

2025-2026 Action Plan

Sharpstown High School

TJ Cotter, Principal

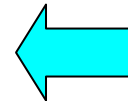
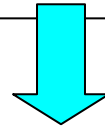
School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action



Needs related to student achievement data

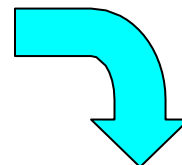
- ELPS Status - Increase scaffolding and supports within Emergent Bilingual students (Domain 3 – Meets and Masters, TELPAS)
- Closing the Gaps (Post Secondary Readiness, increase the number of students meeting and mastering grade level (All Students, Asian and High Focus)
- Increase the overall STAAR performance, specifically in Meets and Masters (Domain I) – Algebra I 60/40, English 40/20, Biology, 50/30, US History 50/30

Needs related to improving the quality of instruction

- Consistent implementation of day-to-day coaching and feedback
- Consistent implementation of high-quality, aligned lesson plans
- Collaborative, data-driven PLC with pre-planned opportunities for students to engage in rigorous at bats, writing opportunities, and academic discourse
- Calibration walks amongst campus leadership and executive leadership to strengthen teacher capacity and leadership density
- Ongoing professional development

System evaluation (philosophy, processes, implementation, capacity)

- IRT feedback and scores
- Weekly SPOT Observation data (dashboard)
- Instructional Feedback Summary from Chief of Schools Support Team and evidenced change from the Principal and leadership team
- Trends identified in the day-to-day coaching document and follow-up of support and execution evidenced by the leader



**Parameters
and metrics
established by
the District**

Key Actions

1. Improve staff capacity to improve high-quality instruction.
2. Improve SPED accountability
3. Improve post-secondary readiness opportunities for graduating Seniors
4. Improve leadership density

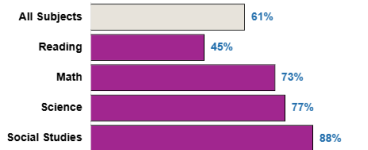
Key Action (Briefly state the specific goal or objective.)

Improve staff capacity to provide high quality instruction.



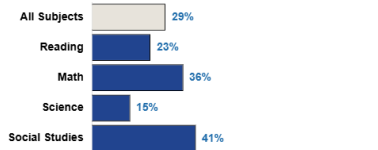
STAAR Performance Details

Percentage of Students Approaching Grade Level or Above



Subject	This School	District
All Subjects	61%	74%
Reading	45%	74%
Math	73%	74%
Science	77%	75%
Social Studies	88%	75%

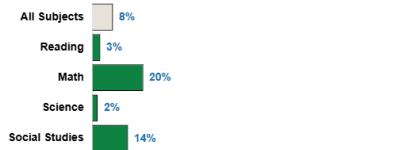
Percentage of Students Meeting Grade Level or Above



Subject	This School	District
All Subjects	29%	49%
Reading	23%	52%
Math	36%	47%
Science	15%	44%
Social Studies	41%	48%

* Indicates results are masked due to small numbers to protect student confidentiality

Percentage of Students Mastering Grade Level



Subject	This School	District
All Subjects	8%	22%
Reading	3%	22%
Math	20%	23%
Science	2%	18%
Social Studies	14%	27%

KEY ACTION ONE

Indicators of success (Measurable results that describe success.)

- 80% of the scores on SPOT observations conducted on IRT 2 will be proficient or higher; that percentage will increase to 90% by May 2026.
- 80% of teachers will average 6 points or higher on Instruction (SPOT Form) as defined by MOY SPOT averages by January 2026; the point average will increase to 7 points by May 2026.
- Based on historical data from SY23-24 and SY24-25, IRT 1 and 2 scores will average at or above 9.0 and will increase to a 10.5 by IRT 4 May 2026.

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

- Develop data-driven Professional Learning Communities, aligned with HQIM and HQL, that include best practices to increase student engagement (as evidenced by the SPOT Form), writing opportunities, and mastery of Demonstration of Learning (DOL).
- Monitor the implementation of student learning opportunities that promote critical thinking and real-world application, ensuring alignment with PLC planning and grade-level expectations for demonstrated learning. Leaders and teachers will track and analyze data within DOL and Unit Assessments to determine student progress and growth metrics.
- Monitor teacher's use of lesson internalization protocol through observation and feedback and spot observation forms.

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

- Execute aggressive monitoring daily to determine students' progression within at bats and the DOL.
- Internalize lesson plans to ensure the implementation of MRS and best practices to improve critical thinking/problem solving within classroom instruction, as evidenced by feedback from the SPOT Observation Form.
- Track and analyze DOL and End of Unit data, with evidence of lesson adjustments and spiraled TEKS during the re-teach and extended DOL days.
- Internalize all lessons utilizing annotations for exemplars and identified misconceptions, with the frontloading of key concepts/skills techniques prior to instruction as evidenced through written feedback and evidence of at bats.

