

# **2025-2026 Action Plan**

**César E. Chávez High School**

**Principal: Karol Galindo**

# School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

## Needs related to student achievement data

Review of trend data shows consistent growth in reading and math, yet notable proficiency gaps persist—particularly among English Learners and students receiving SPED services. Targeted interventions and increased progress monitoring are essential to close the achievement gap.

## Needs related to improving the quality of instruction

Instructional delivery varies across classrooms. Teachers require continued development in planning, engagement strategies, and differentiation. There is a need to implement structures to improve student-centered learning and teacher feedback systems.

## System evaluation (philosophy, processes, implementation, capacity)

Current processes such as PLCs and walk-throughs are in place, but consistent implementation and feedback loops are needed. Leadership teams must refine data protocols and coaching practices to ensure alignment and accountability campus wide.

## School Action Plan Template

<b>KEY ACTION ONE</b>	<p><b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i></p> <p>Enhance instructional practices across all content areas to ensure high quality instruction.</p>
	<p><b>Indicators of success</b> <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> <li>• By December 2025, 70% of observed teachers will earn at least 6 out of 10 points on the <i>Engage &amp; Deliver</i> and <i>Monitor &amp; Adjust</i> components of the Spot Observation Form. This percentage will increase to 80% by May 2026.</li> <li>• The average score from the first two IRT visits will be at a 9 or higher and a 10 or higher for the last two IRT visits.</li> </ul>
	<p><b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> <li>• Conduct summer and ongoing PD on lesson objectives, engagement strategies, and formative assessment techniques.</li> <li>• Provide weekly coaching and monthly feedback to teachers using a standard walkthrough form.</li> <li>• Provide on-the-spot coaching during classroom observations.</li> <li>• Lead monthly PLCs with data-driven instructional planning and strategy modeling.</li> </ul>
	<p><b>Specific actions – staff</b> <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> <li>• Implement strategies learned in PD during daily instruction.</li> <li>• Increase the implementation of student structured conversation using partner A &amp; B routine.</li> <li>• Collaborate in PLCs to review student data and adjust instruction.</li> <li>• Reflect on walkthrough and observation feedback to refine practices.</li> </ul>

	<p><b>Key Action One:</b></p>
<b>Staff Level.</b>	<p>Who: All Staff</p>
	<p>What: Enhance teacher professional development to align with district expectations and instructional initiatives, ensuring that educators are equipped with the necessary tools and strategies to support student success. This includes providing targeted training in areas such as curriculum alignment, assessment practices, and differentiated instruction, with a focus on meeting the diverse needs of our student population. By aligning our professional development efforts with district priorities, we aim to strengthen instruction, improve student outcomes, and foster a culture of continuous learning among our educators.</p>
	<p>When: Weekly PLC and Professional Development designated days.</p>

<b>Budget</b>	Where: Chavez High School		
	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	<b>TOTAL</b>		
Funding sources:			

**KEY ACTION TWO**

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

Accelerate literacy development and improve reading proficiency across English I and English II.

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

- By December 2025, an average of 70% of English I and II students will achieve “Meets” on district-aligned reading assessments; this will increase to 75% by Interim Assessment.
- In the 2025-2026 school year, students in English I will move from 30% Meets in May 2025 to 35% Meets by May 2026, and students in English II will move from 38% Meets in May 2025 to 43% Meets by May 2026.
- By January 2026, at least 70% of teachers will score a 9 or higher on the spot observation walkthrough rubric. By May 2026, at least 80% of teachers will demonstrate continued growth, scoring a 10 or higher.

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

- Facilitate ongoing professional development focused on TEKS-aligned lesson planning, evidence-based reading strategies, and STAAR question stems.
- Lead biweekly PLCs to review assessment data and guide teachers in developing interventions that target comprehension, inference, and analytical writing skills.
- Conduct frequent classroom walkthroughs with feedback cycles targeting implementation of close reading, vocabulary development, and annotation strategies.
- Provide teachers with resources and exemplars for Short Constructed Responses (SCRs) and Extended Constructed Responses (ECRs) aligned to STAAR expectations.

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

- Implement daily reading and writing routines that include close reading, annotation, academic vocabulary, and text-based responses.
- Incorporate at least one SCR per week and one ECR per month to develop students’ analytical writing and text evidence use.
- Use student data to form small groups for targeted instruction focused on comprehension, author’s craft, and inferencing.
- Participate actively in PLCs to plan, reflect, and adjust instruction based on student performance and learning gaps.

**Key Action Three:**

Who: All Staff

**What:** Our focus is on fostering substantial growth in reading for all students, aligned with the STAAR/EOC standards. We are dedicated to implementing data-driven instructional practices and targeted interventions to ensure that every student not only meets but exceeds these standards. We aim to provide a supportive environment where every student can thrive academically and achieve their full potential in reading.

**When:** During PLC collaborations, Grade Level Planning and Professional Development

**Where:** Chavez High School

<b>Budget</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
<b>TOTAL</b>			

**Funding sources:**

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

Enhance Algebra I instruction to increase student proficiency and close achievement gaps.

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

- By December 2025, an average of 70% of Algebra I students will achieve “Meets” on district-aligned math assessments; this will increase to 75% by Interim Assessment.
- In the 2025-2026 school year, students in Mathematics will move from 48% meets in May 2025 to 53% meets by May 2026.
- By December 2025, at least 70% of teachers will score a 9 or higher on the spot observation walkthrough rubric. By May 2026, at least 80% of teachers will demonstrate continued growth by scoring a 10 or higher.

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

- Facilitate ongoing professional development focused on TEKS-aligned lesson planning, problem-solving strategies, and analyzing student misconceptions in Algebra I.
- Lead biweekly PLCs that review assessment data, reteach plans, and student work to guide instructional decisions.
- Conduct frequent classroom walkthroughs using a math-specific observation tool that provides targeted feedback on instructional effectiveness and engagement strategies.
- Provide resources and exemplars aligned to STAAR readiness standards, including open-ended tasks, real-world application problems, and academic vocabulary supports.

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

- Implement daily math instruction that emphasizes conceptual understanding, procedural fluency, and the application of multiple representations (e.g., graphs, tables, equations, and verbal models).
- Incorporate at least two formative assessments per week to check for understanding and inform reteach plans.
- Use data-driven small group instruction at least twice per week to address identified skill gaps and provide personalized support.
- Collaborate in PLCs to analyze student performance, adjust instruction, and share best practices for student engagement and mastery of Algebra I TEKS.

	<b>Key Action Four:</b>		
<b>Staff Level.</b>	Who: All Staff		
	What: Our focus is on fostering substantial growth in math for all students, aligned with the STAAR/EOC standards. We are dedicated to implementing data-driven instructional practices and targeted interventions to ensure that every student not only meets but exceeds these standards. We aim to provide a supportive environment where every student can thrive academically and achieve their full potential in math.		
	When: During PLC collaborations, Grade Level Planning and Professional Development		
	Where: Chavez High School		
<b>Budget</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	<b>TOTAL</b>		
Funding sources:			