HISD

NES Elementary

2026 – 2027

PECK ELEMENTARY SCHOOL

Campus Action Plan

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TEA Campus #217 • Houston Independent School District

Pecking with Purpose • Soaring to Success

Campus Action Plan – Needs Assessment

District philosophy and guiding framework

Core Beliefs	Vision	Theory of Action

Needs related to student achievement data

- 2026 STAAR performance was 68% Approaches, 41% Meets, and 14% Masters across 295 tests. RLA was 73%/45%/16%; Mathematics 63%/39%/13%; Science 68%/33%/13%.
- Academic Growth was 67 overall; Closing the Gaps was 60. RLA growth was 69% and Mathematics growth was 66%.
- Among the requested priority populations, Special Education was the lowest-performing group on the 2026 STAAR component (26), compared with African American (36) and current Emergent Bilingual students (40). Therefore Key Action 4 targets Special Education achievement and growth.
- TELPAS Spring 2026: K–2 included 37 students; 75% (18 of 24 matched) progressed at least one proficiency level. Grades 3–5 included 33 students; only 29% (9 of 31 matched) progressed. Grade-level progress was 91% in Grade 1, 62% in Grade 2, 33% in Grade 3, 23% in Grade 4, and 33% in Grade 5. The 2026–2027 language-development priority is therefore to accelerate TELPAS progress in Grades 3–5 while sustaining K–2 gains.

Needs related to improving the quality of instruction

Peck will strengthen consistent Tier I and Tier II execution through daily DOL analysis, explicit misconception reteach, exemplars, scaffolds, anchor charts, structured multiple-response strategies, and weekly PLC/data cycles. Leaders will use SPOT/IRT evidence and student work to calibrate feedback and monitor implementation.

System evaluation (philosophy, processes, implementation, capacity)

Baseline → Theory of Actions → weekly implementation monitoring → six-week progress review → adjustment. Campus leaders will disaggregate data by grade, subject, and student group; identify students by name; assign instructional responses; and verify impact through DOL, benchmark, MAP/DIBELS/CIRCLE/TELPAS, and state accountability evidence as available.

PECK 2025–2026 Accountability Baseline & 2026–2027 Student Targets

2026 STAAR Performance

Measure	RLA	Math	Science	All Subjects
Total Tests	127	128	40	295
Approaches GL+	93 (73%)	80 (63%)	27 (68%)	200 (68%)
Meets GL+	57 (45%)	50 (39%)	13 (33%)	120 (41%)
Masters GL	20 (16%)	16 (13%)	5 (13%)	41 (14%)

Priority Population Student/Test Targets for 2026–2027

Population	2026 Tests	2026 Meets+	26–27 SMART Target	Additional Tests to Move
African American	171	60 (35%)	45% / 77	+17 tests at Meets+
Emergent Bilingual (Current)	69	28 (41%)	51% / 36	+8 tests at Meets+
Special Education (Current)	78	25 (32%)	42% / 33	+8 tests at Meets+

Target counts use the 2026 tested denominator as a planning baseline. Actual 2026–2027 student targets should be refreshed after enrollment, assessment eligibility, and roster verification.

TELPAS Spring 2026

Grade Band	Composite Rated	Matched for Progress	Progressed ≥1 Level	Progress Rate
K–2	37	24	18	75%
3–5	33	31	9	29%

DIBELS Data

2025–2026 DIBELS 8 and Lectura benchmark files are now incorporated. English DIBELS improved from 42.4% at/above benchmark at BOY (56 of 132) to 55.2% at MOY (64 of 116 scored), a +12.8 percentage-point increase. Spanish Lectura was 70.6% at/above benchmark at BOY (24 of 34 scored) and 68.6% at MOY (24 of 35), indicating a need to accelerate students still below benchmark while sustaining students already on track.