Key Action One: Staff Development

Who: Instructional leaders and all teachers.

What: Provide timely feedback and coaching, provide appropriate PD to meet teachers' and campus needs, have regular PLC to internalize the lesson plan, and provide opportunities for teachers to practice their lesson (at-bats) during demo day, daily demonstration of lessons in PLCs.

When: During daily PLC and classroom visit, weekly Demo Day, and after SPOT Observations.

Where: On campus and in the classrooms

Key Action One: Budget

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

Funding sources:

KEY ACTION TWO

Student Group	Academic Achievement				Graduation Rate		School Quality		English Language Proficiency	
	Reading/Language Arts		Mathematics							
All Students	Minimal Growth	1	On Track to Interim Target	2	No Growth	0	Met Interim Target	3		
Lowest Racial/Ethnic Group 1	Minimal Growth	1	Met Interim Target	3	No Growth	0	Met Interim Target	3		
Lowest Racial/Ethnic Group 2	No Growth	0	Minimal Growth	1	No Growth	0	On Track to Interim Target	2		
High Focus Group	Minimal Growth	1	Met Interim Target	3	No Growth	0	Met Interim Target	3	Met Long Term Target	4
Total Points	12 out of 32 (38%)				0 out of 16 (0%)		11 out of 16 (69%)		4 out of 4 (100%)	

- By the end of the first semester, 100% of campus ARDs will be held on or before the deadline. This will be tracked through Frontline and a campus developed tracker.
- 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.
- Throughout the academic year, 100% of staff members will receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping.

- By August 2025, 100% of leadership will be trained by the Office of Special Education Services to review SPED compliance, progress monitoring, documentation, and best practices as evidenced by the student's IEP.
- School leaders will monitor SPED progress monitoring to ensure 100% compliance.
- Ensure collaboration between the SPED co-teacher and Teacher of Record during PLCs to plan, deliver, and monitor high-quality instruction, while aligning scheduled services with PLC discussions and ARD requirements.

- By August 2025, 100% of instructional staff will be trained by the Office of Special Education Services to review compliance, progress monitoring, documentation, and best practices as evidenced by the student's IEP.
- Instructional materials are implemented with fidelity in all classrooms; lesson plans are aligned with the appropriate levels of rigor and include dedicated time for progress monitoring.
- 100% of co-teachers will collaboratively plan with content teachers weekly.
- SPED department will meet weekly (Friday) to maintain compliance duties.
- 100% of teachers will complete documentation in Frontline and PowerSchool as evidence of student failures, success, and documentation of accommodations.

Key Action Two: Staff Development

Who: Instructional Leaders, SPED Dept, and Teachers.

What: Closing the achievement gap and federal compliance for SPED through instruction HQI and strong instruction using IEP accommodations within classroom and during testing; PLC.

When: Monthly common assessment, STAAR Interim, STAAR Testing.

Where: Classrooms and SPED Dept at Sharpstown HS.

Key Action Two: Budget

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

Funding sources:

KEY ACTION THREE	Key Action (Briefly state the specific goal or objective.)																																																								
	Improve post-secondary opportunities for graduating Seniors																																																								
	 College, Career, and Military Readiness Details		 Graduation/Completion Rate Details																																																						
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- By July 2026, at least 88% of SY2025-26 Graduates of Sharpstown High School will graduate with a CCMR point via scoring a 3 or high on AP exams, earning local and/or college credit in an OnRamps course, successfully meeting the TSI criteria in both RLA and Math, earn an IBC and concentrator in the aligned program of study or enlist in the US Military or Texas National Guard as evidenced by submission of a DD 4 Form. 100 % of Seniors that do not have a CCMR indicator will be enrolled in Texas College Bridge (TCB) Math/English and 88% of Cohort 2026 Seniors enrolled in TCB will successfully complete the assigned courses. 100% of eligible graduating seniors will be enrolled in a post-secondary class including AP, OnRamps or Dual Credit Courses (unless an opt-out form with a parent signature is on file), and 90% of Cohort 2026 Seniors enrolled in post-secondary course will successfully complete them as evidenced by the Advanced Course Scheduling Monitor.																																																									
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- Instructional Leaders and West Division/District Support will facilitate Professional Learning Communities focused on best practices to improve the quality of students earning a CCMR indicator. - Increase academic rigor and relevance by ensuring qualifying 9th grade students enroll in at least one advanced course (Pre-AP, Honors, etc.), with a progressive pathway that expands access to AP and OnRamps courses in upper grades. Seniors will further demonstrate college readiness through targeted participation in the Texas College Bridge program, ensuring alignment with postsecondary expectations. Monitor student growth and develop interim action plans, by course and by grade level, through the assessment of data as evidenced in district-wide reports. - Support and monitor teachers in the implementation and facilitation of high quality instruction, with embedded linguistic supports for EB students.																																																									

