

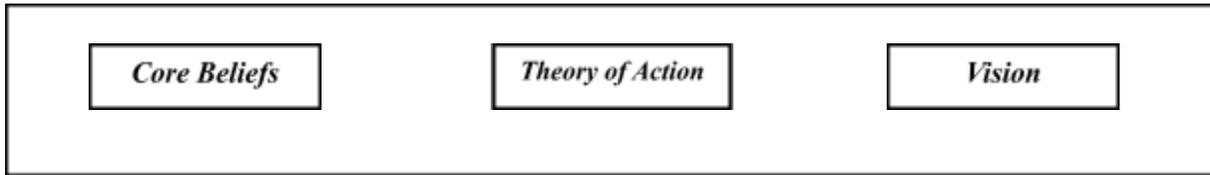
# 2025-2026 Action Plan



*Jones Futures Academy*

**Dr. Natalie Priwer**

## School Action Plan – Needs Assessment



### Needs related to student achievement data

Jones Futures Academy is a specialty high school which serves 9<sup>th</sup> – 12<sup>th</sup> graders and has a special focus on technology pathways and helping students earn college credit while in high school through a partnership with Houston Community College (HCC). Based on the latest TEA accountability system, Jones Futures Academy received a “B” rating of an 86. It serves approximately 375 students with 13% receiving special education services. Our needs include building teacher capacity to better engage students and increase student achievement. Our goal is to close gaps for our SPED and Emergent Bilingual students and to ensure 100% of seniors graduate college and career ready.

<b>Jones Futures Academy STAAR EOC Historical Data (All testers)</b>						
<b>STAAR EOC</b>	<b>Number Tested</b>	<b>Did NOT Meet</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>	
<b>Algebra 1</b>	Spring 2022		23%	77%	31%	10%
	Spring 2023		23%	77%	32%	9%
	Spring 2024		21% (-2)	79% (+2)	31% (-1)	5% (-4)
	<b>Spring 2025</b>	<b>56</b>	<b>25% (+4)</b>	<b>75% (-4)</b>	<b>39% (+8)</b>	<b>16% (+11)</b>
	<b>25-26 Goals</b>			<b>85% (+10)</b>	<b>49% (+10%)</b>	<b>26% (+10)</b>
<b>Biology</b>	Spring 2022		12%	88%	42%	12%
	Spring 2023		15%	85%	51%	7%
	Spring 2024		4% (-11)	96% (+11)	69% (+18)	13%
	<b>Spring 2025</b>	<b>75</b>	<b>8% (+4)</b>	<b>92% (-4)</b>	<b>40% (-29)</b>	<b>13%</b>
	<b>25-26 Goals</b>			<b>95% (+3)</b>	<b>60% (+20)</b>	<b>23% (+10)</b>
<b>English I</b>	Spring 2022		32%	68%	51%	9%
	Spring 2023		32%	68%	48%	7%
	Spring 2024		33% (+1)	67% (-1)	49% (+1)	7%
	<b>Spring 2025</b>	<b>98</b>	<b>53% (+20)</b>	<b>47% (-20)</b>	<b>33% (-16)</b>	<b>2% (-5)</b>

	<b>25-26 Goals</b>			<b>70% (+23)</b>	<b>43% (+10)</b>	<b>12% (+10)</b>
<b>English II</b>	Spring 2022		15%	85%	77%	7%
	Spring 2023		18%	82%	60%	5%
	Spring 2024		28% (+10)	72% (-10)	58% (-2)	2% (-3)
	<b>Spring 2025</b>	<b>89</b>	<b>24% (-4)</b>	<b>76% (+4)</b>	<b>54% (-4)</b>	<b>2%</b>
	<b>25-26 Goals</b>			<b>86% (+10)</b>	<b>77% (+23)</b>	<b>10% (+8)</b>
<b>US History</b>	Spring 2022		6%	94%	79%	53%
	Spring 2023		6%	94%	60%	30%
	Spring 2024		7% (+1)	93% (-1)	61% (+1)	26% (-4)
	<b>Spring 2025</b>	<b>81</b>	<b>0%</b>	<b>100% (+7)</b>	<b>62% (+1)</b>	<b>21% (-5)</b>
	<b>25-26 Goals</b>			<b>100%</b>	<b>70% (+8)</b>	<b>30% (+9)</b>

