2026-2027 Action Plan

Middle College at HCC Fraga HS

Juan Gallardo, Principal

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School Action Plan – Needs Assessment

HOUSTON ISD CORE BELIEFS:

- Core Value #1: All students can learn and reach their potential.
- Core Value #2: Effective teachers make the most difference in student academic performance.
- Core Value #3: For every child to succeed, we must hold students and ourselves to high expectations.
- Core Value #4: We value parent engagement and community support.
- Core Value #5: We rely on clearly defined outcomes to guide our work and to which we hold ourselves accountable.
- Core Value #6: We value equity and commit to reducing inequities inherent in the education system.

HOUSTON ISD VISION:

The Houston Independent School District (HISD) empowers students to become critical thinkers, visionary leaders, and active contributors in their community, fostering a pathway to success for limitless opportunities in a competitive global landscape.

Middle College at HCC Fraga

Needs related to improving the Quality of Instruction

MC at HCC Fraga HS has already achieved proficient scores on Houston ISD's SPOT teaching evaluation forms, particularly in the Instructional area. However, the campus is committed to moving from proficiency to excellence. This next level of growth requires a strategic and focused approach that builds on current strengths while addressing key areas for refinement. By identifying high-leverage practices and providing targeted support, Fraga aims to elevate instructional quality and ensure that teaching not only meets expectations but consistently exceeds them.

Needs to Improve the Culture of Our Campus (Philosophy, Processes, etc.)

To create a positive and effective campus culture at Fraga HS, it is essential to address the challenges related to enforcing HISD's rules. A strong campus culture is built on consistency, accountability, and a shared commitment to high standards. One unique challenge at Fraga is our open campus layout, which includes multiple entrances and exits. This structure coupled with the recent budget cuts and unfortunate RIF (Reduction in Force) of 2 staff positions, can make it more difficult to maintain consistent supervision and ensure that all students and staff are held to the same expectations throughout the day. Despite this, we are committed to developing systems and routines that reinforce accountability and align with the high standards we aim to uphold.

Needs to improve the percentage of students who accomplish a MEETS/MASTERS score in EOC.

Our scores have been strong overall, but much of our success has depended heavily on students reaching the "approaches" level. As we aim to move the needle and push more students toward the "meets" and "masters" performance levels on the STAAR assessments, Fraga HS must now focus on targeted strategies that address instructional quality, student support, and rigorous academic expectations.

	Algebra 1 App|Me|Ma|SAA	Biology App|Me|Ma|SAA	English 1 App|Me|Ma|SAA	English 2 App|Me|Ma|SAA	US History App|Me|Ma|SAA	Achievement Average (SAA) App|Me|Ma|SAA
24-25 25-26	100 | 89 | 47 | 79 100 | 89 | 65 |87	100 | 68 | 8 | 59 100 | 86 | 43 | 77	69 | 42 | 4 | 38 59 | 50 | 0 | 36	81 | 50 | 0 | 44 80 | 60 | 0 | 47	100 | 79 | 51 | 77 100 | 86 | 47 | 78	90 | 66 | 22 | 59 89 | 74 | 31 | 64
26-27 Goal	100 | 90 | 65 | 80	100 | 88 | 45 | 78	70 | **52** | 4 | 42	82 | **62** | 4 | 50	100 | 88 | 51 | 80	90 | **76** | 34 | 61

RED – WORSE THAN PREV YEAR
GREEN – BETTER THAN LAST YEAR
YELLOW – SPECIFIC GOALS IN THIS ACTION PLAN (KEY ACTION 3)

As principal, I firmly believe that **a campus like Fraga, with its unique strengths and potential, and given the impressive jump we had in Biology, Algebra and US History STAAR in the Spring of 2025 EOCs, must strive for excellence by raising the percentage of students reaching the "Meets" and "Masters" performance levels IN ENGLISH 1 AND ENGLISH 2** while making sure that we keep or even improve the other STAAR results. To achieve this, we will implement targeted actions for every STAAR-tested subject:

English I and II

Goal: Improve reading comprehension, analytical writing, and critical thinking skills to increase "Meets" and "Masters" performance levels.
Actions:

1. Implement annotation practices in all classes.
2. Implement SCR and ECR in response cards consistently in every EOC class (Not just English)
3. Assign regular essay-writing tasks focused on STAAR-aligned prompts, with targeted feedback to improve analytical skills.
4. Host interventions during homeroom for struggling readers and writers, using data from interim assessments to guide instruction.
5. Special emphasis must be placed in the essay portion of the EOC exams for both subjects, students will have a clear view of the expected structure of the essay and will practice extensively in preparation for the exam.

