



## **2025-2026 Action Plan**

**HAIS**

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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:

- 100% of students passed Biology and History STAAR exams in the 2024-2025 school year. We continue to push for a higher percentage of masters.
- 98% of students passed the Algebra I STARR exam in the 2024-2025 school year.
- 97% of students passed the English II EOC and 95% passed the English I EOC.
- 99% of seniors in the class of 2026 are TSI ELAR and Essay Complete
- Increasing TSI completion in math for juniors to make more students eligible to take the required college math for their Associates Degree.
  
- Currently TSI Data:
  - 9th Grade pass rate of: Essay 53%, Reading, 52% and Math 22%
  - 10th Grade pass rate of: Essay 88%, Reading, 75% and Math 43%
  - 11th Grade pass rate of: Essay 99%, Reading, 99% and Math 65.4%
  
- Current SAT/PSAT Data:
  - Class of 2026 (SAT was 75% RW and 26% Math, PSAT/NMSQT was 72% RW and 29% Math)
  - Class of 2027 (PSAT/NMSQT was 72% RW and 39% Math)
  - Class of 2028 (PSAT 10 was 77% RW and 44% Math)
  
- Current Math 1314 Success Rate:
  - 41 of 41 passed Math 1314 with HCC
  - 28 of 78 passed OnRamps College Algebra (with credit)
  - Total, 58% of students who attempted to get credit for Math 1314 were successful in 2023-2024

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

- Create campus systems for posting and making visible the alignment of our LO/DOLs to the TEKS for observers unfamiliar with the subject area standards (re: IRT)
- Increase the rigor of student discourse during discussions and turn and talks (re: IRT)
- Increase scaffolding and differentiation in courses that are transitioning students from high school level to college level coursework so that all students can be successful.
- Increase the level of engagement in the lesson cycle.
- Increase teacher capacity to monitor and adjust during lesson delivery.

#### System evaluation:

- 73% of graduating seniors received an associate degree before their diploma.
- Improve attendance from approximately 96.2% current ADA
- Reduce # of students whose absences result in an NG
- HAIS is currently designated a Diamond Campus for Family Engagement (FACE)

# School Action Plan

## KEY ACTION ONE

### KEY ACTION:

Increase teacher capacity to provide high-quality instruction.

### INDICATORS OF SUCCESS:

- 80% of teachers will have scored at least 9 on a Spot Observation Form between October 1 and December 19, 2025. In the Spring, 80% will score a 10 or higher between January 1 and May 30, 2026. [\[TRACKER\]](#).
- By the end of the academic year, campus average on the Instruction section of the Spot observation for all campus based observations will be 7 or higher.
- 80% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by the evaluation rubric by the End of Year Conference. [\[TRACKER\]](#)

### SPECIFIC ACTIONS - School Leaders:

- Provide professional development on the following topics:
  - Setting high student Expectations with high supports
  - Student Engagement
  - Monitoring and Adjusting
- Appraisers will meet the weekly SPOT observation goal and provide actionable feedback to teachers in the SPOT form.
- The leadership team will meet weekly to discuss trends seen in SPOT observations and plan PLC around trends.
- The leadership team will conduct learning walks and construct PLC agendas around areas of growth seen in observations.

### SPECIFIC ACTIONS - Staff Actions:

- Teachers will participate in professional development in engagement and monitoring strategies during weekly PLCs and PD Days..
- Teachers will conduct learning walks and provide reflection to colleagues through a structured protocol focusing on the Instruction portion of the Spot form.
- Tier III/new teachers will observe highly effective instructional practices of accomplished teachers and debrief with Instructional Specialists.
- PLC's will focus on increased student participation and engagement and monitoring in lesson planning.

**KEY ACTION ONE:**

<b>Staff Development</b>	<b>Who:</b> All HAIS teachers		
	<b>What:</b> Professional Development in engagement and academic discourse		
	<b>When:</b> Designated Professional Development Days and PLC Meetings		
	<b>Where:</b> HAIS Campus		
<b>Budget</b>	<b>Proposed Item</b>	<b>Description:</b>	<b>Amount</b>
	<b>Staff Development:</b>	Professional Development in engagement and academic discourse	
	<b>Materials/Resources:</b>	White boards and Markers 8 x 5 cards	<b>5000</b>
	<b>Purchased Services:</b>		
	<b>Other:</b>		
		<b>TOTAL:</b>	<b>5000</b>
	<b>Funding Source:</b> General Fund		

**KEY ACTION TWO**

**KEY ACTION**

Increase our percentage of students earning an associate degree.

**INDICATORS OF SUCCESS**

- By May 20, 2026 the number of students in the class of 2026 earning an Associate Degree will increase to 75%.
- By June 2026, 75% of 9th Grade students will have successfully completed a college course that makes them eligible to take college level courses requiring TSI ELA readiness, providing them with the ability to waive the TSI for college entry. [\[Tracker\]](#)
- By June 2026, all CCMR data for class of 2026 will remain at 99+%
- By June 2026, 85% of 11th Grade students will meet eligibility requirements to take HCC College level Math by senior year. [\[Tracker\]](#)
- Increase the percentage of students in each class who are meeting college readiness benchmarks on the PSAT/SAT assessments by 5 %. [\[Tracker\]](#)
- Increase the number of students who receive college credit for MATH 1314 to make them eligible for an associate's degree to 75%. [\[Tracker\]](#)
- Increase the number of students ELIGIBLE to accept their credit for college courses through OnRamps to 85%. [\[Tracker\]](#)

**SPECIFIC ACTIONS - School Leaders**

- Strengthen partnership with HCC to provide TSI readiness by;
  - Conducting monthly HCC/HAIS Partnership meeting to review current data
  - Promoting and conducting boot camps
  - Establishing a weekly schedule of TSI Testing opportunities
- Design an AVID plan that incorporates Khan Academy to provide personalized SAT practice to Sophomores and Juniors
- Use RTI time to ensure Freshmen and Sophomores are preparing for TSI
- Maintain TSI Tracker and Provide Data to teachers to inform tutorials
- Partner with HCC to Create a Freshmen Bridge Camp to prepare students for TSI and take TSI Initial test
- Create a tracker to monitor Math 1314 success rate.
- Create Strategic Learning Math sections for all freshmen enrolled in Algebra II OnRamps
- Assign math department teachers to teacher specialist for appraisal and for extra observation / planning support

**SPECIFIC ACTIONS - Staff Actions**

- Maintain accurate records of TSI completion and update frequently for data monitoring throughout the year
- English and Math teachers provide targeted tutorials through AVID and Intervention periods
- AVID teachers maintain a College Readiness Tracker with students and review progress every 6 weeks
- Attend all OnRamps Trainings and PLC meetings.

**KEY ACTION TWO:**

<b>Staff Development</b>	<b>Who:</b> All HAIS Teachers		
	<b>What:</b> Professional development on TSI and college readiness standards		
	<b>When:</b> Designated Professional Development Days and PLC Meetings		
	<b>Where:</b> HAIS and HCC Campuses		
<b>Budget</b>	<b>Proposed Item</b>	<b>Description:</b>	<b>Amount</b>
	<b>Staff Development:</b>	Professional development on TSI and college readiness standards	1000
	<b>Materials/Resources:</b>	Practice TSI Ed Ready TSI Practice Khan Academy IXL Math	5000
	<b>Purchased Services:</b>	Cambridge TSI Books Digital Resource for TSI Practice IXL Platform NewsLEA	50000
	<b>Other:</b>	Extra Duty Pay for tutorials	10000
		<b>TOTAL:</b>	75000
	<b>Funding Source:</b> General Fund		

**KEY ACTION  
THREE**

**KEY ACTION:**  
Improve school culture.

**INDICATORS OF SUCCESS**

- By the end of the academic year, 90% of teachers will score 1 point on the campus culture participation indicator of the Planning & Professionalism rubric (The teacher consistently and productively contributes to a positive school culture and operates in alignment with the goals outlined in the Action Plan). With 50% of teachers leading a school wide initiative.
- Increase the number of students with plans to study internationally with partner study/travel programs (not EF tours) from 19 in 2025 to 25 in 2026.
- By June 2026, 100% of students in Grade 11 will create and present a Global Capstone project that has a meaningful community impact and present to stakeholders (Universities, Non-profits, Businesses, etc.)
- By June 2026, 100% of 12th Grade students will participate in a CTE Senior Internship and present a capstone project on its impact on their future College and Career goals
- By June 2026, our school community will conduct 3 School-wide community events that highlight international cultures, perspectives and opportunities.

**SPECIFIC ACTIONS - School Leaders**

- Weave our International Studies theme into elective courses, school programming, and special events to broaden the world view and perspective of our students while increasing student engagement and attendance by implementing the following:
  - **Calendar and Organize Relevant Events before the year begins**
    - International Studies Week
    - Study Abroad Night
    - Phoenix Fest - International Festival
    - Heritage Month Celebrations
  - Invite two new study abroad partner programs to recruit at our Study Abroad night
  - **Support Curricular Initiatives related to global studies**
    - Identify a new Model UN / Debate Sponsor
    - Strong speaking skills & cultural components in World Language classrooms
    - Embed our student portfolio aligned to 4 Pillars of International Studies into the GEPs for GT students.
    - Continue to provide a World Governments and Politics emphasis via CTE track
  - **Partner with Discover U**, a non-profit HISD vendor, to provide opportunities to HAIS students for Summer Study Abroad Learning Opportunities.
  - **Review and provide support** for teachers in incorporating global themes and essential questions into lesson plans.

**SPECIFIC ACTIONS - Staff Actions**

- Encourage and promote student participation in extracurricular opportunities related to international studies
- Facilitate learning about another country or culture in AVID for Phoenix Fest
- Organize and participate in school-wide initiatives and events
- Organize and implement grade level experiences including speakers and field trips.
- Incorporate global themes and essential questions into lesson plans.
- Collaborate in PLC to develop and refine best practices to bring the world into the classroom.
- Collaborate with community organizations to implement Capstone projects.
- Collaborate with students, families, and business partners to plan and implement internships.

**KEY ACTION THREE:**

<b>Staff Development</b>	<b>Who:</b> All HAIS Faculty		
	<b>What:</b> Staff Planning and Development time		
	<b>When:</b> Professional Development days and PLC Time		
	<b>Where:</b> HAIS Campus, HCC Campus, Field Trip Locations		
<b>Budget</b>	<b>Proposed Item</b>	<b>Description:</b>	<b>Amount</b>
	Staff Development:	Staff Development on 4 Pillars Planning time by grade level for Projects and Portfolios	5000
	<b>Materials/Resources:</b>	Phoenix Fest and Cultural Celebration decorations, boards, performer lunches, etc.	2000
	<b>Purchased Services:</b>	Discover U	20,000
	<b>Other:</b>	Field Trips	15,000
		<b>TOTAL:</b>	42,000
<b>Funding Source: General Fund</b>			

<b>KEY ACTION FOUR</b>	<b>KEY ACTION:</b> The administration team will create systems to ensure and monitor IEPs are written effectively, staff are
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provided with relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.

#### **INDICATORS OF SUCCESS**

- By the end of the first semester, 100% of campus ARDs are held on or before the deadline
- Throughout the 2025-2026 school year, 100% of staff members receive the relevant portions of the IEP within 3 school days of its finalization as demonstrated by campus record keeping.
- By the end of the 2025-2026 school year, 100% of teachers who serve special education students will receive at least two SPOT observations every month as noted in Power Bi.
- 100% of 6 weeks grading cycle audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.

#### **SPECIFIC ACTIONS - School Leaders**

- Administrators will monitor that all students receiving accommodations are identified for every period, every day, and that the teachers are providing them the accommodations established in their IEP.
- Administrators will monitor that teachers have an updated designated binder for every student receiving accommodations, that include their IEP and tracking systems to ensure all students receive their accommodations as determined by their IEP.
- Administrators and the Special Education Chair will lead professional development and PLCs supporting teachers as they internalize the accommodations to be added to lessons as needed to meet the individual academic needs of each student.
- Administrators will conduct observations to monitor that teachers are consistently delivering lessons addressing the accommodations established in their IEP as demonstrated by the praise and polish feedback.
- Administrators and the Special Education Chair will monitor, weekly, that teachers are tracking the delivery of accommodations in PowerSchool following the school-wide students' support system and will review findings with Tier I leaders during Tier II check ins.

#### **SPECIFIC ACTIONS - Staff Actions**

- Teachers will identify all students receiving accommodations in every period, every day, and will provide them with the accommodations established in their IEP.
- Teachers will have an updated designated binder for every student receiving accommodations, that include their IEP and tracking systems to ensure all students receive their accommodations as determined by their IEP.
- Teachers will internalize the accommodations and modify the lessons as needed during PLC and Demo Day to meet the individual academic needs of each student.
- Teachers will consistently deliver lessons that address the accommodations established in their IEP.
- Teachers will track the delivery of accommodations on the students' binder and PowerSchool following the school-wide students' support system.

**KEY ACTION FOUR:**

<b>Staff Development</b>	<b>Who:</b> All HAIS Faculty		
	<b>What:</b> Staff Planning and Development time		
	<b>When:</b> Professional Development days and PLC Time		
	<b>Where:</b> HAIS Campus in all classrooms and educational settings.		
<b>Budget</b>	<b>Proposed Item</b>	<b>Description:</b>	<b>Amount</b>
	Staff Development:	Internal Professional Development	0
	<b>Materials/Resources:</b>	Binders, office supplies	\$1000
	<b>Purchased Services:</b>		0
	<b>Other:</b>		0
			\$1000
	<b>Funding Source: General Fund</b>		