



2026 – 2027

Campus Action Plan

Campus Name

Petersen ES

Principal Name

John V. Aleman

Campus Action Plan – Needs Assessment

District philosophy and guiding framework

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

Strengthen early literacy, increase rigor in reading and writing, and accelerate EB student growth in academic achievement and language proficiency.

Analysis of DIBELS, Lectura, NWEA MAP, TELPAS, and district assessments indicates an opportunity to refine and strengthen existing instructional practices. In grades K–2, continued focus on foundational literacy skills (phonemic awareness, decoding, fluency) will support access to grade-level text. In grades 2–5, data reflects a need to increase consistency in reading comprehension and evidence-based written responses (SCR/ECR). EB student data highlights the need to intensify current supports to ensure consistent progress toward NWEA growth targets and advancement across TELPAS proficiency levels.

Baseline data will be updated upon release of final district and state assessment results in June to refine targets and monitor progress.

Needs related to improving the quality of instruction

Ensure consistent, rigorous Tier 1 instruction, strengthen writing and academic discourse, and build teacher capacity to use data to drive instruction.

Walkthrough and student work data indicate an opportunity to refine and strengthen the consistency of high-quality Tier 1 instruction. In K–2, continued focus on systematic phonics instruction and data-driven small-group support will strengthen foundational literacy. In grades 2–5, increasing alignment to grade-level rigor, particularly in reading comprehension and evidence-based writing (SCR/ECR), will promote higher-order thinking. For EB students, refining the use of structured discourse, language objectives, and scaffolds will enhance academic language development and content access. Additionally, strengthening data-driven lesson internalization will support more responsive and targeted instruction.

System evaluation (philosophy, processes, implementation, capacity)

Strengthen system coherence, ensure consistent implementation of instructional practices, and build teacher and leader capacity to drive measurable student outcomes.

The campus has established strong foundational systems (PLCs, data meetings, walkthroughs, and professional development), creating a solid framework to build coherence and consistency across classrooms. Data indicates an opportunity to refine implementation to ensure these systems consistently translate into high-quality instructional practices and measurable student outcomes. While there is a shared commitment to high expectations, increasing alignment between systems and daily instruction will strengthen impact.

Current structures for PLCs, data analysis, and coaching can be leveraged to more consistently drive actionable instructional adjustments and aligned feedback. Variability in key practices—such as phonics instruction, evidence-based writing (SCR/ECR), and EB supports—highlights the need for tighter monitoring and clearer expectations. Targeted coaching and professional development will further build teacher and leader capacity in early literacy, writing, EB differentiation, and data-driven instruction to ensure consistent, high-impact implementation.

Campus Action Plan Template

Key Action 1

Briefly state the specific goal or objective

Improve early literacy reading comprehension in both Read/Write and SOR through systematic delivery of High-Quality Instruction, targeted small-group intervention, and data-driven progress monitoring using DIBELS, Lectura, and NWEA assessments.

Indicators of Success

Measurable results that describe success

- By MOY, 60% of K–2 students will meet or exceed benchmark performance on DIBELS/Lectura assessments. By EOY, 75% of K–2 students will meet or exceed benchmark performance goals on DIBELS/Lectura assessments.
- By MOY, 60% of second grade students will meet their projected growth targets on the NWEA Reading assessment. By EOY, 80% of second grade students will meet their projected growth targets on the NWEA Reading assessment.
- By MOY, 80% of instructors will earn and maintain an average score of 9.5 or higher in Domain 2 (Instruction) as measured through SPOT observations.

Specific Actions – School Leaders

What specific action steps will the leaders take to accomplish the objective?

- Conduct weekly walkthroughs focused on phonics instruction and small-group implementation
- Lead bi-weekly data meetings using DIBELS/Lectura data to group students and adjust instruction (PLCs)
- Provide coaching cycles (daily/weekly) on literacy best practices
- Monitor intervention groups and ensure daily targeted instruction for Tier 2/3 students

Specific Actions – Staff

What specific action steps will the staff take to accomplish the objective?

- Deliver daily systematic phonics instruction aligned to curriculum
- Implement small-group literacy instruction based on DIBELS/Lectura data
- Progress monitor students every 2–3 weeks and adjust groups accordingly
- Use student work + assessment data during PLCs to refine instruction
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Key Action One			
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		
Budget	Proposed Item	Description	Amount
	Staff Development	Scheduled District PDs; PLC Thursdays; Campus PD on staff development days (funded through district allocations).	
	Materials/resources	Curriculum and Assessments provided by the district.	
	Purchased services	Allocated through district PD funds and campus instructional resources.	
	Other	Phonics and writing resources as provided by the district.	
	Other	N/A	
	TOTAL		
	Funding Sources: Funded through district allocations.		

Key Action 2

Briefly state the specific goal or objective

Monitor and adjust EB student achievement data in grades 2–5 through structured student discourse, targeted language supports, and data-driven instruction, as measured by NWEA and aligned assessments.

Indicators of Success

Measurable results that describe success

- By MOY, 60% of EB students will meet their projected growth targets on the NWEA Reading assessment. By EOY, 75% of EB students will meet or exceed their projected growth targets on the NWEA Reading assessment.
- By MOY, 60% of EB students will demonstrate progress toward increasing at least one TELPAS proficiency level based on TELPAS predictor and classroom data. By EOY, 75% of EB students will increase at least one proficiency level in their TELPAS composite score.
- By MOY, 70% of students will complete or remain on pace with assigned Summit K12 modules as measured through platform progress monitoring. By EOY, 90% of students will complete all assigned Summit K12 modules.

Specific Actions – School Leaders

What specific action steps will the leaders take to accomplish the objective?

- Conduct weekly walkthroughs focused on EB strategies (MRS, scaffolds, language output)
- Lead bi-weekly data meetings analyzing EB student performance (NWEA, unit assessments, DOLs) during PLCs
- Provide coaching cycles on differentiation and language supports for EB students
- Monitor implementation of SCR/ECR and student discourse strategies across content areas

Specific Actions – Staff

What specific action steps will the staff take to accomplish the objective?

- Implement daily structured student discourse (MRS) to increase speaking, reading, and writing opportunities
- Differentiate instruction using scaffolds aligned to EB proficiency levels
- Monitor EB student progress every 2–3 weeks and adjust instruction
- Use PLC time to analyze EB student work and refine instructional strategies
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Key Action Two			
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	
Budget	Proposed Item	Description	Amount
	Staff Development	Scheduled District PDs; PLC Thursdays; Campus PD on staff development days (funded through district allocations).	
	Materials/resources	Curriculum and Assessments provided by the district.	
	Purchased services	Allocated through district PD funds and campus instructional resources.	
	Other	Phonics and writing resources as provided by the district.	
	Other	N/A	
	TOTAL		
	Funding Sources:	Funded through district allocations.	

Key Action Three

Key Action 3

Briefly state the specific goal or objective

Improve writing achievement in grades 2–5 through rigorous writing instruction (SCR/ECR), student work analysis, and data-driven lesson internalization.

Indicators of Success

Measurable results that describe success

- By MOY, 60% of students will achieve a '2' as their composite score regarding SCRs according to DSAs; by EOY 75% of students will achieve a '3' as their composite score for SCRs according to DSAs.
- By EOY 2026, 80% of students will improve their writing performance by at least one proficiency level, as measured by DSA writing rubric composite scores.
- By MOY, 65% of instructors will earn 2 points on the Writing Engagement indicator of the SPOT evaluation tool. By EOY, 80% of instructors will consistently earn 2 points on the Writing Engagement indicator as measured through SPOT evaluations.

Specific Actions – School Leaders

What specific action steps will the leaders take to accomplish the objective?

- Conduct weekly walkthroughs focused on writing instruction (SCR/ECR quality)
- Lead PLC data cycles analyzing student writing samples
- Provide coaching on rigor, questioning, and writing instruction
- Monitor alignment of lessons to TEKS rigor + writing expectations
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Specific Actions – Staff

What specific action steps will the staff take to accomplish the objective?

- Implement daily SCRs and monthly ECRs
- Analyze student writing during PLCs (low/med/high samples)
- Adjust instruction based on writing gaps and misconceptions
- Ensure lessons reflect grade-level rigor and clear-thinking processes
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Key Action Three			
Staff Development	Who: Instructional staff, instructional support and leadership team.		
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