2026 – 2027

Campus Action Plan

Campus Name

North Houston Early College High School

Principal Name

Dr. Samantha Brooks

Campus Action Plan – Needs Assessment

District philosophy and guiding framework (Core Beliefs, Vision, Theory of Action)

The NHECHS Vision, Mission, and core values tightly align with the District core values to ensure our high school students are prepared for the challenges and opportunities associated with college and career. As a designated early college with distinction, we must exceed the minimal TEA Outcomes-Based Measures (OBMs). { insert data goals and those reached}The ECHS strategic intent is to serve young people underrepresented in higher education the opportunity to earn a high school diploma and an associate degree. We are an A-rated campus, exceeding both HISD, Region IV, and TEA OBM goals; nonetheless, we remain focused on continuous improvement. Until we are 100% in all measures, we still have gaps to close. And even when we reach 100% in all measures, we will push our students to new challenges.

Needs related to student achievement data

Due to the advanced curriculum of all core classes to maintain the early college curriculum standards, SPED students are struggling with meeting the academic rigor of all courses. It was initially predicted that most 9th -11th grade SPED students would earn DNM or APPROACHES on STAAR, and most were not predicted to reach MEETS or MASTERS on STAAR EOC assessments. In 25-26, we met this SPED Indicator: 50% of the STAAR tests taken by SPED students earned MEETS or MASTERS, as a result of strategic scheduling, HQI, and targeted interventions during and after the school day. Still there were SPED students who repeated the pattern of DNM. Because we are closing so many gaps and continue to grow in data-driven instruction and acceleration with 9th & 10th, in particular, we predict approx. 50% of SPED students will reach meets/masters levels and earn 2 or more CCMR indicator points by the end of 11th grade to increase the probability of earning core completion or an associate degree upon graduation.

While the NHECHS demographic consists of 95% Hispanic students, 2 subgroups still in need of targeted intervention are our EB population to reach Grade Level and close the post-secondary readiness gaps and Hispanic males for associate degree achievement. The majority, 110/122 (90%) of the Class of 2026 earned an associate degree. [add breakdown of % achievement by subgroup %} Of the 12 who did not, 10/12 (83%) were our Hispanic male scholars. Data suggest that their failure to earn a degree was not related to cognitive or academic ability but other factors which require further analysis.

Needs related to improving the quality of instruction

NHECHS has seen improvements in teacher pedagogical practices, particularly in Domain II: INSTRUCTION of the SPOT form. Our IRT scores increased each time, with a final average of 16.44 at the end of the SY. We continue to work toward increasing teacher quality of instruction in advanced academic classes, with emphasis on Monitor & Adjust and Engagement Strategies based on the standard of the Spot Form. Improvement is required also in timely Monitoring/Tracking of DOL data and SPED progress on a weekly basis to ensure a faster response to interventions that will yield better student learning and achievement outcomes for all. Our NWEA MAP data shows high achievement, high growth, overall. Because many of our students started with high percentile achievement BOY for 9th grade, there is a lower growth margin. The Geometry students' BOY baseline was lower, and the EOY showed significantly more growth. The expectation remains that students in both Geometry and Biology show high achievement and growth in their knowledge and skills surrounding the content. Should EOY MAP results reflect a diminishing growth measure, especially with high performing students, there will be an added campus focus to improve student outcomes in this area.

System evaluation (philosophy, processes, implementation, capacity)

As the instructional leader, Principal Brooks continues to build leadership density and impact on overall adult professional practices to positively impact student achievement. The principal's and assistant principals' day-to-day coaching continues to meet the minimum proficiency of 23 or higher in leadership practices based on the Day-to-Day Coaching Key Attributes tool. Also, as an early college, we continue to strive to ensure 100% of all cohorts graduate TSI complete so no graduate of NHECHS has to enroll in developmental reading and/or math courses in college. Last year, our heavy TSI target was 10th grade. Now that there are impending changes in CCMR indicators from TEA, we must ensure tighter and earlier progress monitoring and intervention systems to ensure high TSI completion rates by the end of 9th grade.

Another system we will ensure receives quicker data-driven response to intervention(RtI) will be that of our SPED progress monitoring. While our number of SPED students does not exceed the TEA minimum for accountability, the expectation to meet high achievement and attainment goals remains high for SPED scholars.

Key Actions

1. To improve leadership density.
2. To improve teacher quality of instruction, differentiated for novice (0-2 years at NHECHS) and veteran educators (3+ years at NHECHS)
3. To improve SPED achievement and attainment
4. To improve TSI outcomes.

Campus Action Plan Template

Key Action One

Key Action 1: ***Increase Leadership Density***

Indicators of Success:

INDICATOR 1: By MOY, January 2027, the new Assistant Principal will meet a minimum Day-to-Day Coaching Rubric standard average 21.

- Veteran assistant principals will meet a minimum Day-to-Day Coaching Rubric standard average of 23.

INDICATOR 2: By May 2027, all assistant principals will have a minimum semester 2 average of 23.5 based on their monthly Day-to-Day Coaching Rubric.

Specific Actions - School Leaders

The principal will

- Train the Tier 2s on the Day-to-Day Coaching Rubric with an emphasis on continuous improvement with (p. 6) Overall Engagement.
- Facilitate weekly admin meetings that focus on Instruction (The Sweet 16, Spot Data, Coaching Cadence & other instructional trend data, needs of Tier I, II, III teacher support, Data Driven Coaching and Instruction),
- Facilitate monthly leadership PLC meetings, including LEAD indicators of success, Day-to-Day Coaching Key Attributes, Level 3 leadership.
- Conduct monthly Track Tier II leadership progress monitoring conferences using internal tools.
- Support Tier II leaders by conducting bi-weekly calibration walks, leveraging the SPOT form, auditing feedback and Classroom Readiness Tracker for teacher feedback and coaching.
- Conduct one-to-one monthly check-ins with each Tier 2 leader to assess Level 3 leadership, special pop data, and to provide coaching support on observed gaps based on the Day-to-Day Coaching Key Attributes rubric.
- Observe and provide feedback to leaders' on-the-spot coaching , conduct coaching feedback conferences, and provide coaching feedback to Tier II leaders and teacher leaders during PLC facilitation.
- Facilitate book and/or article studies to develop Level 3 leadership skills
- Provide monthly progress feedback to Tier 2's based on Coaching Day-to-Day Rubric and leadership rubric.

Specific Actions - Staff

Administrators will

- Prepare for monthly meetings by presenting their appraisee data progress, overview of coaching, and plans of action to improve teacher and student achievement.
- Conduct weekly professional development to teaching staff aligned to high quality instruction and high student achievement leveraging the SPOT form and Post-Secondary Core Standards (https://reportcenter.highered.texas.gov/agency-publication/miscellaneous/crs-tx-ccrs-final-2009/)
- Support teachers weekly with on-the-spot coaching, Demo/Lesson Internalization Day, Content & Grade Level PLC trainings
- Support Tier III teachers with weekly lesson internalization planning meetings on Fridays and daily interventions

Key Action One

Staff Development

Who: Instructional Leadership Team (Principal, APs, Tchr Specialist, Teacher Leaders)

What: Pre-Service, Monthly Instructional Leadership Team PLC Meetings, Weekly Admin Meetings & Huddles; EOC training

When: Instructional Leadership Team: 1st Thursday each Month; Admin – each Wednesday morning; Admin Huddles - 7:15 am daily/3:40pm as needed

Where: NHECHS Campus, ECHS Collaborative sites, Teams

Budget

Proposed Item	Description	Amount
Staff Development	• Focus PD to support high leverage instructional gaps • ECHS Collaborative • PLCs weekly: Grade level, Content, EOC, AP, On Ramps, Dual Credit	• College Board AP training for Admin ($2500) • UT On Ramps • Admin and Tchr Leader training (includ.AP Readers) • TEA CCRSM ($3,000)
Materials/Resources	• Books, Articles • Associate Teacher coverage for DTR, teacher leaders	• Reading Resources ($2,000) • Assoc. Tchr coverage ($5,000)
Purchased Services	• n/a	•
Other	•	•
Other	•	•
	TOTAL	$12,500

Funding Source:

Associate teachers: Math, ELA, Sci, SS - Title I funds

Books & Article studies : General Funds

Key Action Two	**Key Action 2:** ***Improve Quality of Instruction***
	Indicators of Success ● By the end of October 2026, 50% of teachers with a minimum of 2 years of experience in HISD will score **14.5 or higher**. ● By the end of December 2026, 60% of teachers with a minimum of 2 years of experience in HISD will score **14.5 or higher**. ● **INDICATOR 3: By the end of April 2027, 85% of teachers with a minimum of 2 years in HISD of experience will score an average of 14.5 or higher.** ● By the end of October 2026, 50% of core teachers with 0 to 1.9 years of experience in HISD will score **11 or higher.** ● By the end of December 2026, 67% of core teachers with 0 to 1.9 years of experience in HISD will score **11 or higher.** ● **INDICATOR 4: By the end of April 2027, 75% of core teachers with 0 to 1.9 years of experience** in HISD **will score an average of 12 or higher.**
	Specific Actions - School Leaders Facilitate weekly PLCs and Demo Days that leverage the SPOT form and The Sweet 16 . ● Identify bi-weekly SPOT average and schedule daily intervention for teachers with a SPOT score average below 12. ● All leadership members will leverage the Microsoft Outlook to schedule daily instructional tasks, provide on-the-spot coaching aligned to the SPOT form and The Sweet 16. ● All appraisers will complete at least 6 spot observations weekly and at least 7 spots once per month ● Appraisers will conduct Friday lesson internalization coaching sessions weekly with novice and Tier 3 teachers. ● Document lack of teacher progress to adhere to instructional and classroom readiness imperatives. ● All instructional leaders will leverage the NHECHS PLC Demo Day and/or Lesson Internalization protocol weekly to ○ refine teacher instructional practice for the upcoming lesson ○ develop leader coaching-on-the-spot and facilitation skills ○ increase SPOT scores to meet EOY indicators of success ○ increase student achievement The principal will ● Support Tier II leaders by conducting bi-weekly calibration walks using the SPOT form and Classroom Readiness Tracker to streamline feedback and coaching of teachers to impact student outcomes. ● Conduct one-to-one monthly check-ins with each tier 2 leader to review action items, instructions and achievement progress, special pop data and to provide coaching support on observed gaps based on the Instructional Feedback Rubric. ● Observe in-the-moment coaching , coaching feedback conferences, and PLCs to provide coaching in real-time to Tier II leaders and teacher leaders. ● Facilitate weekly huddles to identify trend data and clarify instructional imperatives.

	Specific Actions – Staff Teachers will ● Review the EVP and SPOT form at Pre-Service for clarity of instructional and professional expectations. ● Submit weekly lesson slides by Friday the week before. Accommodate lesson plan submission needs of new teachers and those with multiple preps. ● Submit Yearly or Semester Curriculum Map to ensure tested curriculum is covered and time allotted for review in the final month prior to testing. ● Participate in weekly PLCs and Demo Days, focusing on effective instructional strategies in response to trends identified during calibration walks and SPOT data ● Deliver effective tier I and II instructional strategies outlined by the SPOT form, Specialty Guide, and The Sweet 16 ● Implement aligned DOLs and track progress daily by class ● Implement Acceleration Plan with fidelity ● Ensure all Classroom Readiness practices are implemented daily with fidelity ● Internalize lessons and modify as needed based on PLC and appraiser feedback (lesson plan feedback,on-the-spot coaching, SPOT feedback) ● (AP teachers) will implement an AP interim test per semester and assess writing progress ● Conduct mandatory tutorials for Tier III students at-risk of not meeting achievement outcomes despite tier I, tier II and school-day intervention support.

Key Action Two

Staff Development

Who: NHECHS faculty, staff, leaders

What: Professional Development, Coaching, Feedback: Pre-Service, Faculty Meetings, Grade Level or Content PLCs-weekly, Instructional Rounds, Calibration Walks, District PD Days, ECHS Collaborative PD, Dual Credit Rigor Institute/AP/On Ramps training

When:June 2026 - April 2027

Where: NHECHS campus, District PD, AP Trainings at Rice University or approved site, CCRM training hosted by TEA, ECHS campus, HCC campus, other designated site(s)

Budget

Proposed Item	Description	Amount
Staff Development	• HQI, Data review, AP training, On Ramps summer training	• $2,000
Materials/Resources	• Print materials for trainings • Curriculum Folders • Classroom Readiness materials (whiteboards, response cards, etc.) • Holders for Curriculum Folder materials • PLC room and classroom materials: anchor charts, data, The Sweet 16, Demo Day protocol, LASW protocol, etc. • papers for Demo Days, SCR/quick response cards • poster paper, ink, colored paper, binders	• $18,000
Purchased Services	• AP and On Ramps summer training • School Year trainings for ECHS, AP, On Ramps	• $10,000
Other	• Summer Training stipends • Yearly training, renewal +3 years of AP	• 5,000
Other	• miscellaneous instructional and training materials, certificates to celebrate teacher achievements and students milestones, associate teacher coverage • Extra duty pay for curriculum planning support to new teachers, teacher scoring , ECRs	• 10,000
	TOTAL	$45,000

Funding Sources:

Title I funds - curriculum materials, extra duty pay/sub coverage, contracted services (College Board AP and UT OnRamps)
General Funds - teacher achievements, certificates, student achievement celebrations, extra duty pay/sub coverage for non-core teachers
GT Funds - advanced academic trainings, materials

Key Action Three	Key Action 3 Improve Academic Outcomes for Special Populations
	Indicators of Success ● 25% of SPED students will achieve MEETS or higher on STAAR EOC fall interim. ● 50% of SPED students will achieve MEETS or higher on STAAR EOC spring by EOY. ● **INDICATOR 5: 75% of SPED students will meet 3 or more CCMR indicators by the end of 11th grade.** ● By January 2027, 75% of teachers will meet SPED progress monitoring mandates ● By January 2027, the STAAR Grade Level performance gap between non EB and EB students will be less than 12% points
	Specific Actions - School Leaders ● SPED Chair will provide ARD information to all teachers within the first week of school. ● SPED Admin will set up the 26-27 One Note documentation system by July 30. ● Principal and Tier IIs will monitor weekly DOL data on SPED and Tier III students in EOC courses to ensure progress toward MEETS level achievement. ● The Principal and SPED admin will meet monthly with the ARD Facilitator to review progress data ● Leaders will monitor school-wide systems to ensure fidelity in teacher implementation and tracking of accommodations in Power School and weekly NHECHS Progress Monitoring documentation in One Note. ● SPED Admin & Appraisers will provide affirmed and corrective feedback as needed to teachers regarding SPED compliance and instructional practice to support students receiving SPED services. ● Principal will share progress Special Pop data at Faculty/Staff meetings ● DOL data will be reviewed in PLCs and disaggregated by EB, SPED/non-EB, general ed students to identify gaps, strategically plan and execute acceleration plans

Specific Actions - Staff

- Teachers will maintain a daily monitoring tool to track DOL data.
- The ARD Facilitator will meet monthly with the principal and OSES monitor to review progress data, File Folder review, and PLAAPFs.
- Teachers will implement, document, and track accommodations in Power School and NHECHS Progress Monitoring Tool in One Note weekly
- Teachers will effectively scaffold and differentiate for SPED scholars during tier I and II instruction.
- Teachers will provide acceleration support during 2nd teach
- Non-contained teachers will provide co-teaching and individualized support daily to identified students and progress monitor weekly.
- Teachers will prepare and review DOL data in PLCs and disaggregated by EB, SPED/non-EB, general ed students to identify gaps, strategically plan and execute acceleration plans

Key Action Three

Staff Development

Who: NHECHS Faculty, Campus Leaders, Department Chairs, ARD Facilitator

What: Improve academic achievement for Special Education students through targeted instruction, consistent implementation of the IEP, progress monitoring, acceleration, coaching and support, and scheduled

When:
July/August Professional Development; Ongoing throughout the school year.

