

2025-2026 Action Plan

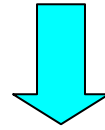
SANCHEZ ELEMENTARY

Lina Gonzalez

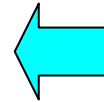
School Action Plan – Needs Assessment

Needs related to student achievement data

- Low achievement and growth on MOY MAP Reading campus-wide.
 - 32nd Percentile in Achievement
 - 36th Percentile in Growth
 - 10th Percentile Achievement in 2nd Grade
 - 16th Percentile Achievement in 3rd Grade
- STAAR: **Reading: 67%, 44%, 14%** **Math: 71%, 41%, 18%** **Science: 31%, 8%, 3%**
- TELPAS **TBD**
- EOY NWEA Growth
 - Math **64th percentile**
 - Reading **59th percentile**
 - Science **48th percentile**
 - Reading Spanish **50th percentile**



**Parameters
and metrics
established by
the District**

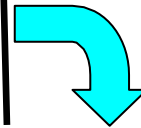


Needs related to improving the quality of instruction

- IRT Results:
 - IRT 1= 10.17
 - IRT 2= 9.00
 - IRT 3= 11.00
 - IRT 4= 11.33
- Novice teachers: On the Spot Coaching
- Implement writing across all grade levels
 - Assess and track writing during PLC

System evaluation (philosophy, processes, implementation, capacity)

Zearn and Amira usage



Key Actions

1. Grow teacher capacity HQI
2. SPED
3. Improve students reading, writing, and math proficiency
4. English proficiency for EBs

School Action Plan

KEY ACTION ONE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Develop teacher capacity to ensure the delivery of high-quality instruction that is effective, consistent, and accessible to all students.
	Indicators of success <i>(Measurable results that describe success.)</i>
	• By the Spring 2026 STAAR administration, the percentage of students performing at the Meets Grade Level or higher in Spanish Reading will increase by 17 percentage points, from 8% in Spring 2025 to 25%. • By the Spring 2026 STAAR administration, the percentage of Emergent Bilingual students performing at the Meets Grade Level or higher in Math will increase by 5 percentage points, from 37% in Spring 2025 to 42%. • By the EOY Math NWEA MAP administration, 2nd grade achievement will increase by 20 percentile points—from the 37th to the 57th percentile. • By EOY 2026, 4 out of 6 new core content teachers will average a score of 6 out of 10 or higher in the areas of Engage and Deliver, and Monitor and Adjust, within Domain II of the SPOT observation rubric. • By EOY 2026, 8 out of 12 returning core content teachers will average a score of 7 out of 10 or higher in the areas of Engage and Deliver, and Monitor and Adjust, within Domain II of the SPOT observation rubric.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	• Lead PLCs using established protocols for content development, student work analysis and lesson internalization. • Create, implement, and monitor an LSAE Team Center tracker to track student performance, LSAE work scores, and student participation in the Team Center. • Conduct quality SPOT observations in a timely manner (minimum of 6 per week in recorded in the system) • Conduct on-the-spot coaching daily for each teacher with immediate feedback. • Adjust the focus of coaching on the spot after each IRT visit and coach teachers on new adjustments. • Administrators calibrate on a weekly basis with EDI • Practice and inspect daily classroom procedures and instructional expectations • Conduct SPOT observations during LSAE and provide on the spot coaching.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>

- Implement feedback from SPOT observations to refine instructional practices.
- Adjust instructional strategies for the 2nd Teach based on student responses to DOLs.
- Participate in PLCs focused on alignment, scaffolding, and how to address misconceptions.
- Attend all required district and campus professional development sessions.
- Actively participate in Demo Days to model and strengthen instructional delivery.
- Internalize unit assessments, the Weekly TEKS Guide, and lesson slide decks by following the HISD Lesson Planning Protocol.
- Ensure students complete their recommended weekly usage on Amira, K12 Summit, and Zearn.
- Analyze MAP data and develop action plans following BOY, MOY, and EOY assessments.
- Implement the LSAE reteach model to address learning gaps and support mastery.

