



2026 – 2027

Campus Action Plan

Campus Name

Arabic Immersion Magnet School

Principal Name

Mahassen Ballouli

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

- Arabic Immersion Magnet School is expected to earn an “A” rating (91) for the 2025-2026 school year, according to the TEA rating system.
- 2025-2026 TELPAS Proficiency 50% of students are Advanced or Advanced High
- Based on the 2025-2026 TELPAS data, 39% of students grew 1 composite level

Math Data

NWEA MAP: Math		
Percentile Range	BOY	EOY
1st–21st Percentile	8%	7%
21st–40th Percentile	9%	9%
41st–60th Percentile	15%	15%
61st–80th Percentile	23%	28%
81st–99th Percentile	45%	41%

Special Populations NWEA						
Math	Emergent Bilinguals		Special Education		At-Risk	
Percentile	BOY	EOY	BOY	EOY	BOY	EOY
1st–21st Percentile	14%	12%	31%	33%	11%	11%
21st–40th Percentile	12%	11%	21%	20%	13%	12%
41st–60th Percentile	21%	18%	12%	17%	19%	18%
61st–80th Percentile	24%	26%	24%	12%	25%	27%
81st–99th Percentile	29%	33%	12%	18%	32%	32%

STAAR Math	
2025-2026	
Does Not Meet	16%
Approaches	84%
Meets	67%
Masters	37%

NWEA Mathematics data indicates that the campus maintained a Median Growth Percentile of 50 from the beginning of the year (BOY) to the end of the year (EOY). Additionally, the campus maintained a Median Achievement Percentile of 77 across the same period, demonstrating consistent overall student performance.

Reading Data

NWEA MAP : Reading		
Percentile Range	BOY	EOY
1st–21st Percentile	11%	12%
21st–40th Percentile	14%	11%
41st–60th Percentile	13%	15%
61st–80th Percentile	28%	30%
81st–99th Percentile	34%	32%

NWEA Reading: Special Populations						
Reading	Emergent Bilinguals		Special Education		At-Risk	
Percentile	BOY	EOY	BOY	EOY	BOY	EOY
1st–21st Percentile	19%	12%	31%	38%	19%	18%
21st–40th Percentile	15%	11%	28%	22%	21%	15%
41st–60th Percentile	19%	15%	16%	22%	14%	19%
61st–80th Percentile	19%	30%	19%	9%	27%	30%
81st–99th Percentile	28%	32%	6%	9%	19%	18%

STAAR Reading	
2025-2026	
Does Not Meet	18%
Approaches	83%
Meets	70%
Masters	47%

The campus Median Achievement Percentile increased from 68 at the Beginning of the Year (BOY) to 70 at the End of the Year (EOY), as measured by the NWEA assessment.

Science Data

NWEA MAP: Science		
Percentile Range	BOY	EOY
1st–21st Percentile	9%	7%
21st–40th Percentile	9%	6%
41st–60th Percentile	13%	9%
61st–80th Percentile	24%	23%
81st–99th Percentile	45%	55%

Special Populations						
Science	Emergent Bilinguals		Special Education		At-Risk	
	BOY	EOY	BOY	EOY	BOY	EOY
1st–21st Percentile	19%	14%	27%	28%	15%	11%
21st–40th Percentile	15%	13%	12%	10%	14%	10%
41st–60th Percentile	19%	13%	37%	7%	17%	12%
61st–80th Percentile	19%	25%	6%	21%	22%	24%
81st–99th Percentile	28%	35%	18%	34%	32%	43%

STAAR Science	
2025-2026	
Does Not Meet	16
Approaches	84
Meets	66
Masters	49

The campus Median Achievement Percentile increased from 77 at BOY to 84 at EOY, reflecting growth in overall student achievement.

Needs related to improving the quality of instruction

ROOT CAUSE

The data used for quality of instruction needs assessment is derived from progress monitoring data that analyzes instructional deficiencies using multiple sources of data, including IRT results which grew from 11.0 – BOY IRT 1 to 15.12 EOY IRT 4, the AIM platform and the HISD Spot App. The data derived from the quality of instruction indicates a need for professional development centered on providing effective support to our students in special populations, such as special education and emergent bilingual students, specifically in the content of reading. Additionally, our data indicates a need for professional development on how to effectively engage students through multiple response strategies, system wide system of accountability for behavior, and targeted support for teachers to monitor and adjust based on student data.

Campus Spot observation data indicates that our greatest areas of focus are:

- **Stamping the Learning** – Ensuring every teacher clearly articulates and solidifies the key learning objectives.
- **Student Annotations** – Modeling and providing consistent opportunities for students to actively annotate texts, problems, and learning materials to deepen comprehension and engagement.
- **Using Student Answers** – Intentionally leveraging student responses during instruction to probe thinking, address misconceptions, facilitate discussion, and extend learning for all students.

System evaluation (philosophy, processes, implementation, capacity)

The following processes are present in the action plan and help ensure accountability and drive data-driven decisions to support rapid improvement at Arabic Immersion Magnet School.

- **Identifying Baseline Data:** By understanding the school's current performance, leaders can pinpoint specific areas that need improvement, such as low-test scores or poor attendance, directly aligning efforts with state standards the school needs to meet.
- **Setting Measurable Goals:** Clear, measurable goals focus the school's efforts on areas that directly affect meeting academic and operational standards, ensuring that every action taken contributes to progress.
- **Monitoring Implementation:** Regular monitoring ensures that turnaround strategies, like curriculum adjustments or training, are properly executed. This prevents lost time and resources, keeping the school on track to meet standards.
- **Measuring Progress:** By continually assessing student performance and teacher effectiveness, schools can track whether they are closing the gap between current performance and required standards.
- **Making Adjustments:** When evaluations show that strategies are not working as expected, adjustments are made. This flexibility allows schools to refine their approach, improving their chances of meeting or exceeding standards over time.

Key Actions (Focus Areas)

- Improve English proficiency for identified at-risk population of Emergent Bilingual students
- Improve math and reading proficiency for all students.
- Improve student achievement for Special Education students.
- Improve students' proficiency, specifically in the areas of speaking and writing in Arabic.

KEY ACTION ONE	Key Action (Briefly state the specific goal or objective.)
	Improve English proficiency for identified at-risk population of Emergent Bilingual students
	Indicators of success (Measurable results that describe success.)
	By the end of the 2026–2027 school year, the percentage of emergent bilingual students scoring at or below the 40th percentile on the NWEA MAP Reading and Mathematics assessments will decrease by 10% from the Beginning-of-Year (BOY) baseline.
	By May 2027, 85% of students will score at the Approaches Grade Level standard or higher on the STAAR Reading Language Arts assessment.
	By May 2027, 46% of students will advance as calculated by TEA in Domain III on TELPAS.
	By January 2027, the campus will achieve an average score of 0.50 for the effective implementation of instructional scaffolds, as measured by the HISD Spot Observation Form, with an increase to an average score of 0.70 or higher by May 2027.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	- Provide ongoing coaching and feedback aligned to scaffolds, reading/writing/thinking – Structured turn and talks, collaborative rating of ECR's, SCR's and admin review of written responses. - Monitor implementation through walkthroughs, spot observations, PLC artifact reviews, and coaching conversations to ensure consistent use of multiple response strategies (MRS), effective responses to student misconceptions, and data-driven instructional adjustments. - Establish systems for lesson internalization through PLCs and collaborative planning, including identifying key standards, anticipating misconceptions, planning checks for understanding, analyzing student work, and developing reteach and intervention plans. - Conduct regular calibration walks using aligned walkthrough tools and look-fors to ensure consistent feedback, monitor implementation fidelity, identify instructional trends, and inform future coaching and professional learning.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	The At-Risk Coordinator and Counselor will monitor student attendance and academic performance bi-weekly to identify emergent bilingual students needing academic, behavioral, or attendance interventions, with intervention plans and progress documented and reviewed regularly.

- Teachers will internalize lessons by identifying key learning objectives, anticipating misconceptions, and using formative and summative data to plan instructional adjustments.
- Teachers will provide appropriate scaffolds to support Emergent Bilingual (EB) students, including but not limited to visual aids, sentence stems, word banks, Total Physical Response (TPR), and other language-support strategies.
- Teachers will intentionally embed student writing, structured turn-and-talks, multiple response strategies (MRS), active monitoring, implementation of response cards/written responses at least three times per lesson cycle and visible timers to maximize engagement and monitor understanding throughout instruction.
- Teachers will collaboratively analyze student data, identify misconceptions, plan reteach strategies, and calibrate instructional practices to ensure consistent implementation across classrooms.
- Teachers will implement feedback from coaching cycles, walkthroughs, and job-embedded coaching to continuously strengthen instructional practice.

Key Action One: Staff Development

Who: Ballouli (Principal), Liu (AP), Elsaia (AP), Pacha (Magnet Coordinator), Audi (At-Risk Coordinator), Colvin (Counselor)

What: Provide quality PD sessions, on the spot coaching, daily planning, PLCs, and instructional walks.

When: Daily & Weekly

Where: Campus & District Sites

Key Action One: Budget

Proposed item	Description	Amount
Staff development	Teachers will participate in targeted PD focused on using the campus Lesson Internalization framework with a focus on differentiating and scaffolding their lessons to meet the needs of EB students and to ensure a well-rounded education.	0
Materials/resources	Curriculum, Lead4ward, Ontrack, Spots forms, Summit K-12	0
Purchased services	NA	

Bilingual Education Funds	At-Risk Coordinator, Bilingual Teachers, Tutorials	\$125,327 – Bilingual Funds
Other		
TOTAL		\$125,327
Funding sources: Bilingual funds		

KEY ACTION TWO	Key Action (Briefly state the specific goal or objective.)
	Improve math and reading proficiency for all students.
	Indicators of success (Measurable results that describe success.)
	▪ By January 2027, 48% of students will rank in the 61st percentile or higher and in the 65th percentile by the End of the Year NWEA Map Assessment in Reading and Math. ▪ By June 2027, 84% of K-2nd grade students will be at or above grade level on the Dibels Assessment. ▪ By June 2027, 65% of students will meet their growth goal in Reading and 60% of students will meet their growth goal in Math on the NWEA Map Assessment. ▪ By June 2027, 73% of students will score Meets or Masters on the Reading STAAR exam. ▪ By June 2027, 71% of students will score Meets or Masters on the Math STAAR exam.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	• Create master schedule that reflects time for differentiation, including acceleration. • Create a system for tracking data and leading data analysis sessions. • Provide ongoing coaching and feedback aligned to campus instructional priorities, using observation and student outcome data to identify trends, celebrate effective practices, and determine targeted teacher support. • Monitor implementation through walkthroughs, spot observations, PLC artifact reviews, and coaching conversations to ensure teachers consistently implement multiple response strategies (MRS), address misconceptions, and adjust instruction based on student data. • Establish systems for lesson internalization during PLCs and collaborative planning by identifying key standards, anticipating misconceptions, planning checks for understanding, and using student data to inform instruction. • Facilitate teacher-led PLCs focused on lesson internalization, collaborative planning, student work analysis, reteach planning, instructional reflection, and aligning interventions to student needs. • Conduct regular calibration walks using aligned walkthrough tools and look-fors to ensure consistent feedback, monitor implementation fidelity, identify instructional trends, and inform future coaching and professional learning.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)

- Teachers will implement second teach and provide acceleration for students during scheduled time.
- Teachers will internalize lessons by identifying key learning objectives, anticipating potential misconceptions, and planning instructional adjustments based on formative and summative data analysis.
- Teachers will intentionally embed student writing opportunities in every core lesson, utilize structured turn-and-talks to increase student discourse, and plan active monitoring checkpoints throughout instruction to ensure all students are engaged and progressing toward mastery.
- Teachers will track data and collaboratively analyze student data, identify misconceptions, plan reteach strategies, calibrate instructional responses, and establish consistent implementation expectations for turn-and-talk frequency, student writing opportunities, and active engagement structures across classrooms.
- Teachers will implement feedback from coaching cycles, walkthroughs, and on-the-job coaching with fidelity, incorporating actionable next steps into daily instructional practice.
- Teachers will consistently implement campus instructional expectations including MRS strategies within every lesson chunk, visible timers during instructional transitions and work cycles, active monitoring during every independent practice opportunity, and response card quality checks to monitor student understanding in real time.

Key Action TWO: Staff Development

Who: Ballouli (Principal), Liu (AP), Elsaia (AP), Pacha (Magnet Coordinator)

What: Provide professional development sessions: On the spot coaching, daily planning, PLCs, and Instructional walks

When: Daily & Weekly

Where: Campus and District locations

Key Action TWO: Budget

Proposed item	Description	Amount
Staff development	Teachers will participate in targeted PD sessions that focus on improving high-quality instruction to meet the needs of students with a focus on PLCs, Demo Days and on the spot coaching.	0

Materials/resources	District curriculum, Sweet 16 PD, district PD resources, Spot Form, OnTrack, Lead4ward, Zearn, IXL	\$10,000
Purchased services	NA	
State Compensatory Education Funds	NA	NA
Other		
TOTAL		\$10,000
Funding sources: General Funds		

KEY ACTION THREE	Key Action (Briefly state the specific goal or objective.)
	Improve student achievement for Special Education students.
	Indicators of success (Measurable results that describe success.)
	- By the end of 2026–2027 we will decrease the percentage of students scoring below the 40th percentile by 10% in the Reading and Math on the NWEA Map Assessment. - By January 2027, the campus will achieve an average score of 0.50 for the effective implementation of instructional scaffolds, as measured by the HISD Spot Observation Form, with an increase to an average score of 0.70 or higher by May 2027. - By the end of the first semester, 100% of campus ARDS will be held on or before the TEA deadline. This percentage will remain constant at 100% by EOY June 2027.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	- Campus leaders will set expectations for access and use of scaffolds to support students in special education. Campus leaders will also train special education and general education teachers on how to effectively implement and use scaffolds to support student learning. - Campus leaders will provide targeted coaching and structured support to the new Special Education teacher focused on implementing MRS strategies, differentiated instructional supports, and effective classroom practices aligned to student learning needs. - Campus leaders will conduct regular coaching cycles, including modeling, observation feedback, lesson internalization support, and collaborative planning sessions to build the teacher's capacity in delivering rigorous, student-centered instruction for Special Education students. - Campus leaders and instructional support staff will monitor implementation of Special Education instructional expectations through walkthroughs, spot observations, and coaching conversations, ensuring consistent use of MRS strategies, accommodations, progress monitoring, and student engagement supports. - Meet with SpEd Department Chair and SpEd support bi-weekly to review multiple layers of SpEd compliance: ARDS, IEPs, Accommodations, Progress Monitoring, 504, Dyslexia, and Documentation.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	- Special education teachers will create and use scaffolds consistently to support student learning. - Classroom environment will reflect the use of scaffolds and supports for students in special education.

- Co-Teachers and Teachers will document all SpEd. accommodations and/or modifications in district platform, as reflected by the 3-week grading benchmarks.
- Complete all required paperwork for ARD meetings and documentation of IEP implementation.
- Teachers will consistently implement campus instructional expectations, including MRS strategies within every lesson chunk, visible timers during instructional transitions and work cycles, active monitoring during every independent practice opportunity, and response card quality checks to monitor student understanding in real time.
- Teachers will intentionally plan and implement accommodations, and instructional supports aligned to students' IEPs to ensure access to grade-level instruction, engagement, and academic progress.

Key Action THREE: Staff Development

Who: Ballouli (Principal), Liu (AP), Elsaia (AP), Pacha (Magnet Coordinator), Medina (SPED Chair)

What: Accurately identify and create a plan to implement special education students' needs, based on students' IEPs. Additionally, Provide professional development, on the spot coaching, daily planning, PLCs, and Demo days.

When: Daily and Weekly

Where: District and campus locations

Key Action THREE: Budget

Proposed item	Description	Amount
Staff development	Teachers will participate in professional development focused on increasing instructional rigor while incorporating effective scaffolds to ensure special education students can access grade-level content and apply higher order thinking skills.	0
Materials/resources	Curriculum documents, IEPs, OnTrack, Frontline	0
Purchased services	NA	
Other		

Other		
TOTAL		0
Funding sources:		

KEY ACTION FOUR	Key Action (Briefly state the specific goal or objective.)
	Improve students' proficiency, specifically in the areas of speaking and reading in Arabic.
	Indicators of success (Measurable results that describe success.)
	- By January 2027, the campus will achieve an average score of 0.60 for in Engagement Strategies (Listening and Speaking) as measured by the HISD Spot Observation Form, with an increase to an average score of 0.70 or higher by May 2027. - By May 2027, 80% of students in the Arabic program will increase at least one proficiency level in two or more language domains on the STAMP Arabic assessment, as measured by BOY and EOY data. - By May 2027, 80% of kindergarten and 1st grade students will accurately identify and produce the Arabic alphabet both orally and in writing, as measured through teacher-created assessments and classroom performance tasks.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	- Campus leaders will provide ongoing coaching, modeling, and professional learning on TPR, visual supports, sheltered instruction, and multiple response strategies (MRS) to strengthen instruction for Arabic language learners. - Leaders will monitor implementation through walkthroughs, spot observations, PLC artifact reviews, and coaching conversations to ensure instructional strategies are implemented consistently, teachers address misconceptions, and instruction is adjusted based on student data. - Facilitate teacher-led PLCs focused on lesson internalization, collaborative planning, student work analysis, reteach planning, instructional reflection, and aligning interventions to student needs. - Campus leaders will conduct regular calibration walks using aligned walkthrough tools and look-fors to ensure consistent feedback, monitor implementation fidelity, identify instructional trends, and inform future coaching and professional learning.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	- Teachers will consistently implement TPR, visual supports, and sheltered instructional strategies to strengthen second language acquisition, language comprehension, academic discourse, and student engagement. - Teachers will provide at least two structured speaking and writing opportunities per Arabic Language Arts lesson, using visuals, sentence stems, modeled responses, and vocabulary supports to strengthen language development for non-heritage Arabic speakers.

	- Teachers will internalize lessons during PLCs by identifying key standards, anticipating misconceptions, planning checks for understanding, and using student data to guide instructional adjustments. - Teachers will collaboratively analyze student data, identify misconceptions, plan reteach strategies, and calibrate instructional practices to ensure consistent implementation across classrooms. - Teachers will implement campus instructional expectations, including multiple response strategies (MRS), structured turn and talks, active monitoring, visible timers, response card checks, and coaching feedback to strengthen daily instruction.
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Key Action FOUR: Staff Development

Who: Ballouli (Principal), Liu (AP), Elsaïary (AP), Pacha (Magnet Coordinator)

What: Provide quality PD sessions, on the spot coaching, daily planning, PLCs, and instructional walks.

When: Daily, Weekly and during monthly campus PD days

Where: District and campus locations

Key Action FOUR: Budget

Proposed item	Description	Amount
Staff development	Teachers will participate in targeted PD focused on using the campus Lesson Internalization framework with a focus on differentiating and scaffolding their lessons to meet the needs of Arabic language learners.	0
Materials/resources	Curriculum documents, IEPs, OnTrack	0
Purchased services	- Alef, Ba, Ta (for students) - I Read Arabic (for students) - Kalamna (for teachers)	PTO Funds
Other		
Other		

TOTAL		0
Funding sources:		