Algebra I

Goal: Enhance mathematical problem-solving and procedural fluency to improve student mastery.
Actions:

1. Provide focused intervention sessions for students struggling with linear equations, inequalities, and graphing.
2. Use peer tutoring and cooperative learning activities to reinforce foundational algebra concepts.
3. Integrate digital tools, such as graphing calculators and online platforms, to increase student engagement and comprehension.

Biology

Goal: Strengthen scientific reasoning and application skills to boost mastery of biological concepts.
Actions:

1. Include lab-based activities and virtual simulations to deepen understanding of key topics like cell processes, genetics, and ecosystems.

2. Administer periodic unit-based quizzes mirroring STAAR question styles to monitor progress.
3. Offer targeted review sessions on challenging topics, such as mitosis, homeostasis, and photosynthesis.

U.S. History

Goal: Build historical analysis and content retention skills to improve critical thinking and test performance.
Actions:

1. Create STAAR-aligned timeline activities and quizzes to reinforce key historical events and themes.
2. Integrate primary source analysis exercises to develop document-based analytical skills.
3. Encourage collaborative projects where students present on significant historical periods, strengthening peer learning.

Cross-Subject Interventions

Actions:

1. Use benchmark assessments throughout the year to identify at-risk students and provide individualized interventions.
2. Train teachers on best practices for integrating Higher Order Thinking Questions (HOTs) into daily lessons.

By aligning our efforts across all STAAR-tested subjects, we aim to elevate our students' performance, ensuring they not only meet but exceed expectations. Together, we can foster a culture of academic excellence at Fraga High School.

Emerging Bilinguals

Schools are recommended to include an Emergent Bilingual key action if they have not met TEA's interim goal measuring the percent of students increasing a proficiency level in English acquisition as defined on TELPAS scores. Additionally, campuses may also choose to include a key action in this area if there is a need to improve the quality of instruction for EB students and/or ensure compliance with federal, state, and district regulations regarding EL identification, services, and assessments. (From the Action Plan Guidance Document provided on August 23rd, 2024)

KEY ACTION ONE	
	Key Action *(Briefly state the specific goal or objective.)* **Improve the quality of instruction.**
	Indicators of success *(Measurable results that describe success.)* ● In April 2027, **71% of teachers (5 out of 7)** will achieve a **score of 8 (out of a maximum of 10) or higher** in **Domain 2: (Instruction)**, based on the average SPOT observation scores for that month. This will reflect a 25% increase from **50% of teachers (4 out of 8)** who will meet this benchmark in **January 2027**. ● The average IRT score for visits **1 and 2** will be 10 or higher and will *either:* ○ Grow at least 1 point for the average of visits **3 and 4.** ○ The average of visits 3 and 4 will demonstrate positive growth and target a score of 14 or higher. ● By May of 2027, teachers will average 1.5 (out of a maximum of 2 full points) or higher in bullets **8 and 9** in the spot form (Engagement)
	Specific actions – Mr. Gallardo *(What specific action steps will the building leaders take to accomplish the objective?)* A. Implement a year-long instructional calibration system where teachers receive monthly training, exemplar analysis, and implementation feedback tied directly to SPOT trends, IRT outcomes, and student achievement data. B. Facilitate weekly English I PLC cycles analyzing 12 calibrated student work samples per teacher, identifying TEKS-specific misconceptions, establishing reteach plans, and tracking mastery growth every three weeks. Principal will review PLC artifacts monthly and verify implementation through walkthrough evidence. C. Conduct weekly walkthrough cycles resulting in every teacher receiving written SPOT-aligned feedback within 48 hours, implementation evidence checks within 5 instructional days, and coaching follow-up documentation. Teachers not demonstrating growth after two cycles will enter an intensive coaching plan including weekly observations, demonstration lessons, and principal-led accountability meetings. D. Facilitate weekly English I PLC cycles analyzing 12 calibrated student work samples per teacher, identifying TEKS-specific misconceptions, establishing reteach plans, and tracking mastery growth every three weeks. Principal will review PLC artifacts monthly and verify implementation through walkthrough evidence. E. Every school cycle (6 weeks) address specific areas of growth of specific teachers to make sure that Fraga sustains a steady growth of at least 1 point per every IRT walk.

	Specific actions – Staff *(What specific action steps will the staff take to accomplish the objective?)* A. Teachers will attend pre-service training in August and ongoing PLC English I meetings scheduled weekly. B. Teachers will plan and implement Multiple Response Strategies (MRS) or activities conducive to engaging students into their lessons to focus on engagement. C. Teachers will practice MRS and targeted instructional strategies weekly during the demonstration lessons/At-Bats on Thursday's. D. Teachers/Learning Coaches/Teacher Apprentices will positively engage in coaching with leaders to support all students reaching their full potential. E. Teachers will implement at least 3 measurable MRS opportunities per instructional block, evidenced through walkthrough tracking tools demonstrating 90% classroom implementation fidelity by March 2027."
	Key Action One:
Staff Devel.	Who: Mr. Gallardo
	What: Develop a comprehensive schedule and organize all necessary materials to support the implementation of the previously outlined specific actions. The plan should balance structure with adaptability, allowing space for unexpected events such as staff absences, student needs, or district-mandated changes. The schedule should: • Identify key deadlines and checkpoints for each action item. • Allocate time for preparation, delivery, and reflection. • Include buffer periods to address unforeseen circumstances.

- Ensure that all physical and digital resources (e.g., lesson plans, observation tools, student data, meeting agendas) are prepared and easily accessible.
- Align sessions to meet instructional needs.

When: Throughout the year.

Where: Most activities will take place in room 245

Budget

Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
	TOTAL	0

Funding sources:

KEY ACTION TWO

Key Action

Improve outcomes for Special Education students by ensuring 100% compliance with IEP requirements, strengthening instructional quality, and maintaining academic growth without decreasing outcomes in other STAAR-tested subjects. This action will directly support HISD's district priorities for equitable access, rigorous instruction, and compliance with state/federal regulations.

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

- By May 2027, Special Education students will increase Meets performance across STAAR-tested subjects by 8 percentage points while maintaining 100% compliance with ARD timelines and IEP implementation requirements.
- 100% of newly enrolled students with IEPs will have information verified and accurately reflected in the ARD tracker within one week of their enrollment, with bi-weekly checks to monitor accuracy.
- By the end of the academic year, the principal 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 academic year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping.
- By the end of the first semester, the principal ensures that a regular audit of IEP data tracking reveals that 90% or more of the tracked data points align with the goals and progress indicators specified in the IEPs.
- By the end of the academic year, the principal ensures that 100% of IEP progress reports are delivered within district timelines.

Specific actions – Ms. Juarez and Mr. Gallardo *(What specific action steps will the building leaders take to accomplish the objective?)*

Ms. Juarez and Mr. Gallardo will:

- **Set High Expectations:** Communicate non-negotiables for compliance and instructional quality for Special Education students, aligned to HISD Special Education priorities.
- **Professional Development:** Coordinate with the district's Office of Special Education to provide targeted PD on differentiation, accommodations, and best practices for implementing IEP goals in daily instruction.
- **Data Analysis:** Conduct bi-weekly Special Education systems reviews analyzing ARD compliance, accommodation implementation, student mastery data, intervention effectiveness, and progress toward STAAR growth targets. Students not demonstrating growth for two consecutive cycles will receive intensified intervention plans reviewed by the principal.
- **Monitoring and Feedback:** By May 2027, Special Education students will increase Meets performance across STAAR-tested subjects by 8 percentage

points while maintaining 100% compliance with ARD timelines and IEP implementation requirements.

- **Intervention Programs:** Establish small-group and tutorial programs tailored to SpEd students' IEP goals while ensuring alignment with STAAR rigor.
- **Parental Involvement:** Host fall and spring parent sessions focused on understanding IEPs, progress monitoring, and available resources, ensuring family engagement is aligned to HISD's parent engagement expectations.
- **Systems Thinking:** Ensure all SpEd compliance data (ARD tracker, IEP audits, TELPAS for dually served EB/SpEd students, STAAR accommodations logs) are aligned with district reporting requirements.
- Ms. Juarez will maintain a monthly compliance calendar for IEP progress reports, reviewed by Mr. Gallardo at leadership meetings
- Walk-through feedback will be tied to PLC agenda items, ensuring teacher implementation of accommodations is tracked and improved over time.
- IEP accommodations and small-group interventions will explicitly integrate STAAR-like tasks to maintain rigor across tested subjects.