Early Literacy / Early Childhood Baseline Fields

Measure	Window	K	Grade 1	Grade 2	Total At/Above	Total %
DIBELS 8	BOY	18/52 (34.6%)	13/38 (34.2%)	25/42 (59.5%)	56/132	42.4%
DIBELS 8	MOY	25/46 (54.3%)	14/34 scored (41.2%)	25/36 (69.4%)	64/116	55.2%
Lectura	BOY	11/14 (78.6%)	6/10 (60.0%)	7/10 scored (70.0%)	24/34	70.6%
Lectura	MOY	11/14 (78.6%)	6/11 (54.5%)	7/10 (70.0%)	24/35	68.6%

At/Above Benchmark = Composite Level of At Benchmark or Above Benchmark. One DIBELS MOY record had no composite level and is excluded from the scored denominator.

Campus Action Plan

Key Action 1

Key Action 1

Briefly state the specific goal or objective

Improving Tier I and Tier II High-Quality Instruction in Math, ELA, and Science for Identified At-Risk Students.

Indicators of Success

Measurable results that describe success

- By December 2026, 100% of tested-grade teachers will maintain weekly DOL trackers that identify students and standards requiring Tier II reteach.
- By April 2027, at least 85% of teachers will score 9 of 13 or higher in the SPOT Instruction section, demonstrating consistent high-quality Tier I delivery.
- By May 2027, at least 70% of students receiving second-teach/Tier II intervention will demonstrate mastery on the aligned reassessment within two instructional cycles.
- By May 2027, Peck will increase all-subject STAAR performance from 68% to at least 75% Approaches, 41% to at least 50% Meets, and 14% to at least 20% Masters, while increasing the Academic Growth score from 67 to at least 75.
- By May 2027, K-2 literacy outcomes supporting Tier I/Tier II instruction will reach at least 70% At/Above Benchmark on DIBELS 8 and at least 80% At/Above Benchmark on Lectura; TELPAS language-development data will be reviewed at each major data cycle to adjust scaffolds for Emergent Bilingual students.

Specific Actions – School Leaders

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

- Review DOL trackers weekly and identify campus/grade trends for reteach.
- Conduct weekly SPOT/IRT walkthroughs and provide actionable feedback within 48 hours.
- Facilitate Tuesday PLCs using annotated DOLs to develop exemplars, scaffolds, anchor charts, and misconception responses.
- Monitor second-teach groups every two weeks and reassign students based on evidence.

Specific Actions – Staff

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

- Submit annotated DOLs for PLC and update student trackers weekly.
- Use customized slide decks with exemplars, scaffolds, anchor charts, and thinking steps.
- Deliver explicit misconception reteach during second teach and reassess students.
- Implement leader feedback and collect student work to verify impact.

Key Action 1

Staff Development	
	Who: Instructional Leaders and Instructional Staff
	What: Build teacher capacity to deliver high-quality Tier I and Tier II instruction in Math, ELA, and Science for identified At-Risk students using DOL analysis, exemplars, scaffolds, misconception reteach, and targeted second teach.
	When: Daily instructional blocks; Tuesday PLCs; weekly planning
	Where: Classrooms, PLC room, and team center

Proposed Item	Description	Amount
Staff Development	District-provided PD, leadership development, campus data cycles, and targeted coaching.	
Materials/resources	PLC folders, pacing calendars, DOL exemplars, unit internalizations, DOL trackers, MAP/accountability trackers, anchor-chart and scaffold materials.	
Purchased services	As needed to support targeted intervention and professional learning.	
Other	Progress-monitoring tools and student intervention resources.	
Other	Family/engagement resources aligned to the key action.	
	TOTAL	

Funding Sources: Title I / General Funds / Special Program Funds, as allowable

Campus Action Plan Template

Key Action 2

Key Action 2

Briefly state the specific goal or objective

Improving Special Education Compliance, Services, and High-Quality Instructional Delivery for Students with Disabilities.

Indicators of Success

Measurable results that describe success

- Throughout 2026-2027, 100% of required ARD/IEP meetings will be held on or before required timelines.
- Within five instructional days of enrollment, 100% of newly enrolled students with IEPs will have services, accommodations, and instructional requirements verified and communicated to staff.
- By each six-week checkpoint, 100% of students receiving Special Education services will have current IEP progress-monitoring evidence and documented implementation of required services/accommodations.
- By May 2027, Special Education students will increase all-subject STAAR performance from 44% to at least 55% Approaches, 32% to at least 42% Meets, and 3% to at least 8% Masters, with RLA and Mathematics academic growth each reaching at least 65%.

Specific Actions – School Leaders

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

- Conduct monthly compliance audits and quarterly instructional IEP audits.
- Lead monthly general education/SPED collaboration meetings.
- Monitor accommodations and specially designed instruction during SPOT walkthroughs.
- Review SPED achievement/growth every six weeks by student, standard, and service.

Specific Actions – Staff

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

- Implement IEP accommodations, modifications, scaffolds, and specially designed instruction with fidelity.
- Submit progress evidence every six weeks.
- Co-plan weekly and identify the exact misconception/skill for second teach.
- Use formative assessment data to adjust groups and interventions.

Key Action 2

Staff Development	
	Who: All Instructional Leaders, General Education Teachers, and Special Education Staff
	What: Strengthen Special Education compliance, services, and high-quality instructional delivery through accurate IEP implementation, specially designed instruction, inclusive practices, and progress monitoring.
	When: Weekly co-planning; monthly SPED collaboration; six-week data reviews
	Where: PLC room, classrooms, ARD room

Proposed Item	Description	Amount
Staff Development	District-provided PD, leadership development, campus data cycles, and targeted coaching.	
Materials/resources	IEP/ARD audit tools, accommodation trackers, DOL exemplars, SPED dashboard, intervention materials, progress-monitoring probes.	
Purchased services	As needed to support targeted intervention and professional learning.	
Other	Progress-monitoring tools and student intervention resources.	
Other	Family/engagement resources aligned to the key action.	
	TOTAL	

Funding Sources: Title I / General Funds / Special Program Funds, as allowable

Campus Action Plan Template

Key Action 3

Key Action 3

Briefly state the specific goal or objective

Improving the Quality of Writing Instruction Across All Content Areas.

Indicators of Success

Measurable results that describe success

- By January 2027, at least 55% of sampled students in grades 3-5 will score 1 or higher on campus-aligned SCRs; by May 2027, at least 65% will meet this criterion.
- By May 2027, at least 60% of sampled students in grades 3-5 will meet the campus proficiency criterion on ECRs.
- By April 2027, at least 80% of teachers will demonstrate proficient or higher writing engagement and annotation practices on SPOT evidence.
- By May 2027, 100% of grades 3-5 teachers will use weekly constructed-response evidence to identify misconceptions, reteach writing needs, and document student progress.

Specific Actions – School Leaders

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

- Review weekly constructed-response data and provide feedback on instructional materials.
- Calibrate SCR/ECR scoring in PLC at least twice monthly using common student work.
- Monitor writing opportunities in customized slide decks every Thursday.
- Use SPOT evidence to coach explicit modeling, annotation, and response construction.

Specific Actions – Staff

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

- Embed frequent short and extended constructed responses in Tier I instruction.
- Use exemplars, thinking steps, sentence stems, and anchor charts to scaffold writing.
- Analyze open-ended DOL data weekly and reteach misconceptions.
- Bring student writing artifacts to PLC for calibration and next-step planning.

Key Action 3

Staff Development	
	Who: Instructional Staff and Instructional Leaders
	What: Improve the quality of writing instruction across all content areas through explicit modeling, exemplars, annotation, constructed responses, common scoring, and feedback cycles.
	When: Instructional blocks, Tuesday PLCs, and planning
	Where: RLA, Math, Science, Social Studies, and Art of Thinking classrooms

Proposed Item	Description	Amount
Staff Development	District-provided PD, leadership development, campus data cycles, and targeted coaching.	
Materials/resources	Writing exemplars, rubrics, response stems, anchor-chart materials, student work calibration protocols, OnTrack/DOL trackers.	
Purchased services	As needed to support targeted intervention and professional learning.	
Other	Progress-monitoring tools and student intervention resources.	
Other	Family/engagement resources aligned to the key action.	
	TOTAL	

Funding Sources: Title I / General Funds / Special Program Funds, as allowable

Campus Action Plan Template

Key Action 4

Key Action 4

Briefly state the specific goal or objective

Improving Academic Achievement and Growth for Students Receiving Special Education Services Through Targeted Tier I, Tier II, and Specially Designed Instruction.

Indicators of Success

Measurable results that describe success

- By October 2026, 100% of tested students receiving Special Education services will have an individual achievement/growth profile identifying priority standards, required accommodations/services, and targeted instructional responses.
- Every six weeks through May 2027, 100% of SPED students below their identified target will have a documented Tier I/Tier II/specially designed instruction response and progress check.
- By May 2027, SPED RLA academic growth will improve from 61% to at least 65% and SPED Mathematics academic growth from 56% to at least 65%.
- By May 2027, Special Education STAAR performance will increase from 44% to at least 55% Approaches, 32% to at least 42% Meets, and 3% to at least 8% Masters. Using the 2026 baseline of 78 tests, the 42% Meets target represents approximately 33 Meets+ tests, or 8 additional Meets+ results.

Specific Actions – School Leaders

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

- Maintain a SPED student-by-student scoreboard for STAAR, growth, DOL, accommodations, and intervention response.
- Conduct biweekly learning walks focused on specially designed instruction, access to grade-level rigor, and accommodation fidelity.
- Use six-week data meetings to identify students within 1–2 items/standards of the next performance level and assign precise reteach.
- Coordinate general education, SPED, intervention, and family communication around each priority student.

Specific Actions – Staff

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

- Plan grade-level tasks first, then add IEP-aligned scaffolds without reducing cognitive demand.
- Use explicit modeling, worked exemplars, structured turn-and-talks, visuals, vocabulary supports, and frequent checks for understanding.
- Reteach the identified misconception during second teach and reassess within 5 instructional days.
- Document accommodation use and student response; bring evidence to weekly co-planning/PLC.

Key Action 4

Staff Development

Who: Principal, Assistant Principal, SPED Coordinator/Chair, General Education Teachers, Special Education Teachers, Intervention Staff

What: Accelerate academic achievement and growth for students receiving Special Education services through grade-level Tier I access, targeted Tier II reteach, specially designed instruction, accommodation fidelity, and frequent progress monitoring.

When: Daily instruction; weekly co-planning; biweekly walkthroughs; six-week data cycles

Where: Classrooms, PLC room, intervention spaces, ARD room

Proposed Item	Description	Amount
Staff Development	District-provided PD, leadership development, campus data cycles, and targeted coaching.	
Materials/resources	SPED student scoreboards, IEP accommodation/service trackers, DOL/STAAR item analysis, exemplars, manipulatives, visuals, intervention probes, family progress updates.	
Purchased services	As needed to support targeted intervention and professional learning.	
Other	Progress-monitoring tools and student intervention resources.	
Other	Family/engagement resources aligned to the key action.	
	TOTAL	

Funding Sources: Title I / General Funds / Special Program Funds, as allowable

Data Appendix: 2025–2026 Baselines Used in the Plan

Closing the Gaps / Growth Snapshot

Metric	All Students	African American	EB Current	SPED Current
2026 STAAR Component Score	41	36	40	26
All Subjects Approaches	68%	63%	71%	44%
All Subjects Meets	41%	35%	41%	32%
All Subjects Masters	14%	11%	9%	3%
RLA Academic Growth	69%	68%	67%	61%
Math Academic Growth	66%	64%	61%	56%

TELPAS Grade-Level Composite / Progress

Grade	Composite Rating	Avg. Score	Matched	Progressed ≥1 Level
K	77% Beg / 23% Int	1.1	N/A	N/A
1	9% Beg / 91% Int	1.9	11	10 (91%)
2	8% Beg / 92% Int	2.0	13	8 (62%)
3	23% Beg / 46% Int / 23% Adv / 8% AH	2.3	12	4 (33%)
4	8% Beg / 54% Int / 31% Adv / 8% AH	2.3	13	3 (23%)
5	14% Beg / 57% Int / 14% Adv / 14% AH	2.3	6	2 (33%)

Data note: DIBELS 8 and Lectura BOY/MOY baselines are now included from the provided 2025–2026 benchmark exports. CIRCLE baseline values were not included in the uploaded files and remain intentionally marked for insertion rather than populated with unsupported figures.