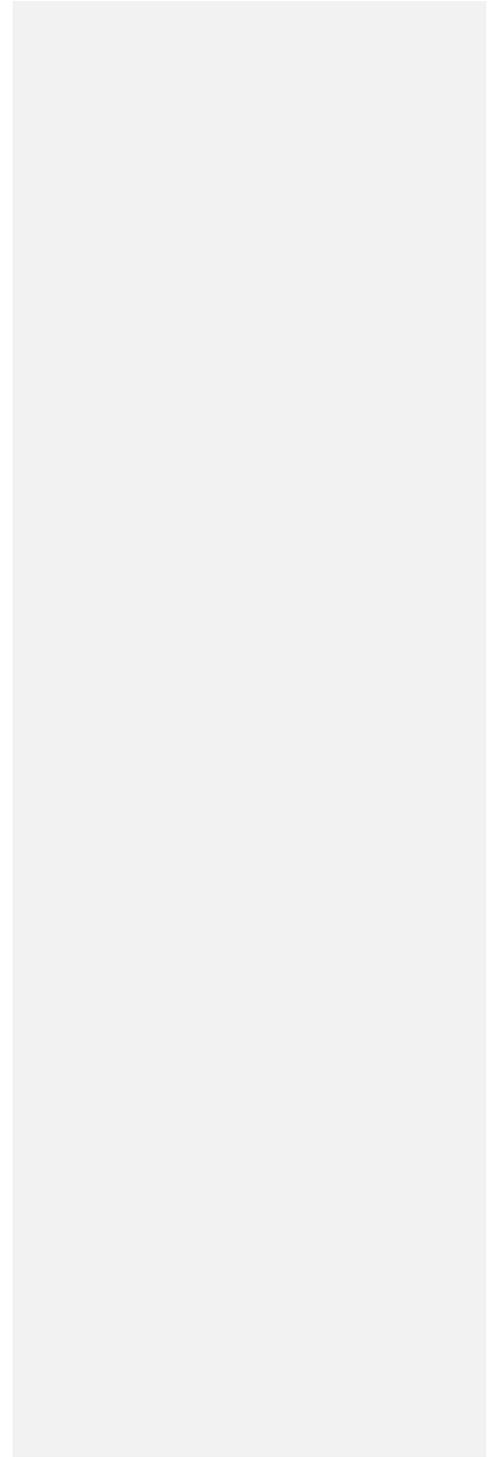


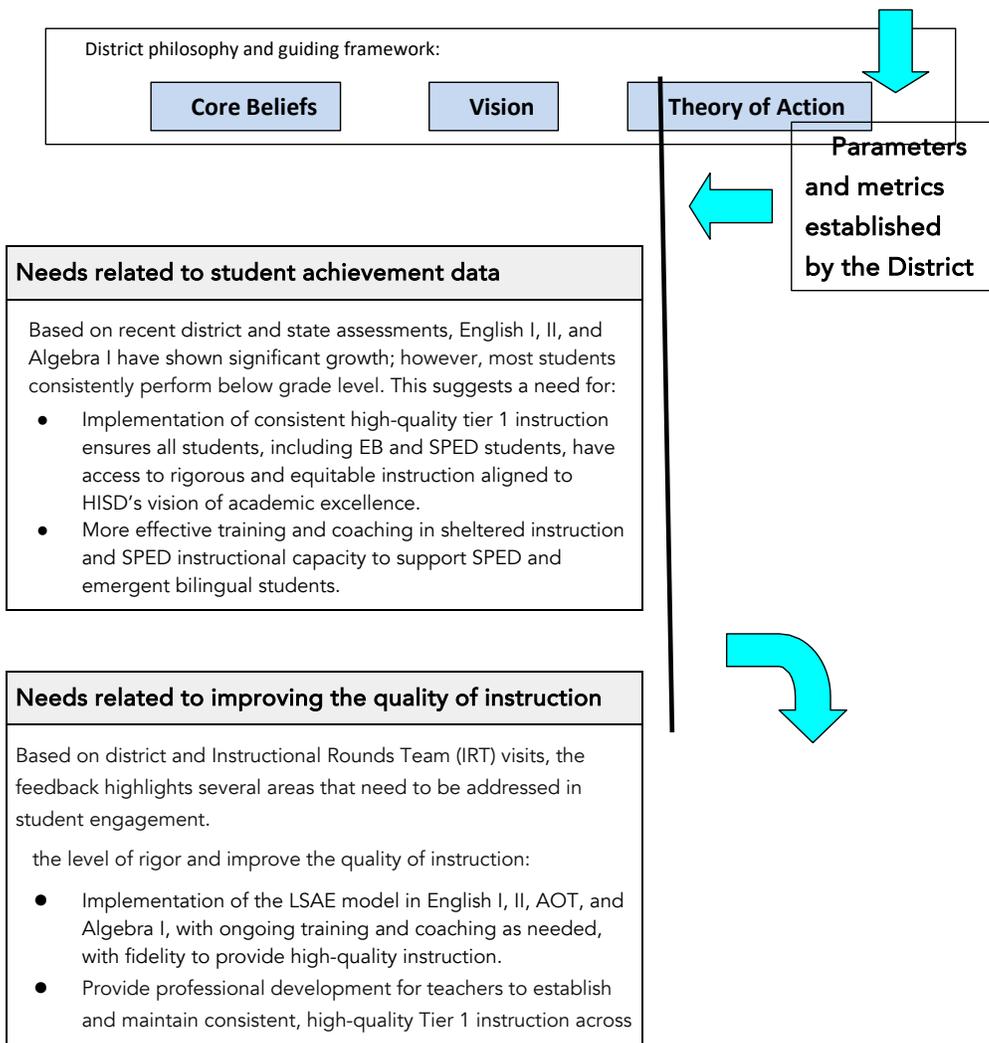
2025-2026 Action Plan

Worthing High School

Alexandria Gregoire



School Action Plan – Needs Assessment



classrooms.

- Offer training on the effective use of MRS (student engagement strategies) to support student learning and ensure mastery of concepts integrated with targeted feedback, coaching, and the collection of SPOT data to adjust instruction as needed.

System evaluation (philosophy, processes, implementation, capacity)

Worthing High School's philosophy focuses on providing rigorous and equitable instruction to ensure all students have the opportunity to achieve excellence. The school's current system needs to:

- Track attendance data and intervene early when patterns of absenteeism emerge, offering support and resources to students and families.
- Establish reward systems or incentives to encourage consistent attendance and recognize students who maintain high attendance.
- Offer academic support and counseling services to address challenges that may contribute to absenteeism.

KEY ACTION ONE	Key Action One: High Quality Instruction
	Improve the high-quality instruction with an emphasis on student engagement and teacher response to misconceptions through students' answers and questions.
	Indicators of success (Measurable results that describe success.)
	<ul style="list-style-type: none"> Ensure that all teachers consistently implement intentional student engagement strategies every four minutes in every class and provide purposeful, on-grade-level instruction for all Tier 1 lessons 80% of the time by October 2025. By the end of the academic school year, IRT score of 8 or higher on the instruction component of the Spot form for all EOC courses. Mid year check (December 2025), IRT score of 6 or higher on the Instruction of the Spot form for all EOC courses. By May 2026, the percentage of students scoring at the Meets Grade Level standard on the English I EOC will increase from 32% to 42% and from 4% to 10% at the Master's Grade Level. By May 2026, the percentage of students scoring at the Meets Grade Level standard on the English II EOC will increase from 40% to 50% and from 0% to 6% at the Master's Grade Level.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	<ul style="list-style-type: none"> Train all teachers on the Spot Observation instructional model and characteristics (Planning, Instruction, and Classroom Culture). Conduct weekly spot observations and walkthroughs for all teachers to monitor lesson effectiveness closely. Provide teachers with written feedback on lessons and next steps. Provide on-the-spot coaching of teachers during all spot observations and schedule visits for implementation to measure teacher growth over time. Create a calendar of coaching for high-leverage instructional strategies. Two strategies will be introduced every 6 weeks during PLCs and monitored by campus administrators. Share aggregate data and provide professional development on common areas of need during weekly PLC meetings.
Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)	

Commented [1]: Do you have a metric for keeping track of this? Have you started?

Commented [2R1]: We have not started. However, I have created a tracker to be reviewed and completed during weekly admin meetings to start. https://docs.google.com/spreadsheets/d/1F1h1cqvo3ThPMuq9tarVSYj-C45ZUI_CNJK59X1MXoA/edit?usp=sharing

Commented [3]: Do we have a way to progress monitor this? How will we know that we are on track at MOY?

Commented [4R3]: Progress monitoring will be tracked using unit assessments and STAAR Interim

- All teachers in grades 9-12 will be trained on the Spot Observation instructional model and characteristics during pre-service week.
- During weekly PLCs and DEMO days, teachers will internalize instructional lessons to be able to deliver at grade-level rigor and be prepared to implement coaching feedback and opportunities to practice at-bats.
- Teachers in Eng I, II, and Algebra I will be trained on the LSAE instructional model.
- Teachers will implement instructional practices based on instructional feedback, Spot Observations, At-Bats practice, and PLC.
- Teachers will track student progress by analyzing data from DOL and unit exam SCR writing prompts.

Key Action One: Staff Development

Who: Instructional Leaders (Principal, APs, Department Chairs, Teacher Leaders) and Teachers/ Elective (grades 9-12)

What:

- Pre-service week training on the Spot Observation instructional model and characteristics.
- Real-time coaching sessions during spot observations.
- Professional Learning Communities (PLCs) meet every week, focused on high-leverage instructional strategies and feedback implementation.
- Professional development sessions addressing common areas of need, based on aggregate data from spot observations.

When:

- Pre-service week for initial training
- Weekly for spot observations and real-time coaching.
- Every week for PLCs
- Scheduled times for professional development sessions throughout the school year.

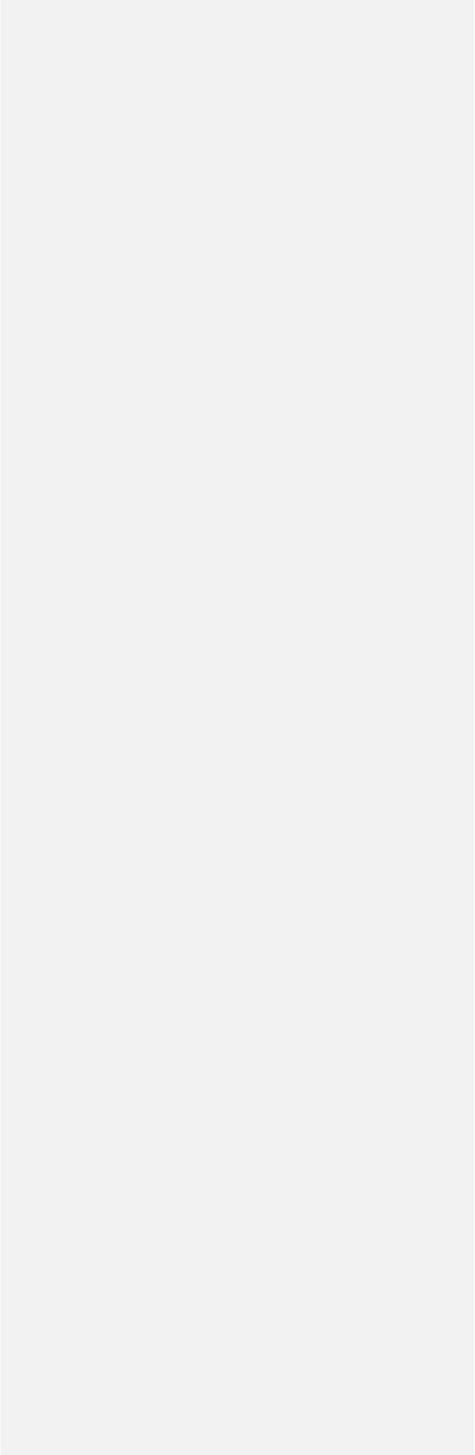
Where:

- In-school training for pre-service and PLCs.
- Classrooms for real-time coaching.
- Professional development might be in-school or off-site, depending on the session.

Key Action One: Budget

Proposed item	Description	Amount
Staff development	District Pre-Service, Campus PLCs, division trainings, and offerings, district trainings	0
Materials/resources	Purchase of resources and materials for PLCs (Teacher Calendar, Teacher Journals, etc.) and professional development sessions (books, digital subscriptions).	10,000
Purchased services		
Other		
Other		
TOTAL		10,000
Funding sources: General Funds		

KEY ACTION TWO	Key Action Two: Writing Development
	Strengthen teacher capacity to deliver high-quality writing instruction in order to improve student performance on the writing components of state assessments and AP exams.
	Indicators of success (Measurable results that describe success.)
	<ul style="list-style-type: none"> By December 2025, 40% of students will have received a grade of two or higher on the SCR, and 50% will have received a grade of two or higher on the SCR by the end of the year in all LSAE and content courses. By December 2025, 50% of students will increase their average ECR writing score by one point. By June 2026, 40% of students will increase their overall ECR writing score by three points or have earned an average high score of four points by the end of the year in all LSAE and content courses.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
<ul style="list-style-type: none"> The leadership team will train with CPD to ensure each department is trained in the implementation of writing. The leadership team will align PLC and lesson planning to include SCRs. The leadership team will utilize DEMO days to collaborate in cross-curricular calibrations of SCRs. The leadership team will engage teachers in calibration grading for SCRs during PLC, once every 3 weeks, in all core content (Math, ELA, Science, and Social Studies). 	
Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)	
<ul style="list-style-type: none"> Non-LSAE teachers will add weekly SCR practice to lessons. Teachers will attend professional development sessions and PLCs to strengthen their SCR alignment with lessons. Teachers will attend weekly PLCs and other assigned Professional Developments throughout the year to improve student writing. Teachers will create departmental SCR score goals for the grading cycles. 	



Key Action Two: Quality of Instruction

Who: **School leaders and Staff**

What:

- Pre-service week training
- Weekly PLC calibrations

When:

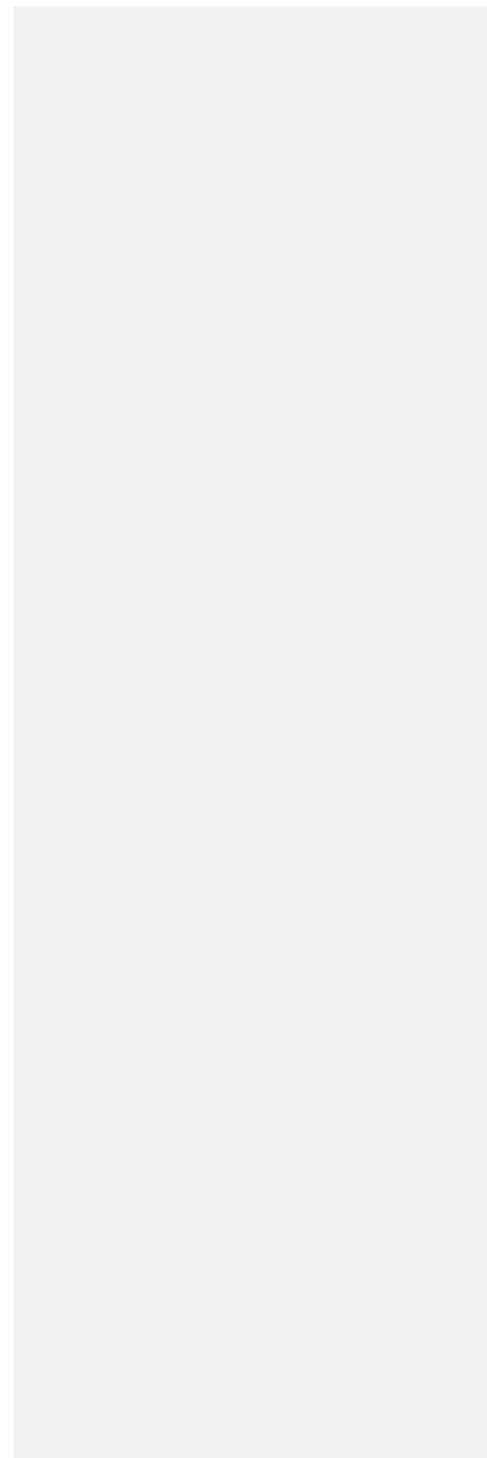
- Pre-service training for the 2025-2026 school year.
- Weekly PLCs and DEMO Days

Where:

Key Action Two: Budget

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

Funding sources:



KEY ACTION THREE	Key Action Three: Increase Proficiency Level for EB Students
	Campus improves English proficiency for Emergent Bilingual students by improving the quality of instruction in all core content classes.
	Indicators of success (Measurable results that describe success.)
	<ul style="list-style-type: none"> By June 2026, 55% of students will grow one level of Proficiency, defined as SY24-25 composite to SY25-26 composite on TELPAS. Our Score for 23-24' school year was 52% and 24-25' School year was 51%. By December 2025, all core content teachers will implement at least two of the following EB supports every day during tier one instruction: visual aids, chunking information, sentence stems, or pre-teach vocabulary, and at least three supports every day during the re-teach portion of the lesson. During the 25-26 school year, the ESOL teacher will effectively utilize and track student progress using Summit K12 based on the instructional model provided by the English administrator 100% of the time.
	Specific actions – school leaders (What specific action steps will the staff take to accomplish the objective?)
	<ul style="list-style-type: none"> Increase the quality of sheltered instruction practices Review records of newly enrolled students and begin services if the student has an IEP. Maintain campus ARD tracker to ensure all ARDs are held on time and with the required members.
Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)	
<ul style="list-style-type: none"> All teachers to participate in Sheltered Instruction preservice training and monthly PLCs ELA and Math teachers to exhibit Sheltered Instruction techniques during monthly at-bat lessons. ELA/Math teachers to submit lesson plans with language objectives for administrative feedback weekly. Teachers will master three Sheltered Instruction strategies by December and six by May. 	

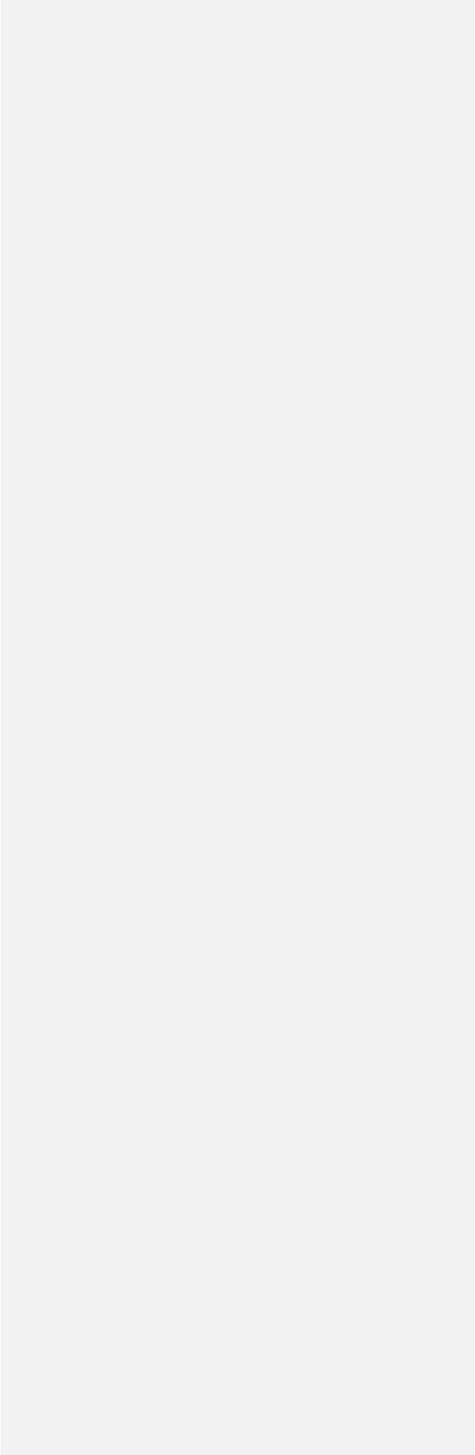
Commented [5]: How will you track this?

Commented [6R5]: The LDC (N. Richardson) will track progress and provide coaching as needed. The district requires tracking in Canvas, but we can also include campus-based tracking.

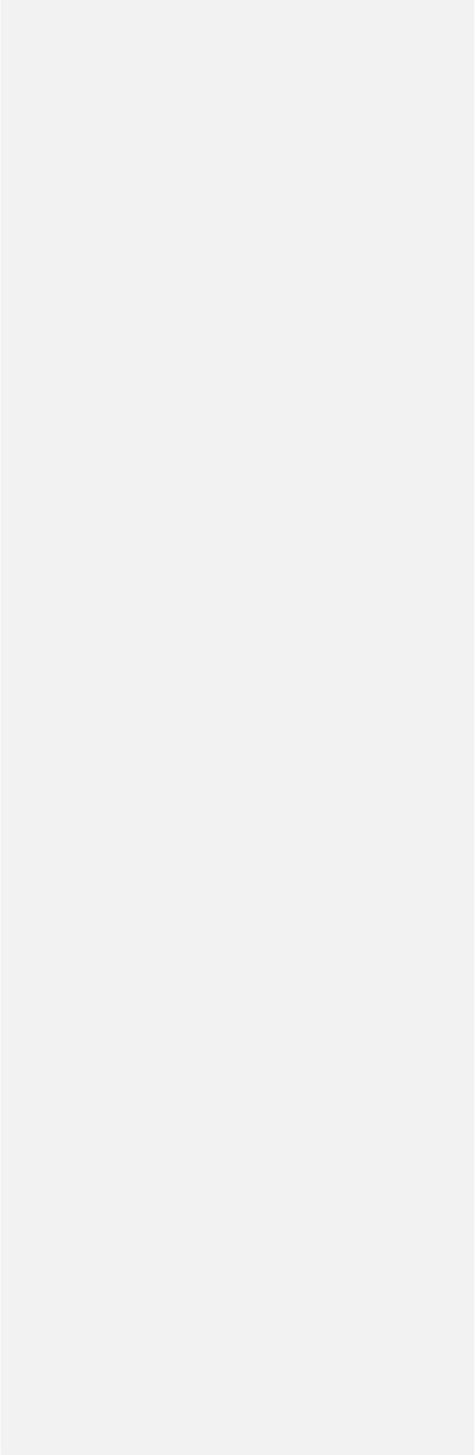
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Key Action Three: Special Populations- Emergent Bilingual	
Who: Admin, LPAC Coordinator	
What: <ul style="list-style-type: none"> • Training on Sheltered Instruction methodology and its application in content areas., • Demo day practice sessions for ELA and Math teachers to demonstrate Sheltered Instruction • Monthly professional development with PLCs focused on redefining Sheltered Instruction and techniques. • TELPAS practice sessions for ELA teachers to familiarize students with the format • Training on STAAR online applications 	
When: <ul style="list-style-type: none"> • Pre-service training before the 2024-2025 school year. • Bi-weekly PLCs and demo sessions throughout the year 	
Where: <ul style="list-style-type: none"> • School premises for in-person sessions and online (if needed) for virtual training/s 	

Key Action Three: Budget		
Proposed item	Description	Amount
Staff development		



Materials/resources	Funds for materials (Copy Paper, Pencils, Highlighters, Whiteboards, Erasers, Clipboards) for the Spot Observation instructional mode	60,000
Purchased services	Subscriptions for assessment tools like Summit K-12.	Paid for by the district
Other	N/A	
Other	N/A	
TOTAL		
Funding sources: General Funds & Title 1		



KEY ACTION FOUR	Key Action Four: SPED Accountability
	Improve SPED Accountability: IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.
	Indicators of success (Measurable results that describe success.)
	<ul style="list-style-type: none"> By the end of the 2025-2026 school year, the special education department chair 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. Throughout the 2025-2026 school year, 100% of staff members received the relevant portions of the IEP within 3 days of its finalization, as demonstrated by campus record keeping. 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	<ul style="list-style-type: none"> Monitor the campus compliance dashboard in EasyIEP. Review records of newly enrolled students and begin services if the student has an IEP. Maintain campus ARD tracker to ensure all ARDs are held on time and with the required members. The co-teachers will facilitate a PLC every 3 weeks to support teachers with inputting accommodations in PowerSchool.
Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)	
<ul style="list-style-type: none"> All teachers participate in Special Education preservice training and monthly PLCs ELA and Math teachers to exhibit effective implementation of accommodations, scaffolds, and differentiated instructional techniques during monthly at-bat lessons. Content teachers to submit lesson plans with embedded accommodations for administrative feedback weekly. 	

Key Action Four: Special Populations- Special Education

Who: **Special Education Administration and Special Education Department**

What:

- Training on differentiated learning and its application in content areas.
- Demo day practice sessions for content teachers to demonstrate high-leverage instructional methods that provide special education students access to the content.
- Monthly professional development with PLCs focused on redefining best instructional practices for special education students.

When:

- Pre-service training before the 2024-2025 school year.
- Bi-weekly PLCs and demo sessions throughout the year.

Where:

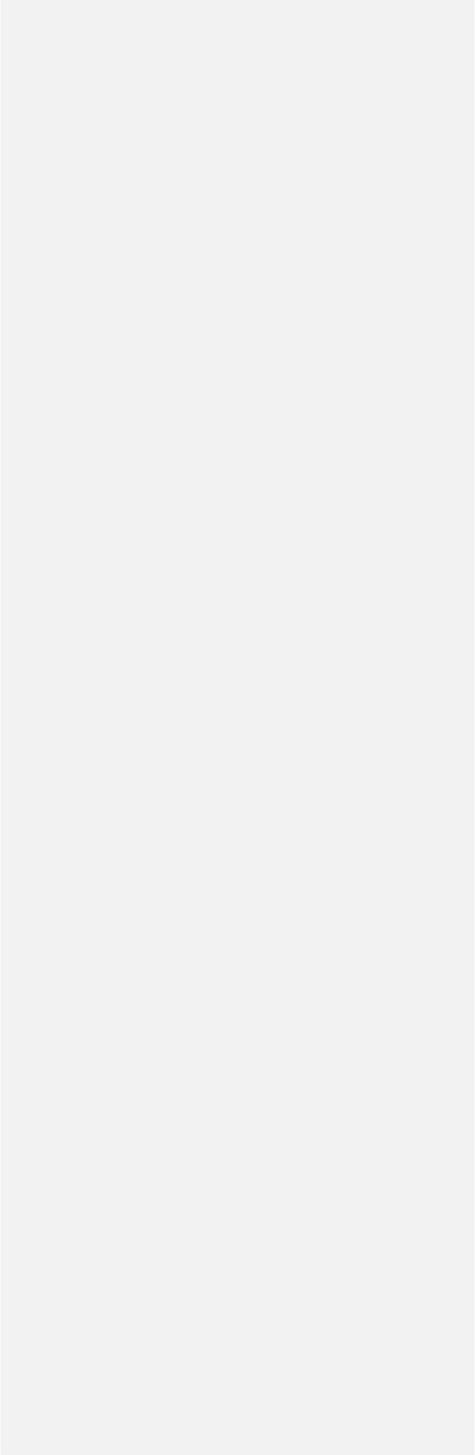
- School premises for in-person sessions and online (if needed) for virtual trainings

Key Action Three: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources	Funds for materials (Copy Paper, Pencils, Highlighters, Whiteboards, Erasers, Clipboards) for the Spot Observation instructional mode	60,000
Purchased services	Subscriptions for assessment tools like Reading by Design.	Paid for by the district
Other		
Other		
TOTAL		60,000

Funding sources: General Funds & Title 1

KEY ACTION FIVE	Key Action 5: Career & College Readiness
	Improve CCMR (College Career and Military Readiness) by ensuring the successful implementation and completion of Career and Technical Education Focused Programs of Study (FPOS) and by increasing the number of successful students in advanced academics courses.
	Indicators of success (Measurable results that describe success.)
	<ul style="list-style-type: none"> ● Increased CCMR Rate: By the end of the academic year the overall percentage of students meeting at least one CCMR indicator will rise resulting in a percentage of 88% from 78% ● CTE Program Completion: By the end of the academic year, the number and percentage of students completing a CTE FPOS, which includes passing IBC will be 35% of the graduating class of 2026. ● Advanced Academics: By the end of the academic year we will increase the number of students in each branch of advanced academics offered on our campus by 10%.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	<ul style="list-style-type: none"> ● Principals communicate to counselors the requirement to schedule students into appropriate Advanced Academics courses for identified Grade 11 and 12th grade students and monitor the progress of students being scheduled appropriately. ● Principals will plan to identify students for early college programming. ● Principals will plan for identified students to attend HISD TSI bootcamp or plan for campus-based prep sessions. ● Principals will create a sustainable plan for program success by reviewing student grades during each grading cycle, to provide intervention when needed.
Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)	
<ul style="list-style-type: none"> ● Teachers will implement TSI practice with Khan Academy to inform instruction and monitor student success in alignment of district math and English courses. ● Teachers will utilize their tracker to implement interventions: tutorials to assist tier 2, tier 3 students. ● CTE teachers will conduct a pathway audit to track the status of the juniors and seniors to identify concentrators, completers, and students who have received an IBC. ● CTE teachers will develop interventions and utilize district partnerships to provide experiences to assist students with interest of completion in pathway and IBC. 	



Key Action Five: College Readiness

Who: Admin, CCMR Team, Magnet Coordinator, CTE department

What:

- Distinguish which 11th and 12th graders are concentrators, completers, and students with IBC through PGP audit.
- Collaborate for intentional implementation of CTE FPoS pathways and Advanced Academics.

When:

- On-going

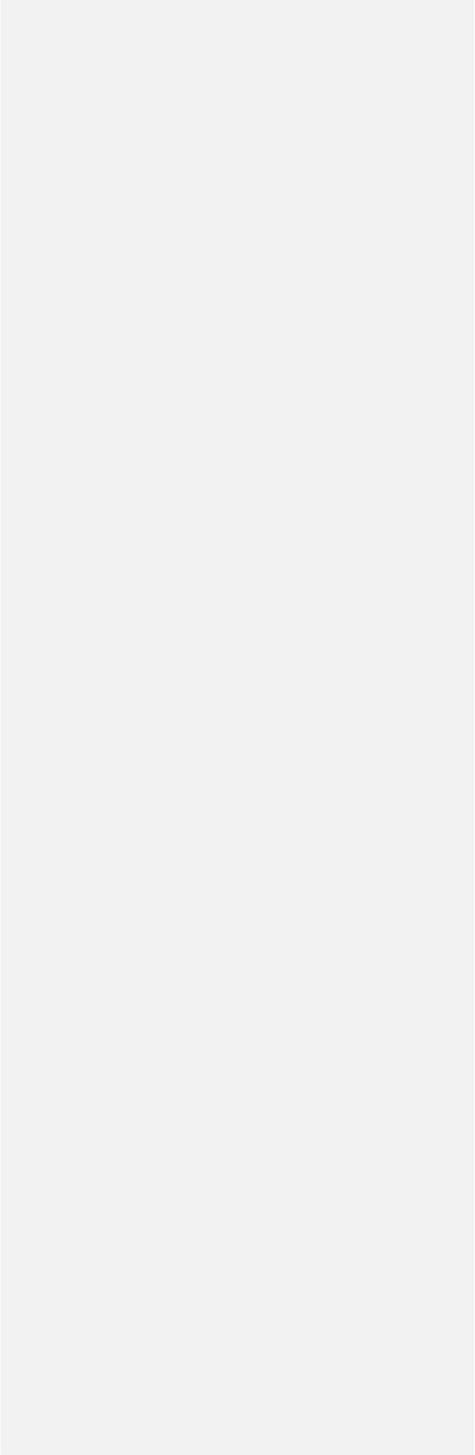
Where:

- Weekly PLC for TSI study guide implementation and progress tracking of TSI (practice).
- Six-week TSI tutorials.
- KHAN Academy (SAT/ACT) prep on Saturdays per six weeks.
- Weekly progress monitoring during PLC of student success in advanced academics class.

Key Action Five: Budget

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

Funding sources:



KEY ACTION SIX	Key Action Six: High Performance Culture
	School Culture: Create a high-performance culture through practices that are aligned with HISD's six core values.
	Indicators of success (Measurable results that describe success.)
	<ul style="list-style-type: none"> By MOY, 65% of teachers will receive a proficient score in professionalism in TES. By EOY, 85% of teachers who are returning will receive a proficient score in professionalism in TES.
	Specific actions – school leaders (What specific action steps will the staff take to accomplish the objective?)
	<ul style="list-style-type: none"> Ensure the Worthing Handbook is aligned with the district's EVP and core beliefs. Review the EVP with 100% of teachers during pre-service. Review the Worthing handbook with 100% of teachers during pre-service. Conduct weekly attendance checks for teacher absences, daily arrival time, and daily dismissal time.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	<ul style="list-style-type: none"> Teachers will follow the protocol outlined in the employee handbook when requesting time off and communicating late arrival or early dismissal. Teachers will participate in all scheduled conferences, PLC, demo day, assigned before and after school duties, and staff meetings. Teachers will maintain professional communication with students, staff, and community stakeholders.

Key Action Six: Campus Culture
Who: All staff

What: Attendance Tracker, TES, investigation documents, and district/campus handbook.

When: MOY and EOY

Where: Worthing High School

Key Action Six: Budget

Proposed item	Description	Amount
Staff development	Pre-Service and Staff Meetings	\$0
Materials/resources	Teacher Handbook	\$1 000
Purchased services	N/A	
Other		
Other		
TOTAL		\$1,000.00

Funding sources: N/A