Key Action One: Staff Development

Who:

What:

When:

Where:

Key Action One: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
TOTAL		
Funding sources:		

KEY ACTION TWO	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve reading and math proficiency for special education students.
	Indicators of success <i>(Measurable results that describe success.)</i>
	● By the Spring 2026 STAAR administration, the percentage of special education students performing at the Meets Grade Level or higher in Reading will increase by 15 percentage points, from 10% in Spring 2025 to 25%. ● By the Spring 2026 STAAR administration, the percentage of special education students performing at the Meets Grade Level or higher in Math will increase by 15 percentage points, from 3% in Spring 2025 to 18%. ● By the EOY Math NWEA MAP administration, SPED achievement will increase by 10 percentile points—from the 28th to the 38th percentile. ● By the EOY Reading NWEA MAP administration, SPED achievement will increase by 10 percentile points—from the 23th to the 33th percentile.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	● Conduct one high-quality SPOT observation per week for each special education teacher. ● Provide daily on-the-spot coaching for each special education teacher with immediate, actionable feedback. ● Provide weekly planning feedback to all special education teachers. ● Require the Resource Teacher to attend planning sessions and PLCs with general education teachers. ● Hold weekly check-ins with the Special Education Chair to discuss data. ● Require the Special Education Chair to monitor Amira and Zearn weekly usage and ensure students are meeting their goals. ● Adjust coaching focus based on findings from each IRT visit and support teachers in implementing new instructional adjustments. ● Provide opportunities for special education teachers to engage in peer observations and reflective practice.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>

- Teachers will implement accommodations outlined in each student's IEP and incorporate the supports provided in the Weekly HISD Curriculum Guide to ensure instruction is accessible and aligned to individual student needs.
- Teachers will implement feedback from weekly on-the-job coaching and written observations to improve instructional practice.
- Teachers will apply new learning from leaders and peer exemplars to enhance the quality of instruction in their classrooms.
- Teachers will meet in weekly PLCs to learn and apply targeted instructional strategies aligned to campus trends and student needs.
- Teachers will plan daily with their general education counterparts to ensure instructional alignment and collaborative support.
- Teachers will participate in Demo Days, receive feedback, and make necessary adjustments before delivering lessons to students.
- Teachers will internalize and annotate all Unit Assessments for Math and Reading in grades 3–5 to ensure alignment and intentional planning.
- Teachers will attend professional development sessions focused on instructional quality and apply the new learning in their lesson delivery.
- Teachers will participate in data-driven PLCs following each assessment to plan and deliver specific, targeted remediation for students.
- Teachers will internalize, customize, and execute high-quality lessons daily with fidelity.
- Teachers will attend professional development designed to build expertise in delivering lessons where students read, think, write, discuss, and listen actively.

Key Action Two: Staff Development

Who:

What:

When:

Where: Library

Key Action Two: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
TOTAL		

Funding sources:

KEY ACTION THREE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve writing proficiency in grades 3–5.
	Indicators of success <i>(Measurable results that describe success.)</i>
	● By June 2026, the percentage of students scoring 6 points or higher on extended constructed responses in the Reading STAAR will increase from 17% to 30%. ● By June 2026, the percentage of students scoring 0 points on extended constructed responses in the Reading STAAR will decrease from 50% to 40%.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	● Provide daily on-the-spot coaching focused on writing instruction and the effective use of response cards. ● Lead writing-focused PLCs during professional development sessions and data digs, including analysis of student writing samples. ● Promote a campus-wide writing culture by recognizing student achievement and teacher efforts through incentives and morning announcements. ● Ensure 100% of students complete the BOY, MOY, and EOY OnTrack ECR independently, without teacher support. ● Lead writing-focused Demo Days on Extended Constructed Responses (ECRs) and Short Constructed Responses (SCRs) to prepare teachers before delivering instruction to students.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>

- Plan a weekly SCR in all core content (Reading, AOT, Science) from September through April and use the RACE strategy
- Implement the use of response cards daily (Quick Response) that are aligned to the LO
- Provide feedback on SCR at least once a week
- Use the rubric provided by TEA to assess student SCR's and ECR's
- Track student data for ECR and SCR
- Track student data by homerooms on classroom data wall
- Set individual student goals by conducting goal-setting meetings for BOY and MOY
- Monitor Amira lesson usage on a weekly basis, submit report to admin

Key Action Three: Staff Development

Who:

What:

When:

Where:

Key Action Three: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
TOTAL		

Funding sources:

**KEY
ACTION
FOUR**

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

Improve English proficiency among all Emergent Bilingual students.

