



2026 – 2027

Campus Action Plan

Campus Name

South Early College High School

Principal Name

Marlen Martinez

Campus Action Plan – Needs Assessment

District philosophy and guiding framework

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

1. Increase student performance and college readiness outcomes on TSI Math and Reading assessments through targeted instructional planning, data driven interventions, and consistent alignment to college ready standards and questioning strategies.
2. Improve AP and OnRamps student success rates by strengthening rigorous instructional practices, increasing opportunities for analytical writing and problem solving, and ensuring alignment to College Board and dual credit expectations.
3. Enhance the quality of instruction across all EOC tested subjects (Algebra I, Biology, U.S. History, English I, and English II) through effective implementation of the HISD curriculum, College Board resources, and engaging instructional strategies that increase student ownership of learning.

Needs related to improving the quality of instruction

1. Increase the percentage of students meeting college readiness benchmarks on the TSI Math and Reading assessments through rigorous Tier 1 instruction, targeted intervention cycles, and consistent exposure to college ready tasks and questioning strategies.
2. Improve AP and OnRamps passing rates by strengthening instructional alignment to College Board and dual credit expectations while increasing student engagement in rigorous, standards based learning experiences.
3. Increase student achievement across all EOC tested subjects (Algebra I, Biology, U.S. History, English I, and English II) by improving the implementation of aligned curriculum resources, aggressive monitoring practices, and differentiated instructional supports.

System evaluation (philosophy, processes, implementation, capacity)

1. Teachers engage in collaborative planning and lesson internalization aligned to the HISD curriculum, College Board resources, and college readiness standards.
2. PLCs regularly analyze student achievement data, including EOC benchmarks, TSI performance, AP/OnRamps data, and formative assessment results, to identify trends, learning gaps, and intervention needs.
3. Teachers implement aggressive monitoring, checks for understanding, and differentiated instructional strategies to adjust instruction in real time based on student performance.
4. Campus instructional leaders conduct walkthroughs and provide feedback focused on engagement strategies, rigor, purposeful questioning, and alignment to the learning objective.
5. Intervention systems are utilized to provide targeted support for students needing acceleration, remediation, or additional scaffolds within Tier 1 instruction.

Campus Action Plan Template

Key Action 1

Briefly state the specific goal or objective

Elevate the quality of Tier 1 instruction through intentional coaching, planning, and effect lesson internalization.

Indicators of Success

Measurable results that describe success

- By December 2026, the campus will achieve an average IRT composite score of 13, reflecting consistent growth in Tier 1 instruction and increased alignment to instructional best practices.
- By May 2027, the campus will increase and sustain an average IRT composite score of 14.5 or higher through effective coaching, PLC feedback cycles, and consistent implementation of high-quality instructional practices.
- By May 2027, 80% of teachers will average 13+ on Spot observations, reflecting strong proficiency in delivering rigorous, student-centered instruction aligned to grade-level standards.

Specific Actions – School Leaders

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

- Conduct weekly Spot walkthroughs with immediate, bite sized feedback.
 - Design PLCs with a clear weekly focus aligned to Spot components (e.g., Week 1: Turn & Talks, Week 2: Monitor & Adjust).
- Review lesson plans weekly and provide specific feedback before instruction happens.
- Identify model teachers and schedule peer observations.
 - Train teachers to consistently use:
 - “After 1 minute you will be able to...”
 - “In my first lap I am looking for...”
 - “90% of you were are able to...”
- Targeted 1:1 teacher personalized coaching.
 - Extended planning during advisory with instructional coach.

Specific Actions – Staff

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

- All lessons will be planned using the Spot aligned template with: Clear LO and DOL,
- Embedded engagement every 12–15 minutes, Pre planned turn and talk questions and exemplar responses.
- Teachers will plan for engagement strategies for example: white boards, structured turn and talks, writing opportunities.

Key Action One			
Staff Development	Who: All Staff		
	What: Professional Development		
	When: Beginning of year, weekly PLC, monthly faculty meeting, one on one conferences with Appraiser, BOY and MOY TES conferences, HISD PD designated days		
	Where: South Early College High School		
Budget	Proposed Item	Description	Amount
	Staff Development	PD delivered to ensure clear expectations of the Spot are modeled.	3,000
	Materials/resources	Bins, White Boards, Highlighters, Dry eraser Makers, Binders, tabs, sheet protectors,	3,000
	Purchased services	N/A	3,000
	Other		3,000
	Other		3,000
	TOTAL		3,000
	Funding Sources:		

Key Action 2

Briefly state the specific goal or objective

Improve College, Career, and Military Readiness by increasing dual credit participation and student preparedness through strengthened advising, targeted student monitoring, and aligned instructional supports.

Indicators of Success

Measurable results that describe success

- By May 2027, 75% of 9th grade students will earn a minimum of 6 college credits through HCC Dual Credit.
- By May 2027, 75% of 10th grade students will earn a minimum of 15 college credits through HCC Dual Credit.
- By May 2027, 75% of 11th grade students will earn a minimum of 36 college credits through HCC Dual Credit.
- By May 2027, campus will see a 10% increase in the number of students graduating with earned college credit through UT OnRamps, Advanced Placement.

Specific Actions – School Leaders

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

- TSI Testing & Support
 - Schedule TSI testing opportunities strategically throughout the year.
 - Launch TSI prep sessions for Reading, Writing, and Math to meet dual credit readiness standards
- TSI Targeted Intervention.
- Monitor and Support Student Progress
 - Implement an Early Alert System to catch academic struggles before grades are posted.
- Student & Parent Communication
 - Host TSI/dual credit info nights to explain processes, deadlines, and college readiness expectations.
 - Conduct monthly 1 on 1 student meetings to review goals, pacing, and performance.
 - Celebrate milestones (i.e., students earning 9+ or 12+ credits) through public recognition and family outreach.
- Implement a TSI student goal setting process during advisory that includes regular progress monitoring and individualized check ins to ensure students are on track to meet their Math and Reading readiness goals.

Specific Actions – Staff

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

- Conduct Regular Grade Progress Meetings
 - Facilitate biweekly grade checks in Advisory, tracking Canvas assignments and feedback.
 - Use data to initiate follow ups and communicate concerns with students and families.
- Monitor and Support Student Progress
 - Share early alerts with campus support teams for students earning <75%.
 - Adjust instructional or tutorial support as needed.
- Student and Parent Communication
 - Reach out to parents during dual credit milestones and challenges.
 - Document communication in a shared campus tracker or CRM tool.

Key Action Two		
Staff Development	Who: All staff and administrators	
	What: Professional development	
	When: Beginning of year, weekly PLC, monthly faculty meeting, one on one conferences with Appraiser, BOY and MOY TES conferences, HISD PD designated days, quarterly check ins	
	Where: South Early College High School	
Budget	Proposed Item	Amount
	Staff Development	3,000
	Materials/resources	3,000
	Purchased services	3,000
	Other	3,000
	Other	3,000
	TOTAL 3,000	
	Funding Sources:	

Key Action Three

Key Action 3

Briefly state the specific goal or objective

Improve College, Career, and Military Readiness outcomes by increasing TSI readiness, SAT, Texas College Bridge across grade levels to ensure more students qualify for college-level coursework and dual credit opportunities.

Indicators of Success

Measurable results that describe success

- By May 2027, 69% of Class of 2029 (Junior) will be College Ready in Reading and Writing.
- By May 2027, 46% of Class of 2029 (Junior) will be College Ready in Math.
- By May 2027, 80% of Class of 2027 (Seniors) will be College Ready in Reading and Writing.
- By May 2027, 50% of Class of 2027 (Seniors) will be College Ready in Math.

Specific Actions – School Leaders

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

- Create advisory plan to provide students with additional support.
- Review TSI data and identify target students monthly in collaboration with HCC coaches.
- Promote Boot Camps hosted at SECHS to ensure students are participating.
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Specific Actions – Staff

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

- Use TSI pre assessments to group students and reteach during tutorials.
- Monitor Khan usage reports every 2 weeks.
- Establish student goal setting and data tracking systems during advisory to help students monitor their own TSI progress and identify specific growth areas.
- Utilize advisory periods to strategically group students based on TSI Math and Reading data in order to provide targeted interventions, skill based mini lessons, and individualized support aligned to identified areas of need.
- Develop targeted interventions based on cycle #5 to support student development (After school, Saturday tutorials).

Key Action Three		
Staff Development	Who: All staff and Administrators and HCC Coaches, dual credit liaison, HISD CCMR team	
	What: Professional Development	
	When: Beginning of year, weekly PLC, monthly faculty meeting, one on one conferences with Appraiser, BOY and MOY TES conferences, HISD PD designated days	
	Where: South Early College High School	
Budget	Proposed Item	Amount
	Staff Development	3,000
	Materials/resources	3,000
	Purchased services	3,000
	Other	3,000
	Other	3,000
	TOTAL 3,000	
	Funding Sources:	

Key Action Four

Key Action 4

Briefly state the specific goal or objective

Strengthen 9th and 10th grade students' writing skills through focused instruction and practice on Extended Constructed Responses (ECR).

Indicators of Success

Measurable results that describe success

- By May 2027, 75% of ninth grade students will score 6 points or higher on their district ECR.
- • By May 2027, 75% of tenth grade students will score 6 points or higher on their district ECR.
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Specific Actions – School Leaders

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

- Facilitate professional development on effective Tier I writing strategies.
- • Monitor implementation through regular classroom walkthroughs, SPOT observations, and formal observations to provide timely feedback to teachers.
- • Create a data review calendar and lead data meetings with grade-level teams to analyze DOL data and district assessments.
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- • Recognize and celebrate student and teacher progress toward reading growth goals weekly.

Specific Actions – Staff

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

- Writing Calibration: All grade-level teachers will engage in monthly writing calibrations during PLCs for RLA, Science, and Social Studies.
- • Professional Learning & Collaboration: Actively participate in professional development and collaborative planning sessions focused on reading growth and data-driven instruction.
- • Data-Driven Instruction: Monitor student progress through daily DOLs, as well as formative and summative assessments, to inform instructional decisions.

Key Action Four			
Staff Devel.	Who: All Staff		
	What: Attend and participate in PLC.		
	When: Twice a week		
	Where: PLC Space		
Budget	Proposed Item	Description	Amount
	Staff Development	Professional Development provided at the beginning of the year.	
	Materials/resources	N/A	
	Purchased services	N/A	
	Other		
	Other		
	TOTAL		
	Funding Sources:		