	• AP Coordinator and the West Division CCMR Team will work with AP course teachers to organize weekend AP Bootcamps, including AP Mock Exam testing, to provide additional student preparation for passing AP Exams. • Students will participate in TSI and Advanced Placement testing as appropriate.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	• Monitor student progress and completion of advanced courses and TCB programs through campus-wide data tracking systems and district reports. • Monitor student progress and completion of coursework and passing rates of CTE Courses and IBC through campus-wide data tracking systems and district reports to ensure students meet the required completer status; campus leadership will meet with the CCMR coordinators bi-weekly to monitor progress and determined action steps to increase overall post-secondary readiness. • Attend and participate in daily Professional Learning Community (PLC) meetings to ensure best practices are aligned with State standards and collaborate with campus and district leadership to increase writing, rigor, relevance, an application in the classroom in alignment with the program of study.

Key Action Three: Staff Development		
Who: Instructional Leaders, Teachers, and Counselors		
What: Ensure teachers are prepared to provide high quality instruction to students to prepare them to meet the requirements to obtain a CCMR point. Leaders, teachers, and counselors will regularly track student progress towards obtaining a CCMR point.		
When: During daily PLC, monthly during leadership meetings, CCMR tracking meetings.		
Where: On campus and in the classrooms.		
Key Action Three: Budget		
Proposed item	Description	Amount
Staff development		NA
Materials/resources		NA
Purchased services		NA
Other		NA

Other		
TOTAL		0
Funding sources:		

KEY ACTION FOUR	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve Leadership Density
	Indicators of success <i>(Measurable results that describe success.)</i>
	- By IRT 3 (February 2026), the campus average on the Instruction section of the SPOT Observation Form for all IRT visits will be a 6 or higher. - By the end of the academic year, 70% of core teachers will score 6 out of 10 or higher in instruction of the SPOT Observation Form, as measured by the monthly observation data. - By May 2026, 100% of Assistant Principals will score a 19 out of 25 or higher in day-to-day coaching as evidenced by SPOT Observations and the Daily Coaching Tracker.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	Train all leaders in the PLC Framework in partnership with HISD Curriculum and Instruction - Provide follow-up practice and reflection opportunities for leaders to internalize the PLC framework - Monitor leaders' implementation of the PLC framework through observation and feedback. Execute a high-performing PLC process, in alignment with HISD Curriculum and Instruction, with a focus on high-quality instruction and closing performance gaps - Ensure PLC agendas are aligned to curriculum pacing guides and priority standards. - Guide PLCs in analyzing student work and assessment data to identify misconceptions and gaps. - Ensure action steps from PLC meetings are implemented and monitored in classrooms. Follow the established PLC cadence, with a focus on high-quality instruction, student engagement strategies, and data - Require all PLCs to follow the weekly agenda template (lesson planning, data review, reteach planning). - Embed discussions of student engagement strategies and rigor into every PLC cycle. - Review PLC minutes and artifacts weekly to ensure alignment and consistency across content areas. Meet weekly with school leaders to build capacity that supports progressing teachers - Conduct standing weekly leadership meetings to model instructional coaching conversations. - Use data from walkthroughs and observations to prioritize coaching focus areas for teachers. - Provide leaders with feedback on their coaching logs to ensure they are actionable and rigorous. Meet daily with school leaders to review the daily coaching tracker and identify trends and gaps in high-quality instruction - Analyze coaching tracker data each day to identify patterns across grade levels and departments. - Collaboratively develop next steps and targeted supports based on identified

trends.

- Assign follow-up actions to leaders and hold them accountable for implementation during daily check-ins.

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

- Engage all teachers in the PLC Framework
- Engage in the PLC planning process and execute practices with a focus of high-quality instruction
- Follow the established PLC cadence, with a focus on high-quality instruction, student engagement strategies, and data
- Meet weekly with school leaders to build capacity that supports student achievement

Key Action Four: Staff Development

Who: Instructional leaders

What: Train all leaders in the PLC Framework and implement a high-performing PLC process with a consistent cadence focused on high-quality instruction, student engagement, and data. Meet weekly with school leaders to build capacity in supporting teachers and conduct daily reviews of the coaching tracker to identify trends and close performance gaps.

When: Daily classroom visit, calibration sessions, weekly meetings, and daily huddles.

Where: On campus and in classrooms.

Key Action Three: Budget

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

Funding sources: