

2026-2027 Action Plan

Gallegos Elementary

Rosemary Rivera, Principal

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

A review of three years of student achievement data indicates a continued need to strengthen foundational literacy instruction, improve science achievement outcomes, and accelerate academic growth across all student groups at Gallegos Elementary. Campus accountability ratings fluctuated from a “C” in 2022–2023, to an “A” in 2023–2024, and a “B” in 2024–2025, demonstrating the need for consistent systems that sustain high levels of student achievement.

Historical STAAR data reflects ongoing literacy needs, particularly among early elementary and Emergent Bilingual students. Reading performance for students meeting grade level across grades 3–5 increased from 30% in 2022–2023 to 50% in 2023–2024, but declined to 47% in 2024–2025. Science achievement trends also indicate a continued need for instructional support, with Grade 5 Science performance increasing from 6% meeting grade level in 2022–2023 to 28% in 2023–2024, before declining to 12% in 2024–2025.

Additionally, NWEA data indicates that while students are performing within average national percentile ranges, growth trends demonstrate a need to strengthen Tier I instruction, Science of Reading implementation, differentiated small-group instruction, and intervention systems to ensure all students consistently meet and exceed academic growth expectations.

STAAR 2026 By Grade

Reading	Did Not Meet	Approaches	Meets	Masters
3rd	23.68	28.95	26.32	21.05
4th	28.3	35.85	30.19	5.66
5th	31.82	25	20.45	22.73
Math	Did Not Meet	Approaches	Meets	Masters
3rd-	28.95	18.42	36.84	15.79
4th	40	12.73	30.91	16.36
5th	24.44	40	20	15.56
Science	Did Not Meet	Approaches	Meets	Masters
5th	43.18	31.81	15.9	9

Needs related to improving the quality of instruction

Gallegos SPOT data reflects an average teacher score of 12.41, indicating a need to strengthen consistent Tier I instructional practices across classrooms. While student achievement data demonstrates areas of academic growth, fluctuations in STAAR Reading and Science performance over the past three years indicate a need for stronger alignment between instructional delivery and student outcomes. To improve student achievement and ensure consistent academic growth, the campus will continue to focus on strengthening key instructional practices aligned to the SPOT framework, including clear learning objective alignment, consistent use of gradual release, frequent student at-bats aligned to the LO, monitoring and adjusting instruction based on student responses, purposeful use of exemplars and anchor charts, and ongoing checks for understanding that address misconceptions. The campus will support this work through frequent instructional walks, real-time coaching, targeted professional development, and data-driven feedback cycles.

System evaluation (philosophy, processes, implementation, capacity)

At Gallegos ES, we aim to recruit, support, and retain highly qualified teachers that will drive exceptional academic results. We believe all students have the ability to achieve academic success when provided the appropriate structures and support. We believe students must be present to learn, so our attendance goal for SY is 97%. It is important to grow leadership and teacher capacity to provide the highest quality of instruction. High quality of instruction and academic progress is achieved through lesson internalization PLCs, leaders monitoring instruction daily using spot observation forms, leaders providing on the spot coaching and feedback, having opportunities for professional development sessions, and giving teachers the opportunity to rehearse lessons during Demo Days. Teachers will use the lesson internalization protocol to customize lessons. Teachers will use data to implement intervention plans to close gaps. The special education chair will schedule ARDs in the calendar to remain in compliance with the IEP, FIE, and ARD process timelines. The special education team will track student progress to reach their individualized goals. Gallegos will strive to keep all of our families involved and in partnership with us to improve our outcomes.

Key Actions
1. Improve quality of instruction. 2. Improve student outcomes in reading. 3. Improve student outcomes in Math. 4. Improve outcomes for Special Populations.

KEY ACTION ONE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve the quality of instruction.
	Indicators of success <i>(Measurable results that describe success.)</i>
	• By December 2026, 80% of teachers will score at Proficient 1 or higher on SPOT observations. • By May 2027, 80% of teachers will score at Proficient 2 or higher on SPOT observations. • By December 2026, 80% of classrooms, increasing to 90% by May 2027, will demonstrate consistent implementation of the campus Tier I instructional expectations: LO/DOL alignment, gradual release, purposeful MRS/CFUs, exemplar/scaffold use, student at-bats, pacing, and monitoring/adjusting. • By December 2026, campus-wide DOL proficiency will reach 50%, increasing to 70% by May 2027. • By May 2027, Grade 5 Science performance at Meets Grade Level or above will increase from 24.9% to at least 35%.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>

- Conduct weekly instructional walks and SPOT observations focused on the highest-leverage Tier I practices and provide teachers with timely, actionable feedback.
- Facilitate weekly PLCs focused on lesson internalization, DOL alignment, anticipated misconceptions, exemplar development, purposeful MRS/CFUs, and planning for S1/S2.
- Monitor teacher implementation of exemplars and scaffolds to ensure these resources are actively referenced during instruction, not simply present in the classroom.
- Use weekly DOL data to identify campus-wide misconceptions, determine instructional priorities, and monitor student movement.
- Implement a consistent S1 Reteach → Recheck → Record process and monitor the percentage of students who demonstrate mastery following reteach.
- Monitor S2 implementation to ensure students who demonstrate initial mastery receive increased cognitive demand through application, reasoning, justification, and transfer.
- Use SPOT, IRT, walkthrough, DOL, MAP, and student-work data to determine coaching priorities and professional-development needs.

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

- Teachers will internalize lessons weekly by analyzing the DOL, identifying success criteria, anticipating misconceptions, developing/reviewing the exemplar, and planning student responses.
- Teachers will explicitly reference exemplars, scaffolds, anchor charts, and other instructional supports during instruction and teach students how to use them independently.
- Teachers will implement purposeful MRS/CFUs throughout instruction and provide frequent opportunities for students to speak, write, solve, justify, and demonstrate understanding.
- Teachers will use DOL results to group students according to the specific misconception demonstrated, rather than simply overall DOL score.
- Teachers will reteach S1 students using a different model, representation, scaffold, questioning sequence, or worked example and administer an aligned recheck.
- Teachers and Learning Coaches will provide rigorous S2 opportunities that require deeper reasoning, application, transfer, and written justification.
- Teachers will participate in weekly Data Dives to identify who moved, who is stuck, and who is coasting and adjust instruction accordingly.

Key Action One: Staff Development

Who: Administration, Instructional & Campus-based Support Staff

What: High Quality Instruction (HQI) Professional Development, TTESS/SPOTs Professional Development & PLCs.

When: August pre-service, Demo Thursdays, August 3-7, September 7, January 4, February 15, March 26, April 16, June 1 2026.

Where: HISD Training Locations & Gallegos ES.

Key Action One: Budget

Proposed item	Description	Amount
Staff development	Pre-service & Designated PD Dates.	
Materials/resources	Pencils, highlighters, response cards, expo markers, caddies, card stock paper, binders, toner, white boards, Erasers, pens, notebooks, bulletin board supplies.	\$50,000.00
Purchased services	N/A	
Other	N/A	
TOTAL		\$50,000.00

Funding sources:

KEY ACTION TWO	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve outcomes in reading.
	Indicators of success <i>(Measurable results that describe success.)</i>
	• By May 2027, the campus Reading median achievement percentile will increase from the 47th percentile to at least the 55th percentile on NWEA MAP. • By May 2027, at least 60% of students will meet or exceed their individualized NWEA Reading growth goal. • By May 2027, the percentage of students performing in the bottom 40% in Reading will decrease from 45% at BOY to no more than 35%. • By December 2026, average Reading DOL proficiency will reach 50%, increasing to 70% by May 2027. • By May 2027, Grades 3–5 Reading performance at Meets Grade Level or above will increase by at least 8 percentage points over 2026 STAAR performance. • By May 2027, at least 60% of students in Grades 3–5 will demonstrate academic growth in Reading, as measured by STAAR growth outcomes.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	• Facilitate weekly Reading PLCs focused on text internalization, DOL alignment, text complexity, vocabulary, annotation, written response, exemplars, and anticipated misconceptions. • Conduct weekly classroom observations and coaching cycles focused on rigorous grade-level reading instruction, purposeful student discourse, written response, and monitoring/adjusting. • Prioritize Grades 2–3 Reading for intensified coaching and data monitoring based on BOY MAP performance. • Conduct six-week data meetings using NWEA, DIBELS/Lectura, DOL, common assessment, and STAAR-aligned data. • Monitor S1 conversion rates and identify students repeatedly requiring S1 for deeper skill-gap analysis and intervention. • Monitor students already performing at Meets/Masters or in higher MAP achievement bands to ensure they continue demonstrating growth through rigorous S2 work. • Review grade-level and student-group growth monthly and adjust coaching, intervention, and Team Center supports accordingly.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	• Teachers will provide daily access to rigorous, grade-level text and HQI instruction. • Teachers will explicitly model and require students to annotate text and use hashtags to capture gist, main idea, or thinking as appropriate to the task. • Teachers will require students to cite textual evidence and explain or justify responses through speaking and writing. • Teachers will use exemplars and scaffolds during instruction and explicitly model how students should use them when completing constructed responses.

	- Teachers will use DOL data to provide targeted S1 reteach based on misconceptions and rigorous S2 extension for students demonstrating mastery. - Teachers will monitor students' movement between performance groups and adjust intervention and extension accordingly. - Teachers will participate in weekly PLCs/Data Dives and bring evidence of student work, DOL mastery, S1 conversion, and S2 performance.
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Key Action Two: Staff Development
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Who: Administration, Instructional & Campus-based Support Staff
What: High Quality Instruction (HQI) Professional Development, TTESS/SPOTs Professional Development & PLCs.
When: August pre-service, Demo Thursdays, August 3-7, September 7, January 4, February 15, March 26, April 16, June 1 2026.
Where: HISD Training Locations & Gallegos ES.

Key Action Two: Budget

Proposed item	Description	Amount
Staff development	Pre-service & Designated PD Dates.	\$0.00
Materials/resources	Expo markers, whiteboards, response cards, chart paper, pens, pencils, whiteboard erasers, and highlighters.	\$500.00
Purchased services	N/A	\$0.00
Other	N/A	
TOTAL		\$500.00

Funding sources:

KEY ACTION THREE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve outcomes in Math.
	Indicators of success <i>(Measurable results that describe success.)</i>
	• By May 2027, campus Math median achievement will increase from the 58th percentile to at least the 65th percentile. • By May 2027, at least 60% of students will meet or exceed their individualized NWEA Math growth goal. • By May 2027, the percentage of students in the Math bottom 40% will decrease from 33% to no more than 25%. • By December 2026, average Math DOL proficiency will reach 50%, increasing to 70% by May 2027. • By May 2027, Grades 3–5 Math performance at Meets Grade Level or above will increase by at least 8 percentage points over 2026 STAAR performance. • By May 2027, at least 60% of students in Grades 3–5 will demonstrate academic growth in Math, as measured by STAAR growth outcomes.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	• Facilitate weekly Math PLCs focused on DOL analysis, misconceptions, exemplar development, mathematical discourse, problem solving, and S1/S2 planning. • Conduct weekly observations and coaching cycles focused on student at-bats, mathematical reasoning, questioning, CFUs, and monitoring/adjusting. • Monitor S1 to ensure teachers reteach the identified misconception rather than repeat the original lesson or rely solely on packet completion. • Monitor S2 for increased cognitive demand, including error analysis, multiple solution strategies, justification, and multi-step transfer. • Analyze DOL, common assessment, MAP, and STAAR-aligned data during six-week data meetings. • Monitor high-performing Math students to ensure students in upper achievement bands continue demonstrating measurable growth. • Provide intensified instructional monitoring and support to grade levels demonstrating inconsistent growth.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	• Teachers will internalize Math lessons weekly by analyzing the DOL, exemplar, anticipated misconceptions, success criteria, and student solution pathways. • Teachers will provide multiple opportunities during every lesson for students to solve, explain, justify, write, and discuss mathematical thinking. • Teachers will use CFUs throughout instruction and immediately adjust based on student responses. • Teachers will use DOL results to group S1 students by misconception and provide targeted reteach followed by an aligned micro-check. • Teachers will provide S2 students with rigorous extension requiring reasoning, transfer, error analysis, and justification rather than additional repetitive practice.

Key Action Three: Staff Development

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Key Action Three: Budget

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Staff development	Pre-service & Designated PD Dates.	\$0.00
Materials/resources	Expo markers, whiteboards, response cards, chart paper, pens, pencils, whiteboard erasers, and highlighters.	\$500.00
Purchased services	N/A	\$0.00
Other	N/A	
TOTAL		\$500.00

Funding sources:

KEY ACTION THREE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve outcomes for Special Populations.
	Indicators of success <i>(Measurable results that describe success.)</i>
	• Maintain 100% compliance with ARD, evaluation, progress-report, and required documentation timelines throughout the 2026–27 school year. • By May 2027, 100% of SPED teachers will score Proficient 1 or higher, with at least 80% scoring Proficient 2 or higher on SPOT observations. • By May 2027, at least 60% of Emergent Bilingual students will meet or exceed individualized NWEA Reading and Math growth goals. • By May 2027, at least 60% of students receiving Special Education services will meet or exceed individualized NWEA Reading and Math growth goals. • By May 2027, at least 60% of Emergent Bilingual students in tested grades will demonstrate academic growth on STAAR Reading and/or Math. • By May 2027, at least 55% of students receiving Special Education services in tested grades will demonstrate academic growth on STAAR Reading and/or Math.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	• Conduct monthly compliance reviews of ARDs, evaluations, progress reports, accommodations, and required documentation. • Monitor implementation of IEP accommodations and language supports through classroom observations, student-work reviews, and coaching conversations. • Ensure SPED and EB students receive access to rigorous grade-level Tier I instruction with appropriate scaffolds rather than reduced cognitive demand. • Analyze SPED and EB student growth during six-week data meetings using NWEA, DIBELS/Lectura, DOL, common assessment, intervention, and IEP-goal data. • Monitor S1/S2 placement and movement of SPED and EB students to ensure intervention is responsive to specific misconceptions and does not become permanent placement. • Provide targeted coaching and professional development on scaffolding, accommodations, language supports, co-teaching, and differentiation. • Review Closing the Gaps progress throughout the year and adjust campus supports based on student-group performance.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>

	• Teachers will implement all IEP accommodations, modifications, and language supports with fidelity. • Teachers will provide SPED and EB students access to grade-level content while using appropriate scaffolds to support productive struggle. • Teachers will identify individual student misconceptions through DOLs and other formative assessments and respond through targeted S1 instruction. • Teachers will monitor individual growth and movement rather than relying solely on overall proficiency. • Teachers will participate in PLCs and data meetings to analyze SPED and EB performance and determine instructional responses. • Teachers will maintain required progress-monitoring, accommodations, intervention, and parent-communication documentation. • Teachers will provide structured opportunities for SPED and EB students to read, write, speak, solve, and justify their thinking using appropriate supports.
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