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

- **Instructional Alignment:** Plan lessons that align with both STAAR standards and IEP accommodations. Use HISD's "First Good Instruction" framework while embedding differentiation.
- **Implementation of IEPs:** Consistently apply accommodations and modifications in class, documenting their use and effectiveness.
- **Progress Monitoring:** Collect and submit data on IEP goals at least once per grading cycle for administrative review.
- **Collaboration:** Actively participate in ARD meetings, PLCs, and district-led training on SpEd instructional strategies.
- **Student Engagement:** Use assistive technology, scaffolds, and cooperative structures to increase access and participation for SpEd students.
- **Parental Communication:** Ensure parents are updated on IEP progress at least once per grading period, aligned to district progress report timelines.

	Key Action Two:
	Who: Mr. Gallardo

Staff Devel.	What:
	When: Throughout the school year.
	Where: Middle College Fraga

Budget	**Proposed item**	**Description**	**Amount**
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
		TOTAL	$0
	Funding sources:		

KEY ACTION THREE	**Key Action** **Improve Student Outcomes in English 1 & 2 EOC without decreasing outcomes in the other 3 EOC subjects**
	Indicators of success *(Measurable results that describe success.)* • In the Interim EOC (Fall semester) the meets/masters percentage average of English 1 and 2 EOC will **increase 5%** from the Interim scores of 25/26 • In the Spring EOC (Spring semester) the meets/masters percentage average of English 1 and 2 EOC will increase 5% from the scores of 25/26 • In the Spring EOC (Spring semester) the meets/masters percentage average of **all STAAR EOC** in Middle College Fraga will increase 2% compared to the meets/masters obtained in 25/26 – *This percentage target is smaller because our current scores for Algebra and USH are extremely high.*
	Specific actions – Mr. Gallardo *(What specific action steps will the building leaders take to accomplish the objective?)* **Set High Expectations:** • Communicate clear goals for increasing STAAR performance to both staff and students at the beginning of the school year. **Professional Development:** • Deliver biweekly data-driven professional development cycles focused on STAAR-aligned rigor, SCR/ECR calibration, annotation implementation, student discourse routines, and monitored lesson internalization expectations • **Data Analysis:** • Facilitate weekly data meetings analyzing student subgroup mastery trends, walkthrough data, intervention effectiveness, and implementation fidelity, resulting in documented reteach and coaching action steps." • **Eco Walk**: As part of HISD's Ecosystem initiative; Mr. Gallardo, alongside other first-year principals, will conduct a comprehensive Eco Walk at Fraga High School to evaluate the campus's specific needs. This collaborative effort will focus on identifying opportunities to enhance student and teacher engagement, a critical element of the evaluation framework by identifying existing strengths and gaps in classroom engagement strategies, observing how students interact with teachers, peers, and the content in various instructional settings, ensuring that engagement practices align with district and campus expectations outlined in the evaluation forms and establishing clear, actionable steps to address areas needing improvement.

Monitoring and Feedback:

- Conduct frequent classroom walk-throughs to observe instructional practices and provide constructive feedback to teachers.

Intervention Programs:

- Establish targeted intervention programs for students identified as needing additional support, including after-school tutoring and Saturday school.

Parental Involvement:

- Communicate regularly with parents about student progress and strategies for improvement.
- Engage with parents and guardians to support learning at home by facilitating (1) parent session in the spring and (1) in the fall to increase the awareness of instructional resources students can access at home. These sessions will provide parents with tips and advice for students to study effectively and prepare for their Exams, and they will receive annotating resources such as writing utensils, highlighters and notebooks to be used at home.,

Recognition and Incentives:

- Develop a campus-wide recognition system tied to benchmark growth, tutorial attendance, writing mastery, and STAAR readiness indicators, monitored monthly by campus leadership.

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

Teachers will provide:

Rigorous Instruction:

- Plan and deliver lessons that are aligned with STAAR standards and focus on higher-order thinking skills.
- Incorporate STAAR-like questions and practice assessments into daily instruction.

Differentiation:

- Use formative assessment data to identify students' learning needs and differentiate instruction accordingly.
- Provide targeted support for students who are below grade level and challenge those who are on track to exceed standards.

Regular Assessments:

- Administer regular formative assessments to monitor student progress and adjust instruction as needed.
- Use data from these assessments to provide timely feedback to students and guide instructional decisions.

Student Engagement:

- Utilize engaging instructional strategies, such as cooperative learning, and interactive activities, to increase student motivation and participation.
- Foster a growth mindset by encouraging students to set personal academic goals and track their progress.

