# 2026-2027 Action Plan



**North Forest High School**

**Marie Adams**

# NORTH FOREST HIGH SCHOOL

HOUSTON INDEPENDENT SCHOOL DISTRICT

MARIE ADAMS. PRINCIPAL

10726 Mesa Dr. | Houston, TX 77078
Phone: (713) 636-4300 | Fax: (713) 636-8116
www.houstonisd.org/northforesthigh


# School Action Plan – Needs Assessment

District philosophy and guiding framework:

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

**Needs related to student achievement data**

**We need to increase the number of students who have started to plan to make decisions about their post-secondary plans from 40% to 80%.**

**Increase students' overall attendance across all student groups, grades 9-12, through increased communication, student engagement, and community engagement from 89% to 90%.**

**North Forest High School will close the achievement gap between the district and campus STAAR EOC data by 5% at the Approaches and Meets level.**

**Needs related to improving the quality of instruction**

**Ensure proper implementation of Special Education student service.**

**Maintain overall student attendance of 90% or higher throughout the 2026-2027 school year.**

**Decreased the implicit biases of teachers assessed by pre and post-survey and PLC protocols to ensure equitable practices.**

**System evaluation (**philosophy, processes, implementation, capacity)

Daily readiness check
Calibration walks
PLC protocols
Professional development
*Demo Days*
SPORTS
Attendance system

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KEY ACTION ONE

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

Increase the academic achievement of students who receive special services.

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

- Increase the academic achievement of students with disabilities by increasing the percentage who demonstrate at least 10% growth toward their learning objectives across core subjects, as measured by district assessment data, by the end of the 2026–2027 school year.
- 100% of teachers will implement students' accommodations and complete all compliance documentation within the prescribed time frame (every six weeks).

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

- Allocate resources to provide additional support staff, specialized instructional materials, and assistive technology for students in special populations. (Math, Science & ELA –NES provided resources and curriculum, Immersive Reader)
- Collaborate with parents and stakeholders to establish Individual Education Plans (IEPs) for students to ensure their unique needs are addressed. With SPED, measurements will come from their IEPs.
- Establish and document submission deadlines and communicate expectations.

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

- Observe the student's real-time behavior or performance to assess progress. This may include observing the student during classroom activities, assessments, or specific tasks related to the goal and can be tied to the SPOT observation.
- Receive specialized training on inclusive teaching practices, differentiated instruction, and strategies for supporting students with diverse learning to ensure that the percentage of students demonstrating mastery will increase.
- Collaborate with Special Education teachers to develop and implement individualized instructional strategies.
- Provide ongoing formative assessments and progress monitoring to track students' academic growth.
- Collect samples of the student's work related to the goal collected over time and evaluate for growth and achievement.
- Collect data on the student's progress through ongoing monitoring, then record specific data points or tracking data in Frontline.
- Document the accommodations for each assignment in PowerSchool, which will be reviewed at the 6-week grading period.

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| | **Key Action One:** Increase the academic achievement of students who receive special services. |
| **Staff Devel.** | Who: Teachers |
| | What:<br>Professional Development over accommodation for special populations |
| | When: twice in the first 6 weeks; then once in the next 6 weeks |
| | Where: North Forest High School |

**Budget**

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

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|---|---|
| | Funding sources: District Funding |

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KEY ACTION TWO

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

Increase student success in post-secondary readiness.

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

- By June 2027, the campus will have 20% of 11th-grade students demonstrate college readiness by earning dual credit through HCC, UT OnRamps, or Advanced Placement.
- 10% of 10th grade will earn one of the 9 CCMR indicators. (Score a 3 or better on AP exams; 1050 or better on the SAT; 20 or better on the ACT; 950 or better on the TSIA2 in English and a 950 or better in Math; Earn an IBC; Earn an associate's degree; Earn 9 credits of dual credit or passing an English or Math dual credit course; Enlist into a branch of the military)
- 40% of 11th-grade students will earn one of the 9 CCMR indicators. (Score a 3 or better on AP exams; 1050 or better on the SAT; 20 or better on the ACT; 950 or better on the TSIA2 in English and a 950 or better in Math; Earn an IBC; Earn an associate's degree; Earn 9 credits of dual credit or passing an English or Math dual credit course; Enlist into a branch of the military)
- 90% of 12th-grade students will have met one of the 9 CCMR indicators. (Score a 3 or better on AP exams; 1050 or better on the SAT; 20 or better on the ACT; 950 or better on the TSIA2 in English and a 950 or better in Math; Earn an IBC; Earn an associate's degree; Earn 9 credits of dual credit or passing an English or Math dual credit course; Enlist into a branch of the military)

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

- Expand access to college and career readiness resources by investing in counseling staff, college application fee waivers, and test preparation materials.
- Establish partnerships with local colleges, universities, and businesses to provide students with internship opportunities, career fairs, and mentorship programs.
- Develop a comprehensive college and career readiness curriculum integrated into existing courses to ensure that all students receive guidance and support in planning for their post-secondary pathways.
- Ensuring all students are in their designated pathway throughout their high school career.
- Monitor and analyze PSAT/SAT data to identify areas of improvement and inform instructional practices. Then, implement a comprehensive college readiness program using Kaplan in the Junior English and Math classes, with targeted strategies to improve math and reading skills for the PSAT/SAT.