<b>STAAR EOC - SPRING 2025 (All testers)</b>				
<b>STAAR EOC</b>	<b>Did NOT Meet</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>Algebra 1</b>	<b>25%</b>	<b>75%</b>	<b>39%</b>	<b>16%</b>
	<b>(+4%)</b>	<b>(-4%)</b>	<b>(+8%)</b>	<b>(+11%)</b>
<b>Biology</b>	<b>8%</b>	<b>92%</b>	<b>40%</b>	<b>13%</b>
	<b>(+4%)</b>	<b>(-4%)</b>	<b>(-29%)</b>	<b>same</b>
<b>English 1</b>	<b>53%</b>	<b>47%</b>	<b>33%</b>	<b>2%</b>
	<b>(+20%)</b>	<b>(-20%)</b>	<b>(-16%)</b>	<b>(-5%)</b>
<b>English 2</b>	<b>24%</b>	<b>76%</b>	<b>54%</b>	<b>2%</b>
	<b>(-4%)</b>	<b>(+4%)</b>	<b>(-4%)</b>	<b>same</b>
<b>US History</b>	<b>0%</b>	<b>100%</b>	<b>62%</b>	<b>21%</b>
	<b>(-7%)</b>	<b>(+7%)</b>	<b>(+1%)</b>	<b>(-5%)</b>

### **Needs related to improving the quality of instruction**

- Providing educators with access to student achievement data to inform their instructional practices, identify areas for professional growth, and target professional growth opportunities.
- Using data on student learning outcomes to evaluate teacher effectiveness and support continuous improvement efforts.
- Analyzing college readiness indicators, such as ACT/SAT scores, Advanced Placement (AP) participation and performance, TSI assessments, and completion of rigorous coursework, to measure student preparedness for postsecondary education and career success.
- Improve the lesson internalization process and at-bat practice of teachers to increase the quality of tier 1 instruction.

### **System Evaluation (philosophy, processes, implementation, capacity)**

- Spot observations calibration amongst appraisers
- Cross curricular PLC
- Cascade teacher leadership capacity

# Jones Futures Academy School Action Plan

 <b>K</b> <b>E</b> <b>Y</b>  <b>A</b> <b>C</b> <b>T</b> <b>I</b> <b>O</b>  <b>O</b> <b>N</b> <b>E</b>	<p><b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i></p> <p><b>Close achievement gap in <i>Math and Reading</i> for students in Special Education.</b></p>
	<p><b>Indicators of success</b> <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> <li>● 25% of the SPED students will demonstrate meets or higher on 1st semester district exams for Math and Reading courses.</li> <li>● Based on the STAAR/EOC MOY Interim, 50% of SPED students will achieve the “meets” level of proficiency in ELA 1 and ELA 2, and 60% in Algebra 1. In 2024, on the STAAR/EOC MOY Interim, 50% of SPED were at <b>meets</b> for ELA 1 (33% in 2023), 50% of SPED were at meets for ELA 2 (33% in 2023), and 33% were at meets for Algebra 1 (67% in 2023).</li> <li>● By May 2026, 30% of first time SPED testers will achieve the "<b>meets</b>" level of proficiency or higher on the STAAR/EOC exam in ELA 1, ELA 2 and Algebra 1. In May 2025, 18% (2/11) of SPED were at meets for ELA 1, 25% (2/8) for ELA 2, and 25% (1/4) for Algebra 1.</li> <li>● By the end of the first semester, 100% of campus ARDs are held on or before the deadline.</li> <li>● Ensure that 100% of newly enrolled students with IEPs will have information verified and accurately reflected in the ARD tracker within one week of their enrollment, with bi-weekly checks to monitor accuracy.</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>● School leaders will ensure compliance with TEA guidelines for assessment and identification.</li> <li>● School leaders will train instructional staff on recognizing signs of special needs and referring students for evaluation.</li> <li>● School leaders will establish a multidisciplinary team to review assessment results and develop Individualized Education Plans (IEPs).</li> <li>● School leaders will provide professional development on effective teaching strategies for students with special needs.</li> <li>● School leaders will provide teachers with assistive technology and</li> </ul>

