

School Needs Assessment

High School Ahead Academy



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School Action Plan – Needs Assessment

District philosophy and guiding framework:

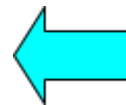
Core Beliefs

Vision

Theory of Action



**Parameters
and metrics
established by
the District**

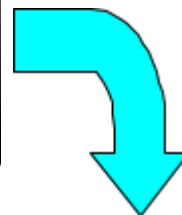


Needs related to student achievement data

Algebra 1
English 1
Science
Social Studies

Needs related to improving the quality of instruction

Professional Development geared towards:
Being coachable/Consistent learner
Vertical alignment
Strategic implementation of student voice in the lesson



System evaluation (philosophy, processes, implementation, capacity)

Review the characteristics of what it means to be a Warrior
Warrior's Creed
Campus safety protocols

Key Actions

- Develop leadership capacity through instructional coaching and feedback.
- Grow teacher capacity to improve the quality of first instruction through coaching and feedback.
- Increase SPED team's compliance and instructional capacity through realignment of skills and systems.

School Action Plan Template

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

Develop leadership density.

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

- Instructional monitoring and support will be calibrated and the instructional leadership team will be calibrated within 1 point or less on the Spot Observation Form by October 2025. A total of 10 of 15 administrative calibration walks will be calibrated with a spot observation total of 1 point or less by October 2025. This will increase to 12 of 15 by January 2026 and 15 of 15 by May 2026.
- All teachers (8 out of 8) will score four or more points in the Instruction Domain portion of the Spot Observation Form by October 2025, five or more points by January 2026, and 6 or more points by May 2026.
- Alignment of our internal coaching tracker, feedback from the Spot Observation Form, and instructional delivery will be 60% aligned by October 2025, 80% aligned by February 2026, and 100% aligned by May 2026.

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

- All leadership team members will leverage Microsoft Outlook to schedule daily classroom visits (80% of the day) to provide in-the-moment coaching around campus-wide instructional commitments as aligned to the rubric of the Spot Observation Form.
- The principal will support the growth and development of Tier II leaders by conducting weekly leadership calibration walks (team and individually) using the Spot Calibration Support Document to streamline feedback and coaching to teachers which will impact student outcomes as evidenced by Outlook Calendar invitations and documented feedback.
- The principal will demonstrate evidence of calibration walks from both the instructional leadership team and teachers by keeping a portfolio of spot observation forms as documentation of growth and campus calibrations.
- All leadership team members will rehearse coaching feedback during leadership team morning meetings and the principal will provide in-the-moment coaching twice weekly until November 2025 and once weekly through May 2026 as evidenced by documented feedback.
- The principal will conduct one-on-one monthly check-ins with each leadership team member to review Leadership Weekly documents for progress and provide coaching support on identified gaps as evidenced by Outlook Calendar invitations, agendas, documented feedback, and triangulation of Spot Observation.

- Leaders will engage in Leadership Huddles at the start of each week: (a) SEL Check-in, (b) Instructional Leadership Focus of the week, (c) Leadership & Teacher PLC work, (d) Campus Events.

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

- The Principal will hold weekly Leadership PLCs where Tier II leaders will (a) practice feedback conversations for upcoming teacher conferences based on observations, (b) analyze assigned department data, and (c) conduct data presentations before engaging in PLC work with teachers.
- Tier II Leaders will provide PD to teachers on Spot Observation Form and instructional coaching supports to create a campus culture of coaching and high performance.
- All teachers will rehearse lesson delivery based on Spot Observation feedback and in the moment feedback during scheduled PLC meetings, as evidenced by PLC agendas and the triangulation of Spot Observation feedback, Spot Observation proficiency scores in Purposeful Instruction, and student common assessment data.

Key Action One:

Who: Principal, Assistant Principal, Teacher Lead

What: Warrior Clash, Staff PD

When: Teacher In-Service, throughout the year

Where: Cafeteria, PLC Room

Bu	Proposed item	Description	Amount
	Staff development	Tier 2 and District Leaders	\$0

dget	Materials/resources	Supplies for PD and PLC	\$1000
	Purchased services		\$0
	Other	Food	\$1000
	Other	Parent Night	\$300
	TOTAL		\$2800
Funding sources: GF1			

K E Y A C T I O N	Key Action <i>(Briefly state the specific goal or objective.)</i> Improve quality of instruction.
	Indicators of success <i>(Measurable results that describe success.)</i> - Teachers will be calibrated with 2 points or less on the Spot Observation Form total when observing their colleagues by October 2025 with a total of 3 calibration walks by October 2025. This will increase to 1 point or less on the spot observation total, conducting a total of 6 calibration walks by January 2026 and 10 calibration walks by May 2026. - By December 2025, 75% (6 out of 8 teachers) will be proficient with a score of 8 or higher in Instruction as evidenced by the New Spot Observation Form. This percentage will increase to 89% (7 out of 8 teachers) by May 2026. 80% of 6th grade High School Ahead Academy Middle School scholars (by PEIMS Data) will receive 2.0 or more high school credits by May 2026 as evidenced on student transcripts. 80% of 7th grade High School Ahead Academy Middle School scholars (by PEIMS Data) will receive 2.5 or more high school credits by May 2026 as evidenced on student transcripts. 80% of 8th grade High School Ahead Academy Middle School scholars (by PEIMS Data) will receive 3.0 or more high school credits by May 2026 as evidenced on student transcripts.
T W O	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> - The leadership team will participate in PD on HISD Core Values/Ready Characteristics and Spot Observations, and provided by the district. - Leaders will train new and returning teachers and staff on Domains 1, 2, and 3 Instructional Characteristics of the Spot Form during pre-service to ensure teachers are able to execute each characteristic with mastery. - The leadership team will collaborate with teachers to plan and facilitate weekly structured department PLCs to practice and analyze instructional delivery, conduct data driven instructional protocols from campus common assessments, demonstrations of learning, and benchmark results, engage in PD, and backwards plan for upcoming on-grade-level units. - The leadership team will review lesson internalization annotations and notes and provide feedback to teachers weekly. - Progress-monitor student achievement and growth at the Approaches, Meets, and Masters levels on campus common assessments, demonstrations of learning, and benchmarks to make instructional pivots to address gaps in student learning. - The leadership team will meet with teachers to provide feedback on campus action plan implementation, make pivots to address gaps, plan campus next instructional focus areas, vet CBAs, map-out monthly PLCs topics and deliverables, analyze teacher and student data by

content and teacher, and crosswalk Spot Observation and student performance data by content and teacher.

- The leadership team will train the grad lab coaches and teachers to effectively implement Edgenuity into the master schedule and hold them accountable for communicating student progress and Edgenuity completions to parents and guardians.
- The leadership team will train parents on graduation requirements, how to monitor grades in Parent Connect, STAAR/EOC requirements, and obtaining mid-year promotions by hosting a family night each semester.

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

- By October 2025, 38% (3 out of 8 teachers) will be able to conduct a Professional Development training where the teachers will become experts and professionally develop instructional practices to their peers aligned to the Sweet 16. By January 2026, this percentage will increase to 63% (5 out of 8 teachers). By May 2026, this percentage will increase to 75% (6 out of 8 teachers).
- Implement research-based instructional practices based on participation in PD on HISD Core Values/Ready Characteristics, Spot Observations, including multiple response strategies, demonstration of learning, and lesson alignment.
- Engage in weekly structured leadership and department PLCs to practice and analyze instructional delivery, conduct data driven instructional protocols from campus common assessments, benchmark results, professional development, and backwards plan for upcoming on-grade-level units.
- Incorporate students' literacy skills of reading, writing, listening, and speaking into lesson plans and daily content delivery 95% of the time by December 2025. This will increase to 100% by May 2026.
- Implement usage of Multiple Response System (MRS) every 4 minutes throughout the instructional block 85% of the time by December 2025. This will increase to 100% by May 2026, as evidenced by Spot Observation data.
- Consistently implement DOLs in the instructional period and respond to gaps in learning 85% of the time by December 2025. This will increase to 100% by May 2026 as evidenced by Spot Observation data.
- Create systems in the classroom (face-to-face and online learning) to maximize instructional time in the instructional period (bell to bell teaching), including use of a visual timer throughout the lesson for pacing, 85% of the time by December 2025. This will increase to 100% by May 2026 as evidenced by Spot Observation data.

Key Action Two:

Who: Principal, Assistant Principal, Teacher Lead

	What: Warrior Clash, Edgenuity in grad lab, PD in PLCs		
	When: Teacher In-Service, Every Thursday in Warrior Clash, Weekly PLCs		
	Where: Cafeteria, PLC room, Teacher Rooms		
Budget	Proposed item	Description	Amount
	Staff development	Teacher In-Service Warrior Clash PLC	\$0
	Materials/resources	Supplies, Technology	\$7500
	Purchased services		\$0
	Other	Saturday School - ELA, Math, Science, Social Studies, NG Removal, and Edgenuity Tutorials.	\$35,000
	Other		
	TOTAL		\$42,500
	Funding sources: Title 1, GF, Gifted and Talented, State Comp Ed		

KEY ACTION	Key Action <i>(Briefly state the specific goal or objective.)</i> Increase SPED and EB student achievement.
	Indicators of success <i>(Measurable results that describe success.)</i> • By October 2025, 50% of teachers (4 out of 8) will embed purposeful scaffolds to increase student access to grade level instruction using our internal HSAA Scaffold Tracker. This will increase to 75% (6 out of 8 teachers) by and 100% (8 out of 8 teachers) by May 2026. • By June 2026, SPED and EB students will increase by 10% of achievement from their 3 week assessment to the 6 week assessment. • Maintain SPED compliance in Frontline system from 100% to 100%, including ARDS, Progress Monitoring, and Documentation of Accommodations, and successful implementation of IEP goals and objectives as evidenced by monthly progress monitoring of compliance of meetings, instructional support documentation, and IEP documentation. • 100% of documented IEPs will be recorded in PowerTeacher Pro each grading cycle and monitored for proper implementation by both the Department Chair and Instructional Leadership Team. • 100% of Co-Teacher will: participate in content PLC, lead differentiated learning for SPED students, and continuously track SPED IEP goals for the assigned caseload throughout the school year.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> • Expand Department Chair and Co-Teacher knowledge base of SPED and policy, procedures and expectations, and best practices for instructional planning and delivery through targeted PD, weekly PLCs with content and leadership teams as evidenced by meeting agendas, lesson rehearsal feedback, and increases in tracked student data on campus common assessments and benchmarks. • Devise a backwards design system that will allow for the creation of a year-long ARD calendar for 100% accountability. The calendar system will be created, accessible, and in use by September 2025. • Formulate and examine new and existing IEP goals for clarity, alignment, and cohesiveness of individualized learning needs of students receiving specialized learning, as evidenced by Schedule of Services pages and IEP goals. • Create a comprehensive system between general education teacher and co-teacher to document IEP goal progress, accommodations and implementation. The systems will be created, accessible, and implemented by September 2025. Systems will be monitored monthly by administrators. • The Principal and SPED Department chair will establish the duties and responsibilities to clearly balance time on compliance and quality instructional delivery to impact documentation alignment and maximizing instructional impact on SPED academic growth. • The systems will be created, accessible, and implemented by September 2025. Systems will be monitored monthly by administrators.

- SPED Department chair and Principal will develop a schedule by leveraging Microsoft Outlook for weekly check-ins using Spot Observations that will ensure quality instructional delivery and purposeful content support.
- Principal will continue to implement the 2-day internal deadlines prior to district deadlines to ensure we are 100% compliant with reports and documentation.
- TELPAS Data—Leaders will facilitate meetings to share student level data and goals with teachers and staff.

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

- Internalize and annotate lessons based on professional development on policy and best practices for writing and implementing IEP goals and objectives with accurate progress monitoring aligned to district and campus systems to improve the effectiveness of IEP implementation as evidenced by lesson internalization and annotation feedback
- Deliver effective instruction based on professional development that outlines effective instructional delivery practices, as evidenced by consistent Purposeful Instruction improvements via Spot Observations.
- General Education and Co-Teacher will collaboratively plan, and track student progress on assessments during PLCs, as evidenced by usage of campus data protocols beginning September 2025.
- Co-Teacher will track and analyze assigned caseload data to create a differentiated learning plan in compliance with students' IEP in collaboration with general education teachers beginning September 2025.
- The SPED Department Chair will create a shared calendar for ARDs for the entire year, scheduled at least 20 days out to maintain 100% accountability beginning September 2025.
- The SPED Department Chair will create an internal audit of IEP goals prior to the draft being sent home to the parents and before the ARD committee meeting beginning September 2025.
- The SPED Department Chair will identify and track the already written IEPs that need to be updated to match quality standards by the following ARD so they can ensure 100% quality IEP goals and accommodations by the end of the school year beginning September 2025.
- Track student progress using the Summit K-12 computer program
- Provide multiple opportunities during class for students to speak and write in English with the use of Quick Response Cards and Structured Constructed Responses.
- Provide goal setting trackers for students to review past TELPAS performance and set goals for this school year's TELPAS Assessment.

Key Action Three:

Who: Principal, Assistant Principal, Teacher Lead

	What: Warrior Clash, Summit K-12 in grad lab,		
	When: Teacher In-Service, Every Thursday in Warrior Clash, Weekly PLCs		
	Where: Cafeteria, PLC room, Teacher Rooms		
Budget	Proposed item	Description	Amount
	Staff development	Teacher In-Service Warrior Clash PLC	\$0
	Materials/resources	Supplies, Technology	\$500
	Purchased services		\$0
	Other		
	Other		
	TOTAL		\$500.00
	Funding sources: PUA Special Education		