

2026-2027 Action Plan

Wainwright Elementary School

Dr. Kimberly McNeil, Principal

2026–2027 CAMPUS ACTION PLAN

WAINWRIGHT ELEMENTARY SCHOOL | HOUSTON INDEPENDENT SCHOOL DISTRICT

Dr. Kimberly McNeil, Principal

5330 Milwee Street, Houston, Texas 77092

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School Mission, Vision and Leadership Direction

Mission and vision alignment: Wainwright Elementary seeks to inspire learning and innovation through high academic and behavioral expectations, active partnerships among families, educators and staff, and a safe, welcoming, supportive school environment. The campus aspires to prepare academically successful, caring, responsible and innovative students. This is a concise alignment statement; the school website remains the authoritative source for exact mission and vision wording.

Under Dr. Kimberly McNeil, campus improvement work is organized around excellence in instruction, opportunity for every learner, and joy in the school experience.

School Action Plan – Needs Assessment

Student achievement: 2025–2026 outcomes and Fall 2026 starting point

Spring 2026 STAAR results show a clear need to improve grade-level proficiency, particularly in science and reading. The campus earned a 2026 accountability rating of C (79), with Student Achievement 71, School Progress 80 and Closing the Gaps 75. School Progress is a relative strength, but overall proficiency remains below desired levels.

Spring 2026 STAAR	Approaches	Meets	Masters
All subjects	70%	40%	17%
Reading	71%	41%	18%
Mathematics	72%	42%	15%
Science	61%	32%	18%

At Meets, Wainwright trailed HISD by 13 percentage points overall, 14 points in reading and 7 points in mathematics. Fall 2026 NWEA beginning-of-year median achievement percentiles were mathematics 56th (N=230), reading 32nd (N=176) and science 38th (N=146). These measures are not interchangeable and will be monitored separately.

CNA stakeholder discussions identified inconsistent second-grade instructional continuity as a possible contributing factor to math and science gaps. This is a meeting-identified concern rather than a statistically established cause; the campus response focuses on stable instructional coverage and systematic intervention.

Instructional quality and curriculum

Wainwright implements the HISD New Education System (NES), structured lessons, Demonstrations of Learning (DOLs), and grade-level PLC collaboration. The campus reports Saturday tutorials for grades 3–5. Campus walkthrough and prior observation findings emphasize student engagement, checks for understanding, responsive reteaching, and differentiation. Tutorial effectiveness will be evaluated through participation and learning evidence rather than assumed.

School climate, attendance and engagement

The campus PowerSchool attendance summary for August 10–October 9, 2026 (42 school days) reported 91.52% attendance and 1,275 student absence-days. PK3 attendance was 82.64% and kindergarten 87.85%, compared with 95.36% in second grade. Attendance barriers, parent outreach and tiered support are campus priorities. Reported family activities include Back-to-School Bash, Meet the Teacher and Grandparents Day; event participation counts require supporting records.

Special populations and individualized services

The October 2026 CNA working analysis recorded 371 active students; preliminary program snapshots included 76 special education students, 142 emergent bilingual students and 357 students coded economically disadvantaged. These counts must be reconciled to a common enrollment snapshot before being treated as official demographic percentages. Instructional teams will coordinate MTSS, language support, 504 and IEP implementation as appropriate.

Key Actions

- 1. Improve reading, mathematics and science proficiency in grades K–5.
- 2. Grow staff capacity to provide high-quality instruction.
- 3. Improve school climate, attendance and family partnership.
- 4. Improve the quality and implementation of individualized education programs (IEPs).

KEY ACTION ONE | Improve Reading, Mathematics and Science Proficiency

Indicators of success / evidence of progress

- Use Spring 2026 STAAR Meets baselines of 41% reading, 42% mathematics and 32% science to assess 2027 improvement; annual numeric targets will be approved through campus planning.
- Review NWEA reading (32nd), mathematics (56th) and science (38th) BOY median percentiles at MOY and EOY, using comparable cohorts and assessments.
- Track DOL proficiency, intervention participation and response to intervention in recurring grade-level data cycles.

Specific actions – school leaders

- Provide consistent instructional coverage and a documented transition plan when staffing changes affect a class.
- Review weekly DOL and student-work trends in PLCs; identify students needing reteaching and Tier 2/3 support.
- Review tutorial attendance and outcomes for grades 3–5; coordinate support for students below grade level.

Specific actions – staff

- Deliver grade-level lessons, formative checks, small-group reteaching and documented follow-up.
- Use NWEA, STAAR, DOL and classroom assessments to plan targeted instruction.
- Communicate academic concerns and intervention opportunities to families.