	<p>accommodations outlined in IEPs as needed.</p> <ul style="list-style-type: none"> <li>● School leaders will implement a system for tracking student progress towards IEP goals.</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>● Teachers will adapt curriculum and materials for diverse learners as needed.</li> <li>● Teachers will implement assistive technology and accommodations outlined in IEPs.</li> <li>● Teachers will participate in professional development tailored for SPED.</li> <li>● Set measurable goals, implement evidence-based practices, and foster a supportive classroom environment that increases math and reading achievement for students with special needs.</li> </ul>

<b>S T A F F  D E V E L O P M E N T</b>	<p><b>Key Action One</b></p>
	<p><b>Who:</b> Administration, Special Education Chair, Graduation Coach, Instructional Staff</p>
	<p><b>What:</b> Close achievement gap in Math and Reading for students in Special Education.</p>
	<p><b>When:</b></p> <ul style="list-style-type: none"> <li>● Weekly <ul style="list-style-type: none"> <li>○ PLCs</li> <li>○ On-the-Spot Coaching</li> </ul> </li> <li>● Campus and South Division Professional Development: <ul style="list-style-type: none"> <li>○ September 2</li> <li>○ October 2</li> <li>○ November 7</li> <li>○ January 5</li> <li>○ February 13</li> </ul> </li> </ul>
	<p><b>Where:</b></p> <ul style="list-style-type: none"> <li>● PLC rooms</li> <li>● Classrooms</li> <li>● Whole Staff Trainings in Library</li> </ul>

<b>B U D G E T</b>			
	<b>Proposed Item</b>	<b>Description</b>	<b>Amount</b>
	Staff Development	<ul style="list-style-type: none"> <li>● Differentiation Strategies</li> <li>● Progress Monitoring</li> <li>● IEPs</li> </ul>	
	Materials/Resources		
	Purchased Services		
	Other		
	Other		
	<b>TOTAL</b>		
	Funding Sources:		



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

**Ensure pathways in Technology Early College High School (P-TECH) program, aligns with Texas Education Agency (TEA) guidelines, enhancing academic achievement and technical education for students, additionally fostering partnerships with industry, and supporting students towards college, career, and military readiness (CCMR).**

\*\*The campus increases the number of TSI readiness in both Math and English and increase passing rates for the EPA (Environmental Protection Agency) 608 Exam for students in the HVAC pathway\*\*

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

- By May 2025, 100% of the 11th grade students will take TSI. The data is utilized as a baseline for interventions in College Prep ELA and College Prep Math teachers and intervention plans.
- 80% of the students meet college readiness in Reading and Math via TSI or HCC exemptions for 11<sup>th</sup> and 12<sup>th</sup> graders to maximize the associate degrees for students in Dual Credit pathways.
- Conduct one-on-one meetings with seniors by February 2026 to review their progress on obtaining a CCMR point. Offer personalized guidance and resources to help them succeed.
- By June 2026, 5% increase in the number of students in the 2026 cohort who are TSI ready in English and Math (SAT/ACT/TSIA). In 2025, TSI passing results for Math was 17% and ELAR was 32%.
- 80% of 11th graders will complete TSI preparatory via digital resources during advocacy block for 1-2 hours a week. (evidence APEX reports and students scheduled block).
- By June 2026, 100% of the 12th grade students will have a CCMR point. In 2025, 98% of 12th grade students obtained a CCMR point.
- By June 2026, 100% of HVAC students will have completed/passed the EPA Recovery course in the P-TECH HVAC pathway.

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

- School leaders will monitor data systems to track student TSI participation and performance.
- School leaders will analyze data to identify areas for improvement and make data-driven decisions about programing changes.
- School leaders will conduct annual program evaluations to assess the impact of initiatives on student outcomes.
- School leaders will monitor the implementation of interventions in College Prep ELA and College Prep Math.
- School leaders will ensure college preparatory courses, dual credit opportunities, and college readiness workshops are offered.
- School leaders will facilitate access to financial aid resources, scholarship opportunities, and college application assistance.

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

- By August 2025, 100% of AP, Dual Credit, and P-TECH teachers will obtain state certification to teach their respective courses and have completed the necessary training before the school year begins. Teachers will be familiar with the curriculum, resources, and expectations.
- P-TECH Coordinator will facilitate collaboration with industry partners and teachers to identify in-demand skills and industry-aligned pathways.
- P-TECH teachers will ensure curriculum maps and course sequences support students in earning industry certifications and college credits.
- P-TECH teachers will collaborate and foster communities of practice where they can share best practices, lesson plans, and resources related to P-TECH education.
- Instructional staff will align academic coursework with industry-based certifications, Advanced Placements, and/or Dual Credit.
- Math and Reading teachers will implement interventions as needed.

<b>S T A F F</b>	<b>Key Action Two</b>
	<b>Who:</b> Administration, P-TECH Coordinator, P-TECH Teachers, Math Teachers, Reading Teachers, HCC Liaison, Counselor.
	<b>What:</b> Ensure students are college and career ready through Dual Credit and/or Pathways in Technology (P-TECH) programs.
	<b>When:</b> <ul style="list-style-type: none"> <li>● Meetings</li> </ul>

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- Weekly PLC (Teacher Tactical Meetings)
- P-TECH campus & district meetings
- Campus and South Division Professional Development:
  - September 2
  - October 2
  - November 7
  - January 5
  - February 13

**Where:**

- PLC rooms
- Classrooms
- Whole Staff Trainings in Library

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<b>Proposed Item</b>	<b>Description</b>	<b>Amount</b>
Staff Development	<ul style="list-style-type: none"> <li>● Differentiation Strategies</li> <li>● Progress Monitoring</li> <li>● PLC structure and lesson internalization</li> </ul>	
Materials/Resources	<ul style="list-style-type: none"> <li>● Spreadsheet of meeting notes</li> </ul>	
Purchased Services		
Other		
<b>TOTAL</b>		
Funding Sources:		



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

**Increase student engagement and teacher capacity with on-the-spot coaching and spot observation feedback.**

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

- By December 2025, 75% of the teachers will receive at least 6 out of 10 points in engage and deliver combined with monitor and adjust categories based on the SPOT observation form.
- By May 2026, 80% of the teachers will receive at least 7 out of 10 points in engage and deliver combined with monitor and adjust categories based on the SPOT observation form.
- By May 2026, Jones FA will be at Proficient 2 (11 - 12 points) or higher based on district IRT (Independent Review Team) averages.
- By May 2026, EOC student outcomes will show a 5% increase for ELA 1 meets proficiency (increase from 47% to 52%), ELA 2 (increase from 76% to 81%), and Algebra 1 (increase from 39% to 44%).

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

- School leaders will provide ongoing professional development opportunities for teachers focused on effective instructional practices and based on trends observed during calibration walks.
- School instructional leadership team will provide weekly on-the-spot coaching during tier 1 instruction time.
- School instructional leadership team will provide feedback after every spot observation with specific strategies to improve instruction.
- School leaders will implement a mentoring program to support new and experienced teachers.
- School leaders will facilitate data meetings with teachers.

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

- Teachers will follow through and implement feedback provided by the leadership team.

	<ul style="list-style-type: none"> <li>• Teachers will internalize lessons and create exemplar student responses.</li> <li>• Teachers will rehearse lessons prior to teaching the lesson in front of students.</li> <li>• Teachers will analyze the OnTrack data on common assessments and look for trends and reporting categories – develop action plan (intervention) to increase students’ performance on common assessments.</li> <li>• Teachers will intentionally participate in group (interventions) during advocacy for SPED, LEP, TSI and STAAR re-testers.</li> <li>• Teachers will deliver targeted instruction by intentional grouping and spiraling T.E.K.S. that were not mastered into the future lessons.</li> <li>• Teachers will implement engaging strategies into lessons (turn and talk, annotations, short constructed responses, etc.) to ensure students are reading, writing, discussing, and thinking throughout the lesson.</li> </ul>
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<b>S T A F F  D E V E L O P M E N T</b>	<b>Key Action Three</b>
	<b>Who:</b> Administration, Instructional Staff.
	<b>What:</b> Increase student engagement and teacher capacity with on-the-spot coaching and spot observation feedback.
	<b>When:</b> <ul style="list-style-type: none"> <li>• Weekly <ul style="list-style-type: none"> <li>○ PLCs</li> <li>○ On-the-Spot Coaching</li> </ul> </li> <li>• Monthly Campus and South Division Professional Development: <ul style="list-style-type: none"> <li>○ September 2</li> <li>○ October 2</li> <li>○ November 7</li> <li>○ January 5</li> <li>○ February 13</li> </ul> </li> <li>• District/Campus Professional Development: <ul style="list-style-type: none"> <li>○ August 1</li> <li>○ August 4</li> <li>○ August 5</li> <li>○ August 6</li> <li>○ August 7</li> <li>○ August 8</li> <li>○ August 11</li> </ul> </li> </ul>

<b>B U D G E T</b>	<b>Where:</b>		
	<ul style="list-style-type: none"> <li>● PLC rooms</li> <li>● Classrooms</li> <li>● Whole Staff Trainings in Library</li> <li>● District Locations</li> </ul>		
	<b>Proposed Item</b>	<b>Description</b>	<b>Amount</b>
	Staff Development	<ul style="list-style-type: none"> <li>● Engaging Strategies</li> <li>● Spot Form Look-Fors</li> <li>● On-the-Spot Coaching</li> <li>● Lesson Internalization</li> <li>● Lesson Rehearsal</li> </ul>	
	Materials/Resources	<ul style="list-style-type: none"> <li>● Engaging Strategies</li> <li>● Spot Form Look-Fors</li> <li>● On-the-Spot Coaching forms</li> <li>● HISD Canvas Material</li> <li>● District and Campus presentations</li> </ul>	
	Purchased Services		
	Other		
Other			
<b>TOTAL</b>			
Funding Sources:			



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

**Increase English proficiency levels for Emergent Bilinguals students.**

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

- By the end of June 2026, 25% of students will grow one level of proficiency, as defined in the composite scores on TELPAS.
- By September 2025, 100% of Emergent Bilingual students who did not meet on STAAR English I and or English II EOC in Spring of 2025 will be placed into the intervention for 1-2 hours a week.
- By May 2026, 10% of Emergent Bilingual students who did not meet on STAAR English I and or English II EOC in Spring of 2025, will meet passing standard.
- 85% of EB students will average 1 hour of Summit K-12 curriculum from October 2025 through February 2026.

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

- Monitoring progress in ELA classes to ensure that students are meeting or exceeding grade-level expectations.
- Observing students' use of subject-specific academic vocabulary and complex sentence structures in speaking and writing using Summit K-12.
- Review and tracking system from 2025 composite scores, language proficiency and academic success over multiple years to ensure consistent improvement.
- Facilitate meetings to share the student level data and goals with teaching staff.
- Conduct at least two EB spot forms per week on teachers who have students with Emergent Bilingual students.

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

- Teachers will follow through and implement feedback provided by the leadership team.

- Teachers will internalize lessons and create exemplar student responses.
- Teachers will rehearse lessons prior to teaching the lesson in front of students.
- Teachers will analyze the OnTrack data on common assessments and look for trends and reporting categories – develop action plan (intervention) to increase students’ performance on common assessments.

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**Key Action Four**

**Who:** Administration, Instructional Staff, EB coordinator, ELA department chair.

**What:** Close achievement gap in Math and Reading for students in Special Education.

**When:**

- Weekly
  - PLCs
  - On-the-Spot Coaching
- Campus and South Division Professional Development:
  - September 2
  - October 2
  - November 7
  - January 5
  - February 13

**Where:**

- PLC rooms
- Classrooms
- Whole Staff Trainings in Library

<b>B U D G E T</b>	<b>Proposed Item</b>	<b>Description</b>	<b>Amount</b>
	Staff Development	<ul style="list-style-type: none"> <li>● Differentiation Strategies</li> <li>● Progress Monitoring</li> <li>● IEPs</li> </ul>	
	Materials/Resources		
	Purchased Services		
	Other		
	Other		
	<b>TOTAL</b>		
	Funding Sources:		



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

**Improve 9th and 10th grade writing skills through Extended Constructed Responses (ECR).**

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

- By May 2026, 75% of ELA 1 testers will score 6 points or higher on their district ECR.
- By May 2026, 75% of ELA 2 testers will score 6 points or higher on their district ECR.

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

- Facilitate professional development on effective Tier I writing strategies and the LSAE reteach model weekly during PLC.
- Monitor implementation through regular classroom walkthroughs, SPOT observations, and formal observations to provide timely feedback to teachers.
- Create a data review calendar and lead data meetings with grade-level teams to analyze DOL data, district assessments, and MAP Reading data to adjust instruction.
- Recognize and celebrate student and teacher progress toward reading growth goals weekly.

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

- All grade level teachers will conduct monthly writing calibrations during PLC for ELA, as well as Math, Science and Social Studies.
- Teachers will internalize lessons and create exemplar student ECR responses.

	<ul style="list-style-type: none"> <li>● Implement Tier I and LSAE reteach protocols with scaffolds and differentiated instructional strategies during RLA instructional blocks.</li> <li>● Participate in all professional development and collaborative planning sessions related to reading growth and data use.</li> <li>● Progress monitors students' daily DOL data, formative and summative assessments to make informed decisions and adjust instruction on LSAE extended lessons.</li> </ul>
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<b>S T A F F  D E V E L O P M E N T</b>	<b>Key Action Five</b>
	<b>Who:</b> All teachers and all subjects.
	<b>What:</b> Increase student writing skills.
	<b>When:</b> <ul style="list-style-type: none"> <li>● Weekly             <ul style="list-style-type: none"> <li>○ During all high-quality lessons</li> <li>○ PLCs</li> <li>○ On-the-Spot Coaching</li> </ul> </li> <li>● Monthly Campus and South Division Professional Development:             <ul style="list-style-type: none"> <li>○ September 2</li> <li>○ October 2</li> <li>○ November 7</li> <li>○ January 5</li> <li>○ February 13</li> </ul> </li> <li>● District/Campus Professional Development:             <ul style="list-style-type: none"> <li>○ August 1</li> <li>○ August 4</li> <li>○ August 5</li> <li>○ August 6</li> <li>○ August 7</li> <li>○ August 8</li> <li>○ August 11</li> </ul> </li> </ul>

<b>B U D G E T</b>	<i>Where:</i>		
	<ul style="list-style-type: none"> <li>● PLC rooms</li> <li>● Classrooms</li> <li>● Whole Staff Trainings in Library</li> <li>● District Locations</li> </ul>		
	<b>Proposed Item</b>	<b>Description</b>	<b>Amount</b>
	Staff Development	<ul style="list-style-type: none"> <li>● Engaging Strategies</li> <li>● Spot Form Look-Fors</li> <li>● On-the-Spot Coaching</li> <li>● Lesson Internalization</li> <li>● Lesson Rehearsal</li> </ul>	
	Materials/Resources	<ul style="list-style-type: none"> <li>● Engaging Strategies</li> <li>● Spot Form Look-Fors</li> <li>● On-the-Spot Coaching forms</li> <li>● HISD Canvas Material</li> <li>● District and Campus presentations</li> </ul>	
	Purchased Services		
	Other		
Other			
<b>TOTAL</b>			
Funding Sources:			