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

- By 2026, 55% of Emergent Bilingual students will grow one composite level on TELPAS, an increase from 45% in 2025.
- By EOY 2025, 65% of Emergent Bilingual students will grow one composite level in K12 Summit.
- By the EOY Reading NWEA MAP administration, achievement for Emergent Bilingual students will increase by 10 percentile points—from the 33rd to the 43rd percentile.

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

- School leaders attend district-provided training on the Preview, View, and Review strategy.
- Leaders will have a weekly check-in with ELDS to monitor progress on EB Students
- Provide all teachers with a list of Emergent Bilingual (EB) students and their EOY 2025 TELPAS proficiency levels before the first day of school.
- Train teachers on the implementation of Summit K-12 (pre-assessments for Personalized Learning Plan - PLP)
- Train teachers on PLA (Person, Location, Action) strategy to practice on Summit K-12 and use it on TELPAS.
- Leaders will monitor student progress by reviewing quarterly Summit K12 usage and performance data and will use incentives to recognize teachers and promote highest usage and top-performing students, fostering increased engagement and language development.

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

- Ensure that lesson slides have scaffolds (word parts, cognates, visual support, sentence stems, word banks) as needed for any Emergent Bilingual student
- Attend campus-provided training on the Preview, View, and Review strategy.
- Monitor and track Summit K-12 completion
- Set TELPAS goals for each Emergent Bilingual student
- Analyze Emergent Bilingual data along with content area data quarterly with LPAC administrator
- Review designated supports for Emergent Bilinguals
- Ensure “at bats” are implemented in slide deck for authentic engagement with content supports
- Make in the moment adjustments, as needed, based on data gathered from student engagement strategies
- Complete Linguist Accommodation Forms for each Emergent Bilingual student for BOY, MOY, and EOY

Key Action Three: Staff Development

Who:

What:

When:

Where:

Key Action Four: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources		

Purchased services		
Other		
Other		
TOTAL		
Funding sources:		

KEY ACTION FIVE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve science proficiency among 5th grade students.
	Indicators of success <i>(Measurable results that describe success.)</i>
	● By the Spring 2026 STAAR administration, the percentage of students performing at the Meets Grade Level or higher in 5th Grade Science will increase by 17 percentage points, from 8% in Spring 2025 to 25%. ● By the EOY NWEA MAP administration, achievement for Emergent Bilingual students in 5th grade science will increase by 10 percentile points—from the 51st to the 61st percentile.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	● Conduct weekly spot observations for the 5th grade science teacher. ● Provide daily on-the-spot coaching with immediate feedback. ● Utilize the HISD Unit Assessment Internalization Protocol to plan collaboratively with the 5th grade science teacher before each unit. ● Use the same protocol to internalize the 2025 STAAR Released Assessment with the 5th grade science teacher. ● Plan with the 5th grade science teacher using the HISD Internalization Protocol for both first and second teach, ensuring accommodations are embedded and potential misconceptions are anticipated.

	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	● Implement feedback from SPOT observations to refine instructional practices. ● Adjust instructional strategies for the 2nd Teach based on student responses to DOLs. ● Participate in PLCs focused on alignment, scaffolding, and how to address misconceptions. ● Attend all required district and campus professional development sessions. ● Actively participate in Demo Days to model and strengthen instructional delivery. ● Implement the LSAE reteach model to address learning gaps and support mastery. ● Internalize unit assessments, the Weekly TEKS Guide, and lesson slide decks by following the HISD Lesson Planning Protocol. ● Analyze MAP data and develop action plans following BOY, MOY, and EOY assessments.

Key Action Five: Staff Development

Who:

What:

When:

Where:

Key Action Five: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
TOTAL		

Funding sources: