

2025-2026 Action Plan

Middle College High School at Gulfton



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School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

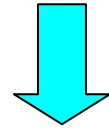
Based on our student needs as indicated by the Spring STAAR EOC data where students showed deficits in three out of four subjects between the years of 2021 – 2023 fewer students met expectations. Based on classroom observation and progress monitoring, students with disabilities struggle with classroom engagement and performance. The data below shows that students with disabilities have struggled to meet expectations in the past.

Needs related to improving the quality of instruction

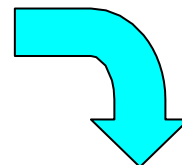
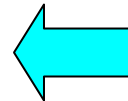
- Based on classroom observations and progress monitoring, students with disabilities struggle with classroom engagement and performance.
- Teachers have multiple lesson preps, and most do not have anyone other than themselves to plan, whereas most schools have subject departmental teams to assist one another in planning the lesson.
- Teachers must internalize the lesson to meet the needs of their diverse learners.

System evaluation (philosophy, processes, implementation, capacity)

Students come to Middle College High School – Gulfton seeking a better fit in a more intimate environment that provides structure, stability, personalized support, and a mature, college-going culture for at-risk students. Most student's come with academic deficits and social/emotional issues, teachers are not always equipped to deal with at-risk students and need support.



**Parameters
and metrics
established by
the District**



Key Actions

- **Improve staff capacity to provide high quality instruction.**
- **Improve EOC core teachers (English, Math, Science, and Social Studies) quality of instruction.**
- **Increase CCMR accountability and opportunities.**

KEY ACTION ONE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve staff capacity to provide high quality instruction.
	Indicators of success <i>(Measurable results that describe success.)</i>
	75% of the scores on spot observation conducted on IRT 2 will be proficient or higher; that percentage will increase to 80% by May 2026. 80% of the teachers will average 6 points or higher on Engage & Deliver and Monitor & Adjust as defined by May SPOT averages by January 2026; that point average will increase to 7 points by May 2026. - IRT 1 and IRT 2 scores will average at or above 9.5 and will increase to 10.5 by IRT 4 May 2026.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- Train teachers on the “Great 8” during August PD and thread throughout the year during Campus PD days. - Provide on-the-job coaching regularly around best practices for Engage and Deliver and Monitor and Adjust. - Facilitate effective planning systems during weekly PLC that include but not limited to lesson internalization, lesson customization, creation of exemplars, scripting high level questions, and planning engagement opportunities. - Calibrate as an instructional leadership team weekly to ensure all leaders have an instructional lens that leads to impactful coaching. - Monitor student data through writing samples, DOL, and authentic student work samples.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>

	•Engage weekly in effective PLC focused on lesson internalization, the “Great 8”, and data. •All core teachers will calibrate through peer observations once a quarter to gain insight on identifying effective instruction. •Implement the use of engagement strategies and aggressive monitoring techniques daily. •Engage in daily planning consisting of lesson internalization, customization, and demo to ensure effective delivery of instruction. •Respond openly to on-the-job coaching both in the moment and/or during planning.
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Key Action One: Staff Development		
Who: General education teachers and principal		
What: Introduction and deep dive into the "Great 8" instructional practices Strategies for effective implementation in daily instruction. ● Coaching on the Spot Form (See, Like, Change) protocol and providing support in developing granular, actionable next steps to drive teacher growth and improve instructional effectiveness. ● Analyzing student work (SCR/ECR) to identify misconceptions and adjust instruction accordingly. ● Regular coaching cycles focused on Engage & Deliver and Monitor & Adjust ● Refining observation and feedback methods for targeted teacher support ● Lesson internalization and customization ● Creation of exemplars and scripting high-level questions		
When: August PD, Professional Development Days, PLC		
Where: Campus PLC Room		
Key Action One: Budget		
Proposed item	Description	Amount

Staff development	N/A	N/A
Materials/resources	N/A	N/A
Purchased services	N/A	N/A
Other		
Other		
TOTAL		\$0.00
Funding sources: None		

KEY ACTION TWO	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve EOC core teachers (English, Math, Science, and Social Studies) quality of instruction.
	Indicators of success <i>(Measurable results that describe success.)</i>
	• <i>By January 2026, spot scores of EOC tested teachers will meet or exceed 8.00 points.</i> • <i>By the end of the academic year May 2026, Spot scores for EOC tested teachers will meet or exceed 10.0 points.</i>
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	• Implementing regular, high-quality professional development tailored to EOC subjects. • Leaders actively engage in classroom observations and providing constructive feedback. • Ensuring teachers have access to necessary instructional materials and technology. • Using student performance data to inform instructional strategies and interventions.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	• All core teachers will calibrate through peer observations once a quarter to gain insight on identifying effective instruction. • Utilizing evidence-based teaching methods and strategies. • Commitment to ongoing professional growth and adapting to new instructional techniques. • Creating a classroom environment that fosters student participation by incorporating which include the great 8 strategies such as white board, turn and talk, quick response cards (short constructed response) and table talks.

Key Action Two: Staff Development

Who: General Education Teachers and Principal

What: Lesson Internalization and Demo Days

When: August PD, ongoing, weekly PLC and PD sessions

Where: Campus PLC Room 119A

Key Action Two: Budget

Proposed item	Description	Amount
Staff development	N/A	N/A
Materials/resources	N/A	N/A
Purchased services	N/A	N/A
Other	N/A	N/A
Other	N/A	N/A
TOTAL		0

Funding sources: None

KEY ACTION THREE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Increase CCMR accountability and opportunities.
	Indicators of success <i>(Measurable results that describe success.)</i>
	• By the end of the academic year May 2026, the overall CCMR score will increase from 50% to 75% as measured by students completing the Texas College Bridge course. • By the end of the academic year, campus will see a 35 % increase in the number of students graduating with earned college credit in HCC Dual Credit, UT OnRamps, and Advanced Placement. • By the end of academic year, campus will see a 30% increase in the number of students in cohort 2025 who are TSI ready in English and Math (SAR/ACT/TSIA/TCB).
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	• Expanding advance course offering - add UT OnRamps (Environmental Science, College Algebra, Rhetoric and Computer Science). • Developing and implementing a comprehensive plan that includes clear goals and metrics for CCMR. • Ensuring adequate resources and support for programs that enhance CCMR, such as career counseling and college prep courses. • Using data to monitor progress and make informed decisions about program improvements and student interventions.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	• Participating in ongoing professional development focused on CCMR strategies and best practices. • Aligning curriculum with CCMR standards to ensure students are prepared for post-secondary success. • Providing personalized support and guidance to help students navigate their college, career, and military options. • Actively engaging students in CCMR activities and encouraging their participation in related programs.

Key Action Three: Staff Development

Who: General Education Teachers and Principal

What: College and Career Access

When: Ongoing, weekly PLC and PD sessions

Where: Campus PLC Room 119A

Key Action Three: Budget

Proposed item	Description	Amount
Staff development	N/A	N/A
Materials/resources	N/A	N/A
Purchased services	N/A	N/A
Other	Field Trips	\$2,000
Other		
TOTAL		\$2,000

Funding sources: General Funds

KEY ACTION THREE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve the quality of IEP
	Indicators of success <i>(Measurable results that describe success.)</i>
	• By the end of the first semester, 100% of campus ARDs are held on or before the deadline. • By May 2026, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	• The Principal will work with the Special Education Division Unit team to ensure 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization. • The sped chair will conduct campus wide professional development for the sped team on how to write effective PLAAFs, IEPs, and how to appropriately track and document student progress.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	• The SPED chair will attend trainings on how to write an effective IEP.

Key Action Three: Staff Development		
Who: Special Education Chair and Principal		
What: Improve Quality of IEP		
When: Monthly (ARD meetings)		
Where: Principal Office		
Key Action Three: Budget		
Proposed item	Description	Amount
Staff development	N/A	N/A
Materials/resources	N/A	N/A
Purchased services	N/A	N/A
Other	N/A	N/A
Other		
TOTAL		\$0
Funding sources: N/A		