2025-2026 Action Plan

FINAL DRAFT_9.9.2025

NORTH HOUSTON E C H S

Dr. Samantha Brooks



School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs | **Vision** | **Theory of Action**

Parameters and metrics established by the District

Needs related to student achievement data

Due to the advanced curriculum of all core classes to maintain the early college curriculum standards, SPED students are struggling with meeting the academic rigor of all courses. It is predicted that most 9th and 10th grade SPED students will reach approaches, but not 100% are predicted to reach MEETS or MASTERS on STAAR EOC assessments. Because we are closing so many gaps in 9th & 10th, we predict approx. 50% of SPED students will need to reach meets/masters levels at the lower levels to increase the probability of being college ready by the end of 11th grade.

Needs related to improving the quality of instruction

NHECHS has seen improvements in teacher pedagogical practices, particularly in Domain II: INSTRUCTION of the SPOT form. Our IRT scores increased each time, with a final average of 11.00 at the end of the 24-25 SY. We continue to work toward increasing teacher quality of instruction in advanced academic classes, with emphasis on Monitor & Adjust and Engagement Strategies from the Spot Form. Our SPOT average did not meet the "mostly demonstrated" category. Improvement is required also in Progress Monitoring/Tracking of SPED progress on a weekly basis to ensure a faster response to interventions that will yield improvement in SPED student learning and achievement outcomes.

System evaluation (philosophy, processes, implementation, capacity)

As the instructional leader, Principal Brooks continues to build leadership density and impact on overall adult professional practices to positively impact student achievement. Assistant Principal day-to-day coaching continues to meet the minimum proficiency of 22 or higher in leadership practices based on the Day-to-Day Coaching Key Attributes tool. Also, as an early college, we continue to strive to ensure 100% of senior cohorts graduate TSI or TSI-equivalent complete so no graduate of NHECHS has to enroll in developmental reading and/or math courses in college. Now that there are changes in the LEAD eval and impending changes in CCMR indicators from TEA, we must ensure tighter progress monitoring and intervention systems exist to ensure high TSI completion rates by the end of 10th grade, no longer 11th.

URGENT: This year, we did not meet the EOY SPED compliance measure due in large part to integrity issues surrounding the previous SPED chair documentation in the PLAAFP and lack of monitoring and feedback support from OSES. Also, our internal monitoring system lacked. As a result of these support system failures, NHECHS leadership will ensure internal systems assume more in depth monitoring of, feedback of, and accountability with the OSES dept.

Key Actions

1. To improve leadership density
2. To improve teacher quality of instruction, differentiated for novice and veteran educators
3. To improve SPED student academic achievement
4. To improve TSI outcomes.

Key Action One - NORTH HOUSTON EC HS 25-26

KEY ACTION ONE

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

1. Improve Leadership Density

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

- **(INDICATOR 1) By December 2025, 50% of all administrators who appraise teachers will earn a minimum score of 23.**
- **(INDICATOR 2) By the end of the academic year, all administrators who appraise teachers will earn a minimum score of 23 -"Proficient" or higher score according to the Day-to-Day Coaching Rubric.**

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

The principal will

- Facilitate weekly admin meetings that focus on Instruction (The Sweet 16, Spot & other instructional trend data, needs of Tier I, II, III teacher support, Data Driven Coaching and Instruction),
- Facilitate monthly leadership PLC meetings, including LEAD indicators of success, Day-to-Day Coaching Key Attributes, Level 3 leadership.
- Track Tier II teacher monthly leadership progress using internal tools.
- Support Tier II leaders by conducting bi-monthly calibration walks, leveraging the SPOT form and Classroom Readiness Tracker for teacher feedback and coaching.
- Conduct one-to-one monthly check-ins with each Tier 2 leader to assess Level 3 leadership, special pop data, and to provide coaching support on observed gaps based on the Day-to-Day Coaching Key Attributes rubric.
- Observe in-the-moment coaching , coaching feedback conferences, and PLCs to provide coaching feedback to Tier II leaders and teacher leaders.
- Facilitate book, article studies to develop Level 3 leadership skills

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

Administrators will

- Prepare for monthly meetings by presenting their appraisee data progress, overview of coaching, and plans of action to improve teacher and student achievement.
- Conduct weekly professional development to teaching staff aligned to high quality instruction and high student achievement leveraging the SPOT form and Post-Secondary Core Standards (https://reportcenter.highered.texas.gov/agency-publication/miscellaneous/crs-tx-ccrs-final-2009/)
- Support teachers weekly with on-the-spot coaching, Demo/Lesson Internalization Day, Content & Grade Level PLC trainings
- Support Tier III teachers with weekly lesson internalization planning meetings on Fridays and daily interventions

Key Action One: Staff Development
Who: Instructional Leadership Team (Principal, APs, Tchr Specialist, Teacher Leaders)
What: Pre-Service, Monthly Instructional Leadership Team PLC Meetings, Weekly Admin Meetings & Huddles; EOC training
When: Instructional Leadership Team: 1st Thursday each Month; Admin – each Thursday morning; Admin Huddles - 7:15 am daily/3:40pm as needed
Where: NHECHS Campus or Teams

Key Action One: Budget		
Proposed item	**Description**	**Amount**
Staff development	• Book and article studies and supplements • College Board AP administration and teacher leader training • EOC teacher training, PLC - each 6 weeks (Lead4Ward)	• Book and article studies • College Board AP : TOPICS: Difficult Conversations, Atomic Habits • administration and teacher leader training ($5,000) • EOC teacher training, PLC - Lead4Ward ($3,000)
Materials/resources	• Book and article studies BOOKS: Difficult Conversations: How to Discuss What Matters Most ($13/ea) with possible workbook for facilitator , Atomic Habits ($15 ea) • associate teacher coverage during PLC	• Reading materials ($2,000) • assoc tchr coverage ($5,000)
Purchased services	N/A	
Other		
Other		
	TOTAL	$15,000

Funding sources:
Associate teachers: Math, ELA, Sci, SS - Title I funds
Books & Article studies : General Funds

Key Action Two - NORTH HOUSTON EC HS 25-26_

KEY ACTION TWO

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

2. Improve Quality of Instruction - 6 novice teacher; 16 experienced

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

- By the end of October 2025, 50% of teachers with a minimum of 3 years of experience will score in the Proficient II range (12 or higher)
- By the end of December 2025, 60% of teachers with a minimum of 3 years of experience will score in the Proficient II range (12 or higher)
- **(INDICATOR 3) By the end of April 2026, 85% of teachers with a minimum of 3 years of experience will score in the Proficient II range (12 or higher)**
- By the end of October 2025, 67% of core teachers with 0 to 3 years of experience will score in the Proficient I range (9 or higher)
- By the end of December 2025, 50% of core teachers with 0 to 3 years of experience will score in the Proficient I range (9 or higher)
- **(INDICATOR 4) By the end of April 2026, 75% of core teachers with 0 to 3 years of experience will score in the Proficient I range (9 or higher)**

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

- **Facilitate weekly PLCs and Demo Days that leverage the SPOT form and The Sweet 16 .**
- **All leadership members will leverage the Microsoft Outlook to schedule daily instructional tasks, provide on-the-spot coaching aligned to the SPOT form and The Sweet 16.**
- **All appraisers will complete at least 6 spot observations weekly and at least 7 spots once per month**
- **Appraisers will conduct Friday lesson internalization coaching sessions weekly with novice and Tier 3 (<Proficient I) teachers.**
- **Document lack of teacher progress to adhere to instructional and classroom readiness imperatives.**
- **All instructional leaders will leverage the NHECHS PLC Demo Day and/or Lesson Internalization protocol weekly to**
    - refine teacher instructional practice for the upcoming lesson
    - develop leader coaching-on-the-spot and facilitation skills
    - increase SPOT scores to meet EOY indicators of success
    - increase student achievement