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

- Offer workshops and seminars for students and parents/guardians on college and career readiness opportunities, financial aid, scholarship opportunities, and the college application process.
- Provide individualized counseling sessions for students to discuss their post-secondary goals, interests, and academic plans and develop personalized action plans to achieve them.
- Facilitate college visits, guest speaker events, and job shadowing experiences to expose students to post-secondary options and career pathways.
- All CTE teachers proctor IBCs for students at level 3 or higher.
- Provide targeted instruction and interventions to improve students' math and reading skills through Algebra 2 and English 3 classes. We will focus on areas assessed in the PSAT/SAT.
- Implement formative assessments and progress monitoring to track individual student growth over three weeks and adjust instruction accordingly in the core content areas at the Junior and Senior Levels.

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|---|---|
| | **Key Action Two:** Increase student success in post-secondary readiness. |
| **Staff Devel.** | Who: Teachers |
| | What:<br>Disaggregating PSAT/ SAT data |
| | When: October |
| | Where: North Forest High School |

**Budget**

| Proposed item | Description | Amount |
|---|---|---|
| Staff development | | |
| Materials/resources | Kaplan | |
| Purchased services | | |
| Other | | |
| Other | | |
| | **TOTAL** | |

Funding sources: Division Budget

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KEY ACTION THREE

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

Increase the teacher's capacity to provide high-quality Tier 1 instruction.

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

- By January 2027, 80% of teachers will score 9.5 points or higher in purposeful instruction (Domain 2) on spot observations conducted by the campus leadership team. The percentage will increase to 90% of the returning teachers by May 2027.

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

- Provide mandated NES professional development for teachers, learning coaches, and teacher apprentices at least twice a month, focused on effective instructional strategies, differentiation, and classroom management, focusing on Domain 2.
- Implement 15 weekly SPOT observations and feedback sessions to provide teachers with constructive support and guidance with real-time actionable steps from the instructional leadership team.
- Foster a collaborative culture among teachers, learning coaches, teacher apprentices, and co-teachers as demonstrated through weekly PLC protocol submission.
- Attend monthly cohort success meetings and bi-weekly attendance committee meetings that include counselors, clerks, and grade-level administrators.
- Hold parent-student conferences and issue attendance contracts to students at risk of truancy violations.

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

- Teachers will engage in at least once weekly campus/district professional development opportunities to enhance their understanding and implementation of evidence-based instructional strategies.
- Teachers will collaborate with colleagues to annotate, internalize, and customize while incorporating differentiated instructional techniques, which will be measured weekly through spot observations to ensure the effectiveness of TIER 1 instruction.
- Core content teachers will utilize formative assessment data (DOLs, TEA-mandated assessments, and Campus-Based Assessments) to identify student needs and tailor instruction according to data analysis conducted during weekly planning and/or directly after the assessment data is available.

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| | **Key Action Three:** Increase the teacher's capacity to provide high-quality Tier 1 instruction. |
| **Staff Devel.** | Who: Teachers |
| | What:<br>Increasing the number of teachers reaching high-leverage targets in instruction. |
| | When: Teacher in-service |
| | Where: North Forest High School |

**Budget**

| Proposed item | Description | Amount |
|---|---|---|
| Staff development | What high-quality instruction looks like in action | |
| Materials/resources | | |
| Purchased services | | |
| Other | | |
| Other | | |
| | **TOTAL** | |

Funding sources:

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KEY ACTION FOUR

**Key Action** *(Briefly state the specific goal or objective.)*
Decrease the number of incidents that require DAEP Placement

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

- A 5% decrease in the number of vape incidents from the 2025-2026 school year

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

- Contract with the parent and student who are caught in possession of or in the use of a vape
- Work with the district vendor to provide vape counseling
- Parent engagement, education, and resources for parents of a student with vaping issues and training for parents

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

- Teachers will monitor the restrooms for the first 5 minutes of their conference period.
- Teachers will implement the vape prevention training
- Teachers will post a visual of what vaping does to the lungs in every classroom with facts about vaping
- Edgenuity lesson vaping is assigned to the student

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| | **Key Action Four:** Increase the teacher's capacity to provide high-quality Tier 1 instruction. |
| **Staff Devel.** | Who: Teachers and Admin |
| | What:<br>Education for teachers and admin about vaping |
| | When: Teacher in-service |
| | Where: North Forest High School |

**Budget**

| Proposed item | Description | Amount |
|---|---|---|
| Staff development | | |
| Materials/resources | | |
| Purchased services | | |
| Other | | |
| Other | | |
| | **TOTAL** | |

Funding sources: