

SANCHEZ ELEMENTARY

2026–2027 SCHOOL ACTION PLAN

Principal: Lina Gonzalez

Excellence in Action, Every Day — Rising Together. Achieving Forever.

Informed by the 2026–2027 State of the School presentation

Needs Assessment

Needs related to student achievement data

- 2024-2025 TEA Accountability rating: C (78) — Domain 1 (Achievement) C (71), Domain 2 (School Progress) C (79), Domain 3 (Closing the Gaps) C (77). Three-year trend: D (69) → C (79) → C (78). 2025-2026 ratings are pending release.
- TELPAS: the percentage of Emergent Bilingual students progressing at least one proficiency level rose from 29% (2023-2024) to 44% (2024-2025) to 62% (2025-2026).
- IRT (three-year trend): IRT 1 grew from 4.00 (2023-2024) to 10.17 (2024-2025) to 13.28 (2025-2026). IRT 2 grew from 5.00 to 9.00 to 14.48. IRT 3 grew from 11.00 to 11.00 to 15.68. IRT 4 grew from 11.50 to 11.33 to 15.19.
- STAAR ECR (Extended Constructed Response) writing, 2025-2026: campus-wide average score 3.4 out of 10 across 129 students tested; 30% scored 6 or higher (Approaches-level writing) while 29% scored a 0. Performance varied sharply by grade — 3rd: average 2.5 (13% at 6+, 33% scoring 0); 4th: average 2.4, the weakest grade (21% at 6+, 44% scoring 0); 5th: average 4.6, the strongest grade (48% at 6+, 18% scoring 0). A pronounced language gap also emerged in grades 4-5, where Emergent Bilingual students averaged 1.0–2.3 versus 3.0–5.6 for English-language peers.

Subject / Grade	Approaches+ (2025 → 2026)	Meets+ (2025 → 2026)	Masters (2025 → 2026)
All Grades — Math	70.6% → 76.9% (+6.3)	40.6% → 45.4% (+4.7)	17.6% → 23.9% (+6.2)
3rd Grade Math	74.1% → 64.1% (-10.0)	44.4% → 28.2% (-16.2)	18.5% → 17.9% (-0.6)
4th Grade Math	66.2% → 71.4% (+5.3)	39.7% → 54.3% (+14.6)	19.1% → 28.6% (+9.4)
5th Grade Math	72.3% → 89.3% (+17.0)	38.5% → 51.8% (+13.3)	15.4% → 25.0% (+9.6)
All Grades — Reading	67.2% → 82.2% (+15.0)	43.5% → 56.6% (+13.0)	14.0% → 31.0% (+17.0)
3rd Grade Reading	70.4% → 82.0% (+11.7)	37.0% → 46.1% (+9.1)	11.1% → 28.2% (+17.1)
4th Grade Reading	61.2% → 76.5% (+15.3)	43.3% → 50.0% (+6.7)	16.4% → 17.6% (+1.2)
5th Grade Reading	70.8% → 85.7% (+14.9)	49.2% → 67.9% (+18.6)	13.8% → 41.1% (+27.2)
5th Grade Science	30.8% → 62.5% (+31.7)	3.1% → 28.6% (+25.5)	0.0% → 14.3% (+14.3)
Math — Emergent Bilingual (Spanish)	52.0% → 67.5% (+15.5)	20.0% → 25.0% (+5.0)	10.0% → 12.5% (+2.5)
Reading — Emergent Bilingual (Spanish)	37.5% → 79.1% (+41.6)	6.3% → 34.9% (+28.6)	4.2% → 11.6% (+7.5)

Shading reflects the year-over-year change: **green** = increase, **yellow** = roughly flat, **red** = decrease.

NWEA MAP — Achievement Percentile (2024-2025 → 2025-2026, campus-wide).

Subject	BOY — Fall (2025 → 2026)	MOY — Winter (2025 → 2026)	EOY — Spring (2025 → 2026)
Reading	31st → 32nd (+1)	29th → 48th (+19)	33rd → 51st (+18)
Math	44th → 62nd (+18)	47th → 59th (+12)	51st → 57th (+6)
Science	39th → 52nd (+13)	46th → 65th (+19)	54th → 62nd (+8)
Reading — Spanish	45th → 55th (+10)	47th → 66th (+19)	48th → 68th (+20)

NWEA MAP — Growth Percentile (2024-2025 → 2025-2026, campus-wide).

Subject	Fall → Winter (2025 → 2026)	Winter → Spring (2025 → 2026)	Fall → Spring (2025 → 2026)
Reading	36th → 73rd (+37)	59th → 69th (+10)	55th → 60th (+5)
Math	50th → 68th (+18)	64th → 57th (-7)	60th → 50th (-10)
Science	66th → 72nd (+6)	49th → 67th (+18)	65th → 66th (+1)
Reading — Spanish	48th → 55th (+7)	47th → 66th (+19)	46th → 63rd (+17)

Shading reflects the 2025-2026 percentile: **green** = 60th percentile or higher, **yellow** = 40th–64th percentile, **red** = below the 40th percentile.

Needs related to improving the quality of instruction

- Student attendance declined from 95.2% (2024-2025) to 94.2% (2025-2026). Staff attendance rose from 96% (2024-2025) to 97% (2025-2026).
- NES (New Education System) reached 100% in 2025-2026, up from 94.58% in 2024-2025.
- Novice teachers: continue On-the-Spot Coaching.
- Continue to implement writing across all grade levels; assess and track writing during PLC.

System evaluation (philosophy, processes, implementation, capacity)

- Philosophy: high-quality Tier 1 instruction with 100% student engagement is the driving force behind student achievement, directly aligned to the NES model's core values — TEKS-aligned, rigorous instruction; structured engagement through MRS; real-time instructional monitoring via the HISD SPOT form; and higher-order thinking built into every lesson.
- Current vs. desired state: current performance was identified through progress-monitoring data, IRT results, classroom observations, coaching trends, and achievement outcomes. Growth has been demonstrated, but the desired state is a consistently high-performing environment where every classroom implements the NES model with fidelity and every student receives rigorous, standards-aligned instruction daily.
- Priorities for 2026-2027: strengthen NES implementation and PLC systems for lesson internalization and data-driven planning; build leadership and teacher capacity through coaching, SPOT feedback, and demonstration lessons; monitor fidelity of NES lessons, assessments, and supports for special populations; and sustain a high-performing culture through consistent feedback, accountability, and timely use of data.
- Zearn and Amira usage; Circle, K-2 Lectura, and DIBELS early-literacy trends — [update with confirmed 2025-2026 early literacy trend data].

Key Actions

1. Develop teacher capacity to ensure the delivery of high-quality instruction
2. Improve reading and math proficiency for all students
3. Improve writing proficiency in grades 3–5

School Action Plan

Accountability: Successful implementation of the Campus Action Plan will account for 5% of every staff member's annual summative evaluation.

KEY ACTION ONE

Develop teacher capacity to ensure the delivery of high-quality instruction that is effective, consistent, and accessible to all students.

KEY ACTION ONE	Develop teacher capacity to ensure the delivery of high-quality instruction that is effective, consistent, and accessible to all students.
Indicators of Success	
	● By the Spring 2027 STAAR administration, the percentage of students performing at the Meets Grade Level or higher in Spanish Reading will increase by 8 percentage points, from 35% in Spring 2026 to 43%. ● By the Spring 2027 STAAR administration, the percentage of students performing at the Meets Grade Level or higher in 3rd Grade Math will increase by 17 percentage points, from 28% in Spring 2026 to 45%. ● By the Spring 2027 STAAR administration, the percentage of 3rd Grade Emergent Bilingual students performing at the Meets Grade Level or higher in Math will increase by 10 percentage points, from 25% in Spring 2026 to 35%. ● By the EOY Math NWEA MAP administration, math achievement will increase by 8 percentile points — from the 57th to the 66th percentile. ● By EOY 2027, 4 out of 6 (60%) new core content teachers will average a score of 7 out of 13 or higher in the Instruction section of the SPOT observation rubric.* ● By EOY 2026, 6 out of 9 (60%) returning core content teachers will average a score of 8 out of 13 or higher in the Instruction section of the SPOT observation rubric.* ● *Excluding teachers taken to file review.
Specific Actions — School Leaders	
	● 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, 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. ● Leadership team calibrates 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	
	● 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**Improve reading and math proficiency for all students.**

KEY ACTION TWO	Improve reading and math proficiency for all students.
<i>Indicators of Success</i>	
	● 90% of Emergent Bilingual students in grades 3–5 will meet end-of-year usage goals in Summit K–12. ● 90% of students in grades K–5 will meet end-of-year usage goals in Zearn. ● 90% of students in grades K–5 will meet end-of-year usage goals in Amira. ● By the EOY Math NWEA MAP administration, math achievement will increase by 8 percentile points — from the 57th to the 66th percentile. ● By the EOY Math NWEA MAP administration, math growth will increase by 12 percentile points — from the 50th to the 62nd percentile. ● By the EOY Reading NWEA MAP administration, reading achievement will increase from the 51st to the 62nd percentile.
<i>Specific Actions — School Leaders</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.
<i>Specific Actions — Staff</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**Improve writing proficiency in grades 3–5.**

KEY ACTION THREE	Improve writing proficiency in grades 3–5.
<i>Indicators of Success</i>	
	● By June 2027, the percentage of students scoring 6 points or higher on extended constructed responses in the Reading STAAR will increase from 30% in 2026 to 43%. ● By June 2027, the percentage of students scoring 0 points on Extended Constructed Responses in the Reading STAAR will decrease from 29% in 2026 to 22%. ● By June 2027, 3rd grade will increase its percentage of students scoring 6 or higher on the ECR from 13% to 23%. ● By June 2027, 4th grade will increase its percentage scoring 6 or higher from 21% to 31%. ● By June 2027, 4th grade will decrease its percentage scoring 0 on the ECR from 44% to 34%. ● By June 2027, the average ECR score for Emergent Bilingual students in grades 4-5 will increase from 1.8 (2025-2026) to 2.5, narrowing the gap with their English-language peers (3.0–5.6 average in 2025-2026).
<i>Specific Actions — School Leaders</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.
<i>Specific Actions — Staff</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 and ECRs. ● 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:		