The principal will

- **Support Tier II leaders by conducting bi-monthly calibration walks using the SPOT form and Classroom Readiness Tracker to streamline feedback and coaching of teachers to impact student outcomes.**
- **Conduct one-to-one monthly check-ins with each tier 2 leader to review action items, instructions and achievement progress, special pop data and to provide coaching support on observed gaps based on the Instructional Feedback Rubric.**
- **Observe in-the-moment coaching , coaching feedback conferences, and PLCs to provide coaching in real-time to Tier II leaders and teacher leaders.**
- **Facilitate weekly huddles to identify trend data and clarify instructional imperatives.**

	Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*
	Teachers will ● **Review the EVP and SPOT form at Pre-Services for clarity of instructional and professional expectations.** ● **Submit weekly lesson slides by Friday the week before. Accommodate lesson plan submission needs of new teachers and those with multiple preps.** ● **Submit Yearly or Semester Curriculum Map to ensure tested curriculum is covered and time allotted for review in the final month prior to testing.** ● **Participate in weekly PLCs and Demo Days, focusing on effective instructional strategies in response to trends identified during calibration walks and SPOT data** ● **Deliver effective tier I and II instructional strategies outlined by the SPOT form, Specialty Guide, and The Sweet 16** ● **Implement aligned DOLs and track progress daily by class** ● **Ensure all Classroom Readiness practices are implemented with fidelity** ● **Internalize lessons and modify as needed based on PLC and appraiser feedback (lesson plan feedback,on-the-spot coaching, SPOT feedback)** ● **(AP teachers) will implement an AP interim test per semester and assess writing progress** ● **Conduct mandatory tutorials for Tier III students at-risk of not meeting achievement outcomes despite tier I, tier II and school-day intervention support.**

Key Action Two: Staff Development
Who: **NHECHS instructional faculty, staff, leaders**
What: Professional Development and Coaching; Pre-Service, Faculty Meetings, Weekly PLCs, Calibration Walks, On-the-Spot Coaching, District PD Days, ECHS Collaborative PDs (pending approval), AP, Pre-AP/On Ramps PD
When: June 2025 to April 2026
Where: NHECHS campus, District PD, AP Trainings at Rice University or approved site, CCRM training hosted by TEA, ECHS campus, HCC campus, other designated site(s)

Key Action Two: Budget		
Proposed item	**Description**	**Amount**
Staff development	AP trainings	
Materials/resources	Print materials for trainings Curriculum Folders Holders for Curriculum Folder materials PLC room and classroom materials: anchor charts, data, Great 8, Demo Day protocol, LASW protocol, etc. papers for Demo Days, SCR/quick response cards poster paper, ink, colored paper, binders	$20,000
Purchased services	AP summer and/or school-year trainings for teacher	$10,000
Other	Summer training stipends	$5,000
Other	miscellaneous instructional and training materials, certificates to celebrate teacher achievements and students milestones Extra duty pay for curriculum planning, teacher scoring of ECRs	$10,000
	TOTAL	$45,000

Funding sources:
Title I funds - curriculum materials, contracted services (College Board AP and UT OnRamps)
General Funds - teacher achievements, certificates, student achievement celebrations
GT Funds - advanced academic trainings, materials

Key Action Three- NORTH HOUSTON EC HS 25-26

KEY ACTION THREE	**Key Action** ***(Briefly state the specific goal or objective.)***
	3. Improve SPED Academic Achievement
	Indicators of success *(Measurable results that describe success.)*
	• 25% of SPED students will achieve MEETS or higher on STAAR EOC fall interim. • 50% of SPED students will achieve MEETS or higher on STAAR EOC- spring exam by June 2026. • By the end of December 2025, the formative SPED File Folder Review will yield 75% or higher. • **(INDICATOR 5) The EOY SPED File Folder Review will yield 95% or higher.**
	Specific actions – school leaders ***(What specific action steps will the building leaders take to accomplish the objective?)***
	• SPED Chair will provide ARD information to all teachers within the first week of school. • SPED Admin will set up 25-26 One Note documentation system by July 30, 2025 • Principal and Tier IIs will monitor weekly DOL data on SPED and Tier III students in EOC courses to ensure progress toward MEETS level achievement. • The Principal and SPED admin will meet monthly with the SPED chair to review progress data • Leaders will monitor school-wide systems to ensure fidelity in teacher implementation and tracking of accommodations in Power School and weekly NHECHS Progress Monitoring documentation in One Note. • SPED Admin & Appraisers will provide affirmed and corrective feedback as needed to teachers regarding SPED compliance and instructional practice to support students receiving SPED services.
	Specific actions – staff ***(What specific action steps will the staff take to accomplish the objective?)***
	• Teachers will maintain a daily monitoring tool to track DOL data. • The SPED itinerant chair will meet monthly with the principal and OSES monitor to review progress data, File Folder review, and PLAAPFs. • Teachers will implement, document, and track accommodations in Power School and NHECHS Progress Monitoring Tool in One Note weekly • Teachers will effectively scaffold and differentiate for SPED scholars during tier I and II instruction.

Key Action Three: Staff Development
Who: **NHECHS faculty, staff, leaders**
What: SPED Professional Development, Coaching
When: Monthly
Where: NHECHS campus

Key Action Three: Budget		
Proposed item	**Description**	**Amount**
Staff development	Differentiated training for new and new-to-NHECHS teachers	$2,500
Materials/resources	SPED binders, copier paper	$2,500
Purchased services	SPED chair- part-time	$25,000
Other	N/A	$0
Other		
	TOTAL	$30,000

Funding sources:
General Funds - SPED materials, trainings, and part-time SPED chair

Key Action Four- NORTH HOUSTON EC HS 25-26

KEY ACTION FOUR	**Key Action** ***(Briefly state the specific goal or objective.)***
	4. Improve TSI Outcomes
	Indicators of success *(Measurable results that describe success.)*
	● By November 2025, 50% of the 10th grade cohort will meet the TSI reading and math standard for college-readiness. ● **(INDICATOR 6) By June 2026, 85% of the 10th grade cohort will meet the TSI reading and math standard for college-readiness.**
	Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*
	● Designated administrator will serve as TSI Testing Coordinator and Tracker, ordering all TSI testing units, coordinating bootcampus and testing, and inputting all TSI testing data within 48 hours of the testing administration ● The Dual Credit Liaison administrator will submit monthly updates of TSI-complete student testing reports to HISD institution of higher education (IHE) partner, Houston Community College and impact on associate degree completion projections. ● Principal will share monthly TSI data with faculty, staff, and stakeholders. ● Math & ELA Content Admin collaborate and strategically plan for TSI intervention/support during the instructional day. ● Leadership will collaborate with ELA and Math PLC leads on strategic plans ● Schedule upper-grade students who are not TSI complete in a comparable course for support (Algebraic Reasoning; TSI support during advocacy) ● Monitor 6 weeks' progress of upper-grade students' TSI completion and track intervention progress ● Schedule Saturday TSI bootcamps and testing once per six weeks with a checklist of preparation imperatives for re-testers ● Collaborate with District CCMR department to host TSI bootcamps once per 6 weeks
	Specific actions – staff ***(What specific action steps will the staff take to accomplish the objective?)***

	● Teachers will maintain a daily monitoring tool to track DOL data. ● Monthly Content PLCs will include Looking at Student Work Protocol to assess writing progress ● ELA and Math teachers will use DOL and online TSI data tools (Khan Academy, APEX - TSI, Texas College Bridge) to drive differentiated instruction during Algebraic Reasoning and College Prep ELA courses. ● A designated clerk will support admin in data collection and documentation in the NHECHS Student Tracker

Key Action Three: Staff Development

Who: **NHECHS faculty, staff, leadership**
What: TSI Staff development and tracking
When: Monthly
Where: NHECHS Campus

Key Action Three: Budget

Proposed item	Description	Amount
Staff development	N/A	
Materials/resources	TSI units for 25-26	$10,000
Purchased services		
Other	extra duty pay for teacher planning and TSI boot camps after school/Saturdays	$5,000
Other		
	TOTAL	$15,000

Funding sources:
GT and General Funds - testing units
Title I Funds - Extra duty Pay for Bootcamps and testing