

Chavez High School

Action Plan (Draft)

26-27

Chavez Action Plan – Needs Assessment

District philosophy and guiding framework:

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

Needs related to student achievement data:

Several patterns have emerged that may negatively impact student achievement and overall campus outcomes:
Chavez EOC results **on Meets+, and +3.38 points on Masters** — trail the district's growth in every category (district gains: +11.75 / +18.39 / +10.33). The Meets+ line is the campus's brightest story; Masters actually slipped from 13.01% in 2025 to 12.48% in 2026 after peaking, and Approaches has essentially stalled at ~69% for three years. Subgroup performance is where the sharpest opportunities live: EB, SPED, and At Risk students are 15–20+ points below their non-designated peers, and the gap between GT and non-GT students is wider at Chavez than in the district.

Algebra 1: • Increase in Does Not Meet (+6.60) Decrease in Masters (-7.28) Slight increase in Approaches (+2.03)

ELA 1: Decrease in Does Not Meet (-2.14) Increase in Approaches (+3.10) Decrease in Masters (-2.90)

ELA 2: Strong decrease in Does Not Meet (-7.22) Increase in Meets (+5.65)

Biology: Increase in Masters (+7.98) Increase in Meets (+3.62) Movement from Approaches to higher levels

History: Largest increase in Meets (+11.64) Increase in Masters (+1.71) Strongest overall campus

growth

NGs (No Grades): A significant concern remains the completion of NG recovery through Saturday school, at-home assignments, and individualized plans. Students who do not complete NG requirements are at risk of losing credit and falling behind academically. Based on the student completion rate of NGs for the 2026 school year, 80 of the 264 students did not make up their NG units.

9th grade: 34 students

10th grade: 35 students

11th grade: 11 students

Parameters and metrics established by the District

Needs related to improving the quality of instruction: ·

Teachers expressed a need for more intentional instructional coaching that includes modeling and demonstration of best practices. Staff members indicated that support is most effective when leadership:

Models instructional strategies in a safe and supportive environment

Demonstrate the "Show me How" approach during coaching cycles

Provides Opportunities for teachers to observe effective instructional delivery

Engages in side-by-side coaching and real-time feedback

Supports teachers through consistent coaching conversations focused on growth rather than compliance

System evaluation

Based on the identified needs, the campus should prioritize:

Developing and implementing a consistent tardy and discipline system

Strengthening campus-wide accountability and behavioral expectations

Expanding student recognition and incentive programs

Increasing family and PTO engagement

Ensuring leadership consistency in enforcing expectations and consequences

Providing clear communication and monitoring of campus systems and procedures

Chavez High School Action Plan Template

KEY ACTION ONE

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

Increase English Reading, Writing, Speaking, and Listening Proficiency for all Emerging Bilingual Students

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

- By May 2027, at least 19% or higher of our EB students will achieve Meets on English I and English II STAAR EOC.
- By May 2027, 18% of EB students will increase at least one TELPAS composite proficiency level
- By May 2027, we will see a 10% increase of K-12 Summit Usage

Specific actions for school leaders

(What specific action steps will the building leaders take to accomplish the objective?)

1. Conduct monthly TELPAS and Summit K12 data reviews.
2. Facilitate PLCs focused on academic language development with TELPAS approach plan for classroom use.
3. Monitor implementation of language objectives during weekly walkthroughs.
4. Review student progress every three weeks and adjust interventions

Specific actions for staff

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

- Implement language objectives daily.
- Monitor student language growth and adjust instruction based on data.
- Embed listening, speaking, reading, and writing opportunities in every lesson.
- Utilize Summit K12 weekly.

Key Action One:

Who:

- Core content teachers

What:

- Academic language development strategies and sheltered instruction techniques

Leader Action Steps:

- Develop TELPAS implementation plan.
- Monitor the K-12 Summit usage
- Analyze the data for the MOY K-12 Summit

Staff Action Steps:

- Embedding listening, speaking, reading, and writing opportunities into daily lesson design
- Effective use of Summit K12 to accelerate language acquisition
- Data analysis: using TELPAS and Summit K12 data to adjust instruction and interventions

When:

Monthly PLC sessions (aligned to the monthly TELPAS/Summit K12 data reviews)

Routine classroom instruction during intervention time.

Monthly whole school PD sessions.

Where:

- Campus PD sessions, department PLC meetings, and EB team collaborative planning time

Budget

Proposed item	Description	Amount
Staff development	EB instructional strategies & sheltered instruction training	0$
Materials/resources	Summit K12 license and supplemental EB language materials	District Supplied Program
	TOTAL	**0$**

Funding sources: Campus Budget

KEY ACTION TWO

Key Action 2 *(Briefly state the specific goal or objective.)*

Improve Implementation of High-Quality Instruction with the focus on Student Engagement

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

- By May 2027, 70% of all core teachers will score a proficient 1 or higher, as measured by their individual yearly average spot score.
- By May 2027, 50% of EOC teachers will score an 11 or higher as measured by each teacher's individual yearly spot average.
- By May 2027, 60% of all teachers will earn an average of 6 points or higher on the Instructional portion of the spot form.

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

- Conduct a minimum of two classroom walkthroughs and one formal SPOT observation per teacher each month, providing timely, actionable feedback aligned to campus instructional priorities with follow up observations to check for implementation.
- Track implementation checks and evidence, such as lesson plans and student work, through a monitoring tool, reviewed weekly by leadership.
- Facilitate instructional coaching cycles focused on lesson alignment, student engagement strategies, and effective classroom practices.
- Recognize and share exemplary instructional practices through PLCs, staff meetings, and peer observation opportunities.
- Provide written coaching feedback to each teacher within the end of the observation day to check for implementation of the identified strategy.

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

- Staff will implement feedback from walkthroughs within the next class period and within a one week timeline, with evidence visible in lesson delivery.
- Staff will actively participate in coaching cycles, including observation, practice, and reflection
- Plan and include intentional listening and speaking opportunities in every lesson
- Staff will track student common assessment data growth to adjust instruction based on TEK alignment.

Key Action Two:

Who: All core teachers, with priority coaching support for new teachers and teachers on growth plans

What:

Lesson Internalization

Student engagement strategies

Academic discourse strategies: Turn and talk implementation

Differentiation

Data analysis (SPOT Scores, common assessment data, NWEA, STAAR growth)

When: Weekly PD sessions

Where: Campus PLC meeting times - Monday and Wednesday

Bu

Proposed item	Description	Amount
Staff development	Internal Professional Development	$0

dget			
	Materials/resources	HISD Materials and instructional resources for coaching cycles	$0
	Purchased services	None	$0
	Other	None	$0
	Other	None	$0
		TOTAL	$0
	Funding sources: Campus Budget		

KEY ACTION THREE

Key Action 3 *(Briefly state the specific goal or objective.)*

Expand College, Career, and Military Readiness

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

- By May 2027, campus will increase the passing rate of students in cohort 2027 who successfully pass one section of the TSI assessment by 10% from the previous cohort.
- By May 2027, campus will see a 5% increase in the number of certifications in the Health Science program.
- By May 2027, campus will see a 3% increase in the number of students graduating with earned college credit in either HCC Dual Credit, UT OnRamps, or Advanced Placement.

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

- Conduct quarterly CCMR dashboard reviews.
- Maintain a student progress tracker for TSI, Dual Credit/OnRamps, and certification benchmarks monthly.
- Promote TSI prep Saturday courses.
- Expand industry and higher education partnerships.
- Develop CCMR Student Ambassador programs.
- Monitor cohort progress monthly.
- Increase promotion of certification and college pathways.

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

- Promote CCMR opportunities to students and families.
- Support TSI preparation efforts wit Independent Study course.
- Monitor Dual Credit performance through excel tracker.
- Participate in FAFSA and college readiness events.

Key Action Three:

Who: Councilors, CTE teachers, Dual credit/ OnRamps liaisons, CCMR liaisons

What:

- CCMR advising practices and use of the CCMR dashboard
- Intervention planning for students who miss TSI, Dual Credit, or certification benchmarks
- Family communication strategies for sharing CCMR progress each grading period

When: Quarterly, aligned to to the quarterly CCMR dashboard reviews

Where:

Counselor meetings, campus PD sessions, CTE instructor meetings

Budget

Proposed item	Description	Amount
Staff development	Internal Professional Development	$0
Materials/resources	District provided materials	$0

	TSI Prep materials	None	$20 per student
	Other	None	$0
		TOTAL	$7000
	Funding sources: Campus budget.		