Where:
North Houston Early College HS

Budget

Proposed Item	Description	Amount
Staff Development	SPED training Trainings for Dyslexia	$1,500
Materials/Resources	SPED materials, resources, Dyslexia resources, Overlays	$1,500
Purchased Services	ARD Facilitator	$25,000
Other	Extra duty pay - extended services after school to SPED scholars, sub coverage for trainings	$2,500
Other		
	TOTAL	$30,500

Funding Sources:
General Funds- SPED materials, trainings, materials, sub coverage, extra duty pay

Key Action Four	**Key Action 4** Improve TSI Outcomes
	Indicators of Success: ● By December 2026, 50% of the 10th grade cohort will meet the TSI reading and math standard for college-readiness. ● By December 2026, 33% of the 9th grade cohort will meet the TSI reading and math standard for college-readiness. ● **INDICATOR 6: By May 2027, 85% of the 10th grade cohort and 50% of the 9th grade cohort will meet the TSI reading and math standards for college-readiness.**
	Specific Actions - School Leaders ● Designated administrator will serve as TSI Testing Coordinator and Tracker, ordering all TSI testing units, coordinating bootcampus and testing, and inputting all TSI testing data within 48 hours of the testing administration ● Coordinate with CCMR dept. to host quarterly TSI bootcamps in North Houston. ● The Dual Credit Liaison administrator will submit monthly updates of TSI-complete student testing reports to HISD institution of higher education (IHE) partner, Houston Community College and impact on associate degree completion projections. ● Principal will share monthly TSI data with faculty, staff, and stakeholders. ● Math & ELA Content Admin and PLC leads collaborate and strategically plan for TSI intervention/support during the instructional day. ● Schedule TSI Bootcamps and Testing Dates for the school year ● Leadership will collaborate with CCMR District support on strategic plans to close gaps. ● Schedule students who are not TSI complete in a comparable course for support (Algebraic Reasoning, Reading, Tech Writing) ● Monitor 6 weeks' progress of upper-grade students' TSI completion and track intervention progress ● Schedule Saturday TSI bootcamps and testing once per six weeks with a checklist of preparation imperatives for re-testers. ● Share target data on sub groups, particularly Hispanic males, whose scores are disproportionately lower.

Specific Actions - Staff

- Algebraic Reasoning, Reading, Tech WritingTeachers will maintain a daily monitoring tool to track DOL data.
- Monthly Content PLCs will include Looking at Student Work Protocol to assess progress for students not TSI Complete (math, ELA)
- ELA and Math teachers will use DOL and online TSI data tools (Khan Academy, APEX - TSIA2 resources, test prep) to drive differentiated instruction during Algebraic Reasoning and support ELA classes.
- A designated clerk will support admin in data collection and documentation in the NHECHS Student Tracker and ensure data are entered within 48-72 hours of testing.

Key Action Four

Staff Development

Who: NHECHS Leaders, Teachers, support staff

What: TSI Staff Development, TSI Bootcamps (North Area and NHECHS-only) & Testing

When: After school/weekend TSI bootcamps and trainings

Where: North Houston EC HS

Budget

Proposed Item	Description	Amount
Staff Development	N/A	
Materials/Resources	TSI Testing units for 26-27 school year and summer bridge	$8,000
Purchased Services	Practice materials for teachers and students	$1,500
Other	Extra duty pay for prep, teaching boot camp sessions after school/ Saturdays	$4,500
Other		
	TOTAL	$14,000

Funding Sources:
GT and General Funds - testing units
Title I Funds - extra duty pay for math/ELA support, TSI bootcamps, testing