps identified in initial IRT evaluations. • Teachers will submit and discuss lesson plans during PLCs, highlighting how they incorporate Engage & Deliver and Monitor & Adjust strategies to achieve effective instructional outcomes.

Key Action One: Staff Development		
Who: Leadership Team, Teachers and Staff		
What: Lesson internalization & customization for domains 1, 2, 3, spot observations, second teach, MRS strategies implementation, data analysis, and SCR/ECR scoring.		
When: Pre-Service days, PD days, weekly planning & PLCs (Mondays-Wednesdays and DEMO Day Thursdays).		
Where: Wesley Elementary		
Key Action One: Budget		
Proposed item	**Description**	**Amount**
Staff development	Staff will only attend professional development offered through the campus or by Houston ISD.	$0.00
Materials/resources	Basic office supplies (anchor chart paper, response cards, pencils, etc.)	$0.00
Purchased services	None	
Other		
Other		
	TOTAL	
Funding sources: None		

KEY ACTION TWO	**Key Action** ***(Briefly state the specific goal or objective.)***
	Key Action #2 Improve SPED student outcomes.
	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 as evidenced by the district ARD tracker. • By the end of June 2027 55% of resource students will show growth on the NWEA MAP EOY assessment in reading or math, as evidenced by the student growth report. • By the end of June 2027 60% of inclusion students will show growth on the NWEA MAP EOY assessment in reading or math, as evidenced by the student growth report. • By the end of each lesson cycle from the HISD Read/Write Curriculum, 50% of the self-contained students in SLL will complete the access point mastering 50% or higher as evidenced by the Read/Write EOY data tracker.
	Specific actions – school leaders ***(What specific action steps will the building leaders take to accomplish the objective?)***
	• The SPED Chair will review the ARD tracker monthly to identify and address any scheduling conflicts or delays and provide an update to campus administration ensuring 100% compliance with deadlines. • The SPED Chair will track resource students' progress for meeting their NWEA EOY goal during the BOY and MOY NWEA MAP assessment. • The SPED Chair will track inclusion students' progress for meeting their NWEA EOY goal during the BOY and MOY NWEA MAP assessment. • The leadership team will conduct a structured data check after each HISD access point window by reviewing the SLL access point data tracker for completion rates and mastery levels. Within two instructional days, leadership will identify teachers needing support, provide targeted coaching on administering access points and tracking mastery, and ensure the tracker reflects accurate, timely data for all self-contained students.
	Specific actions – staff ***(What specific action steps will the staff take to accomplish the objective?)***

- Non-Self-Contained Teacher (SPED Chair) will share the District ARD tracker with the leadership team for all SPED students with ARD dates and discuss the progress of all ARDS.
- Teachers will provide daily accommodations to ensure students are on track for mastering their goals and objectives.
- The teachers will pull the NWEA MAP results for each student after the assessment is administered to discuss the progress the students are making with the leadership team and SPED Chair to discuss how the student gaps will be addressed.
- The SLL teachers will administer each HISD access point by the designated window, enter student results into the access point data tracker within two instructional days, and implement reteach plans for students scoring below 50% mastery. The teacher will monitor progress toward the 50% mastery goal and adjust instruction based on trends identified in the tracker.

Key Action Two: Staff Development		
Who: Leadership Team, Non-Self-Contained Teacher (SPED Chair), Teachers,		
Review SPED folders to ensure compliance with ARD timelines, IEP quality, prior written notice, and ARD participation.		
When: PD days, monthly, and quarterly		
Where: Wesley Elementary		
Key Action Two: Budget		
Proposed item	**Description**	**Amount**
Staff development	Staff will only attend professional development offered through the campus or by Houston ISD.	$0.00
Materials/resources	Basic office supplies (anchor chart paper, response cards, pencils, etc.)	$0.00
Purchased services	None	
Other		
Other		
	TOTAL	
Funding sources: None		

KEY ACTION THREE

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

Key Action #3
Improve EB achievement.

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

- By June 2027, 50% of Emergent Bilingual (EB) students will demonstrate one year growth in English language proficiency, as evidenced by TELPAS scores.
- By June 2027, 80% of ESL teachers (5 out of 7 teachers) will score in the 40th-79th percentile (Proficient I) or higher in the Instruction Domain on the SPOT observation form, as evidenced by monthly average SPOT score summaries on the SPOT Dashboard.
- By June 2027, 55% of Emergent Bilingual students will meet their individual growth target on 2-5 NWEA MAP EOY Reading, as evidenced by the MAP growth report.

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

- ELD Interventionist will provide targeted professional development with support from the Multilingual department to teachers on effectively utilizing the district-approved standards based supplemental curriculum, such as Summit K-12, to enhance language acquisition for EB students.
- Campus Administration will conduct monthly classroom walkthroughs focused on observing ESL instructional practices aligned with SPOT criteria. Provide immediate and constructive feedback to all teachers.
- Campus Administration and ELD will review and track student data from NWEA MAP assessments BOY and MOY to ensure EB students are on track to reach their goal.

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

- The teachers will utilize the district-approved standards-based supplemental curriculum, Summit K-12 two days weekly in daily instruction to support language development.
- The teachers will actively participate in feedback sessions with campus administration to refine teaching practices based on SPOT observation results.
- The teachers will implement instructional adjustments weekly based Summit K-12 student performance data.

Key Action Three: Staff Development		
Who: Leadership Team, Teachers, ELD Interventionist, and the Multilingual Department		
What: Review Summit K-12 reports and usage, review monthly spot score summary for teachers, and PLC documentation.		
When: PD days, weekly planning & PLCs (Monday-Wednesday), DEMO Day (Thursdays), and monthly.		
Where: Wesley Elementary School		
Key Action Three: Budget		
Proposed item	**Description**	**Amount**
Staff development	Staff will only attend professional development offered through the campus or by Houston ISD.	$0.00
Materials/resources	Basic office supplies (anchor chart paper, response cards, pencils, etc.)	$0.00
Purchased services	None	
Other		
Other		
	TOTAL	
Funding sources: NONE		