Collaboration:

- Participate in Professional Learning Communities (PLCs) to share best practices, co-plan lessons, and analyze student data.
- Collaborate with colleagues to develop and implement effective intervention strategies for struggling students.

Targeted Interventions:

- Identify students in need of additional support and implement structured intervention cycles every three weeks using interim assessment data, including student grouping protocols, reteach plans, monitored attendance, mastery checks, and administrator review of intervention effectiveness.

Parental Communication:

- Implement quarterly family academic workshops with attendance tracking, resource distribution logs, and measurable parent engagement targets aligned to STAAR preparation and student progress monitoring.

	Key Action Three:
Staff Devel.	Who: Mr. Gallardo and Ms. Juarez
	What: Collaboratively plan and oversee four focused Saturday tutorial sessions in the spring of 2027 to support student preparation for the STAAR exams. These sessions will be strategically scheduled in the weeks leading up to the test and will prioritize targeted interventions based on student data. Ms. Juarez will coordinate logistics, including staffing and communication with families, while Mr. Gallardo will guide instructional planning, ensuring that each session addresses high-priority TEKS and incorporates engaging, standards-aligned activities. Together, they will monitor attendance and student progress, adjusting the tutorial content as needed to maximize impact.
	When: March/April 2027
	Where: Middle College Fraga

Budget

Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		
Other	4 4-hour sessions of Saturday Tutorials with all EOC instructors.	$4000
Other		
	TOTAL	$4000

Funding sources: Title I

KEY ACTION FOUR	Key Action **Improve Outcomes for Emergent Bilingual Students**
	Indicators of success *(Measurable results that describe success.)* • By May 2027, 60 % of students identified as Emergent Bilinguals will meet their EOC English Growth goal. • By May 2027, 55% of students will meet their growth target on TELPAS. • By May 2027, 60 % of students identified as Emergent Bilingual will score at or meets grade level or above on their EOC English assessment. **By April 2027:** • 100% of eligible EB students will complete the TELPAS assessment, with no lapses in compliance as evidenced by no reported incidents of ineligible students testing or eligible students not testing to TEA.
	Specific actions – Ms. Juarez and Mr. Gallardo *(What specific action steps will the building leaders take to accomplish the objective?)* **Ms. Juarez and Mr. Gallardo will:** 1. Develop and maintain a three-week EB progress monitoring cycle tracking TELPAS domain growth, classroom language production opportunities, annotation implementation, SCR/ECR performance, intervention attendance, and STAAR readiness indicators. 2. Create and deliver a support plan. 3. Administer the TELPAS and comply with all due procedures for documenting and reporting.

	Specific actions – Staff *(What specific action steps will the staff take to accomplish the objective?)* **Objective:** To ensure English Learners (EBs) at Fraga High School achieve academic success, we will implement strategies to embed opportunities for practicing the four key communication skills (listening, speaking, reading, and writing) in lessons. Additionally, Support teachers, under the guidance of Mr. Gallardo and Ms. Juarez, will: • Implement targeted EB intervention cycles with documented attendance, language proficiency grouping, monitored instructional strategies, and progress tracking aligned to TELPAS growth targets. • Teachers will administer weekly TELPAS-aligned language production assessments in speaking and writing, analyze results during PLCs, and implement documented language support plans for students not meeting growth benchmarks. By embedding communication skills into lessons and offering targeted support through tutorials and coaching, Fraga High School aims to empower EBs to thrive academically and linguistically. This comprehensive approach will ensure our EBs are equipped with the tools they need for success.
	Key Action Four:
Staff Devel.	Who: Mr. Gallardo
	What: Lead the planning and sequencing of actions by first collaborating with Ms. Juarez to review language data and identify specific needs of English Learners at Fraga High School. He will then guide teachers in incorporating listening, speaking, reading, and writing opportunities into their daily lessons through targeted planning sessions and instructional coaching. Mr. Gallardo will monitor the integration of these skills by conducting classroom walk-throughs and reviewing lesson plans, ensuring alignment with best practices for language development. In coordination with Ms. Juarez, he will also oversee the scheduling and design of after-school tutorials or in-class interventions, making sure they are tailored to students' individual language proficiency levels. To track progress, he will support teachers in developing and analyzing formative assessments like exit tickets and quick quizzes, using the results to adjust instruction and inform next steps.
	When: Throughout the school year.
	Where: Middle College Fraga

Budget	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
		TOTAL	$0
	Funding sources:		