Staff Development

Who	What	When / Where
K–5 instructional staff	Data-driven literacy, mathematics and science instruction; DOL analysis	PLC cycles and district PD / Wainwright

Budget and Resources

Resource category	Implementation approach	Funding status
Professional learning	District instructional resources and PLC time	Verify
Instructional materials	Approved curriculum, assessments and intervention tools	Verify
Tutorial support	Staffing, scheduling and attendance tracking	Verify

Budget amounts and funding codes are not represented as approved allocations; administration will confirm district-provided resources and any campus-funded costs.

KEY ACTION TWO | Grow Staff Capacity for High-Quality Instruction

Indicators of success / evidence of progress

- Review documented classroom observation and feedback trends monthly, emphasizing engagement, checks for understanding and in-the-moment adjustments.
- Monitor completion of coaching follow-up and evidence of changed practice through calibration walks and PLC artifacts.
- Evaluate staff learning needs with surveys and observation data rather than carrying forward unverified prior-year SPOT or IRT targets.

Specific actions – school leaders

- Provide clear instructional look-fors, model lessons and targeted coaching.
- Conduct regular calibration walks and use evidence to identify professional learning needs.
- Monitor instructional coverage and provide support to new or reassigned teachers.

Specific actions – staff

- Participate in PLCs, coaching and demonstration lessons.
- Use checks for understanding to reteach promptly and adjust instruction.
- Document implementation of feedback and student learning evidence.

Staff Development

Who	What	When / Where
All instructional staff	Engagement, formative assessment, differentiation and coaching	Ongoing PLC / Wainwright

Budget and Resources

Resource category	Implementation approach	Funding status
Staff development	District PD, coaching and demonstration lessons	Verify
Materials	Observation look-fors and PLC trackers	Verify

Budget amounts and funding codes are not represented as approved allocations; administration will confirm district-provided resources and any campus-funded costs.

KEY ACTION THREE | Improve School Climate, Attendance and Family Partnership

Indicators of success / evidence of progress

- Monitor campus attendance against the 91.52% Aug–Oct 2026 starting point, with specific attention to PK3 and kindergarten.
- Review documented parent contacts, attendance intervention plans and follow-up monthly.
- Collect staff climate feedback and participation evidence for family engagement events.

Specific actions – school leaders

- Coordinate tiered attendance outreach and documented follow-up with the campus attendance team.
- Provide meaningful professional learning, recognition and opportunities for staff input.
- Support Title I family engagement and review sign-in and feedback records.

Specific actions – staff

- Contact families regarding attendance and learning concerns; document outreach in approved systems.
- Contribute to a welcoming school climate and participate in relevant professional learning.
- Use two-way family communication and coordinate referrals to student support teams.

Staff Development

Who	What	When / Where
Campus staff and student support team	Attendance interventions, family engagement, staff climate	Monthly review / Wainwright

Budget and Resources

Resource category	Implementation approach	Funding status
Engagement activities	Campus and community partnership events	Verify
Attendance monitoring	PowerSchool and approved intervention documentation	Verify

Budget amounts and funding codes are not represented as approved allocations; administration will confirm district-provided resources and any campus-funded costs.

KEY ACTION FOUR | Improve Quality and Implementation of IEPs

Indicators of success / evidence of progress

- Review a sample of IEPs quarterly for specific, measurable, individualized goals and evidence of progress monitoring.
- Monitor implementation of accommodations, services and timely coordination, consistent with each student's plan.
- Document corrective follow-up where a quality or implementation concern is identified.

Specific actions – school leaders

- Coordinate with special education leadership on professional learning and quality checks.
- Support case managers in timely draft review and implementation follow-up.
- Review aggregated trends without placing student-specific information on the public website.

Specific actions – staff

- Develop individualized, measurable goals based on student needs and present levels.
- Prepare drafts and progress data in advance of ARD meetings, consistent with procedures.
- Implement services and accommodations and maintain required documentation.

Staff Development

Who	What	When / Where
Special education staff and case managers	Measurable IEP goals, implementation and progress monitoring	Quarterly review / Wainwright

Budget and Resources

Resource category	Implementation approach	Funding status
Staff development	District special education guidance and exemplars	Verify
Resources	Approved IEP tools and case-management support	Verify

Budget amounts and funding codes are not represented as approved allocations; administration will confirm district-provided resources and any campus-funded costs.

Implementation Monitoring and Accountability

Goal-to-Action Accountability Matrix

The matrix below links each campus improvement goal to an observable action, the role responsible for implementation, a review cadence, and evidence used to determine whether the action is working. Assignments are proposed role-based responsibilities for principal confirmation.

Goal and baseline	Specific accountable action	Responsible role	Review timeline	Evidence of success
1A Reading proficiency Spring 2026 STAAR Reading Meets: 41%; Fall 2026 NWEA Reading median: 32nd percentile.	Conduct weekly PLC reviews of DOL and student work; provide targeted literacy reteaching and monitor intervention response.	Grade-level teachers and instructional leaders; principal oversight	Weekly PLC; NWEA MOY/EOY; Spring 2027 STAAR	PLC records, DOL trends, intervention logs, NWEA and STAAR results
1B Mathematics proficiency Spring 2026 STAAR Mathematics Meets: 42%; Fall NWEA Mathematics median: 56th percentile.	Identify math misconceptions using formative assessments; deliver small-group reteaching and track follow-up, including instructional continuity in affected grades.	Grade-level teachers and instructional leaders; principal oversight	Weekly checks; monthly leadership review; assessment windows	DOL trends, student work, intervention logs, NWEA and STAAR results
1C Science proficiency Spring 2026 STAAR Science Meets: 32%; Fall NWEA Science median: 38th percentile.	Use science DOLs and common assessment evidence to plan vocabulary, concept development, and reteaching; review tutorial outcomes where applicable.	Science teachers and instructional leaders; principal oversight	Weekly PLC; monthly progress review; assessment windows	Science DOLs, student work, tutorial participation, NWEA and STAAR results
2 High-quality instruction Need for consistent engagement, checks for understanding and responsive reteaching.	Conduct instructional walkthroughs; provide actionable feedback, coaching and follow-up; monitor stable instructional coverage.	Principal and assistant principal; instructional leaders; teachers implement feedback	Monthly trend review; coaching follow-up after observations	Walkthrough evidence, coaching records, PLC artifacts, student learning evidence
3A Attendance Aug 10-Oct 9 campus attendance 91.52%; PK3 82.64%; kindergarten 87.85%.	Teachers document family outreach; attendance team coordinates tiered interventions and reviews recurring absences and barriers.	Teachers and attendance team; campus leadership oversight	Weekly student-level review; monthly aggregate review	Attendance reports, documented contacts, intervention follow-up
3B Climate and family partnership Family events documented; participation and feedback measures require verification.	Provide two-way family communication, collect event sign-ins and feedback, and review emerging climate concerns.	Campus leadership, family engagement staff and teachers	After events; monthly leadership review	Sign-in records, parent feedback, staff feedback, communication logs
4 IEP quality and implementation Need for individualized	Review IEP samples for measurable goals; verify service/accommodatio	Special education case managers and campus special education leadership; principal	Quarterly quality review; ongoing implementation checks	Aggregate IEP quality reviews, progress monitoring, service documentation

measurable goals, implementation fidelity and progress documentation.	n implementation and follow up on concerns.	oversight		
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Monitoring decisions: If implementation evidence or student progress is insufficient, the responsible team will document a revised instructional response at the next review. Campus leadership will review aggregate progress and confirm role assignments and any numerical targets before adoption.

Review frequency	Evidence reviewed	Responsible teams
Weekly / PLC	DOL, student work, intervention needs	Grade teams and instructional leaders
Monthly	Instructional coaching, attendance outreach, family engagement	Campus leadership and support teams
BOY / MOY / EOY	NWEA achievement and growth; cohort comparisons	Leadership and instructional teams
Spring 2027	STAAR outcomes compared with Spring 2026 baselines	Campus leadership and CNA/SDMC
Quarterly	IEP quality review, support delivery and progress	Special education leadership

Data stewardship and public reporting

Campus outcomes are reported in aggregate. Assessment results refer to the identified testing windows and should not be interpreted as grade-specific causal findings. Program counts and attendance are dated snapshots. No student names, individual education information, personnel matters or confidential committee discussions are included in this public plan.

Evidence and source documents

- Wainwright Elementary, Eight Areas Comprehensive Needs Assessment, 2026–2027 working draft (October 9, 2026).
- TEA Texas Schools, Spring 2026 STAAR campus achievement and accountability reporting, as compiled in campus CNA evidence.
- Wainwright Fall 2026 NWEA BOY Achievement Analysis, as documented in CNA.
- PowerSchool Attendance Summary by Grade, August 10–October 9, 2026.
- Wainwright 2025–2026 School Action Plan (prior-year structure and four key actions).
- August 28, 2026 CNA/SDMC meeting materials and campus-reported instructional continuity discussion.

2026–2027 campus implementation plan | Principal: Dr. Kimberly McNeil