HISD

2026 – 2027

Campus Action Plan

Campus Name

Baylor College of Medicine at Ryan

Principal Name

Rick Nagir

Campus Action Plan – Needs Assessment

District philosophy and guiding framework

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

Needs related to student achievement data

Identified Needs
A. Increase Performance at Meets and Masters Across Core Content Areas
While ELAR and Social Studies demonstrate relatively strong Masters performance, there are declines in Meets performance and inconsistent growth across tested subjects. Math performance remains relatively stagnant, with little movement across performance levels, indicating that more students are not progressing from Approaches to Meets and Masters.
B. Strengthen Science Achievement
Writing is identified as a campus focus area and remains a priority for improvement. The campus has embedded a writing plan within the instructional day, suggesting a recognized need for improved proficiency.
C. Improve Academic Growth for Emergent Bilingual Students
TELPAS data indicate a decline in Advanced High performance and decreases across listening, speaking, reading, and writing domains. This suggests a need for stronger language acquisition supports embedded within Tier I instruction.
D. Ensure Incoming Student Readiness
With projected enrollment of approximately 354 students and a large incoming 6th-grade cohort, the campus must ensure that learning gaps are identified early through beginning-of-year diagnostics and intervention systems.
Student Achievement Priorities
1. Increase Meets and Masters performance in Math and Science.
2. Maintain ELAR and Social Studies strengths while improving growth at Meets.
3. Increase TELPAS Advanced High performance.
4. Strengthen intervention effectiveness for students not meeting grade-level expectations.
5. Utilize NWEA growth data to monitor student progress and predict STAAR success.

Needs related to improving the quality of instruction

Identified Needs
A. Strengthen Tier I Instruction Across All Content Areas
The campus has established intervention structures; however, intervention cannot compensate for weak Tier I instruction. Teachers must consistently deliver grade-level, standards-aligned instruction that requires rigorous student thinking and discourse.
B. Improve Data-Driven Instructional Practices
The intervention schedule references reteach based on Daily Objective Lesson (DOL) data and use of LSAE materials. The next level of implementation requires teachers to consistently:
• Analyze student misconceptions.
• Adjust instruction based on formative assessment results.
• Differentiate support within the classroom.
• Monitor intervention effectiveness.
C. Build Capacity in Math and Science Instruction
Multiple vacancies exist in Math and Science positions, including instructional leadership vacancies supporting these content areas. This creates a risk of inconsistent instructional quality and curriculum implementation.
D. Increase Student Engagement and Academic Ownership
The campus should focus on instructional practices that promote:
• Higher-order questioning.
• Student discourse.
• Productive struggle.
• Frequent checks for understanding.
• Student accountability for learning.
These practices are essential for moving students from Approaches to Meets and Masters performance levels.
Instructional Priorities
1. Strengthen Tier I instruction in every classroom.
2. Increase rigor and alignment to grade-level standards.
3. Improve formative assessment and responsive teaching practices.
4. Develop teacher expertise in Math and Science.
5. Increase student engagement and academic discourse.

System evaluation (philosophy, processes, implementation, capacity)

Philosophy
Need
The campus has established intervention systems, but the organizational mindset must continue to emphasize that intervention supplements, not replaces high-quality core instruction.
Desired State
A campus-wide belief that every student can achieve at high levels through strong Tier I instruction, timely intervention, and continuous progress monitoring.
Processes
Strengths
• Defined intervention schedule.
• HB1416 support structure.
• Strong staff attendance (98.35%).
• No current personnel concerns reported.
Areas for Improvement
• Formal progress-monitoring cycles.
• Consistent use of student performance data during PLCs.
• Clear systems for measuring intervention effectiveness.
• Stronger alignment between formative assessments and intervention plans.
Implementation
Need
The campus must ensure consistent implementation of:
• Intervention protocols.
• Data analysis practices.
• Curriculum-aligned instruction.
• Language supports for emergent bilingual students.
Variability in implementation likely contributes to inconsistent student outcomes across content areas.
Desired State
Every teacher consistently implements:
• High-quality Tier I instruction.
• Data-driven reteach cycles.
• Standards-aligned assessments.
• Targeted intervention plans.

Campus Action Plan Template

Key Action One

Key Action 1

Briefly state the specific goal or objective

Improve Math performance through algebraic thinking and problem solving for all students.

Indicators of Success

Measurable results that describe success

- By the end of the 2026–2027 school year, the percentage of students scoring in the 61st percentile or higher on the NWEA MAP Math assessment will increase from 55% to 60%.
- By the end of the 2026–2027 school year, 75% of Grade 6 students will complete at least three grade-level IXL lessons each week.
- By the end of the 2026–2027 school year, 70% of students will meet or exceed their individual NWEA MAP Math annual growth targets from BOY to EOY

Specific Actions – School Leaders

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

- School leaders will implement a comprehensive instructional coaching cycle that includes frequent classroom observations, real-time feedback, and follow-up coaching to strengthen mathematics instruction and student problem-solving.
- School leaders will build teacher capacity to effectively utilize IXL by providing professional learning on data analysis, establishing expectations for weekly progress monitoring, and routinely reviewing implementation and student outcomes.
- School leaders will develop and implement a campus-wide NWEA data tracking system that enables teachers to monitor student growth, identify achievement gaps, establish measurable goals, and make instructional adjustments based on data.
- School leaders will facilitate weekly Professional Learning Communities (PLCs) that include lesson at-bats, collaborative lesson internalization, analysis of anticipated student misconceptions, and actionable feedback aligned to grade-level standards and campus instructional priorities.
- School leaders will establish and monitor a consistent lesson internalization process by providing professional development, modeling effective planning practices, conducting weekly planning conferences, and ensuring teachers are prepared to deliver rigorous, standards-aligned instruction.
- School leaders will monitor implementation of campus instructional expectations through regular classroom walkthroughs, PLC observations, and coaching cycles, using observation data to differentiate support, ensure instructional fidelity, and drive continuous improvement across all mathematics classrooms.

Specific Actions – Staff

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

- Teachers will run weekly IXL reports to track the number of students who have completed on grade level lesson.
- Teachers will participate in on the spot coaching throughout the school year to ensure there is high quality instruction being delivered in class.
- Teachers will track the students BOY, MOY, and EOY NWEA data and conference with the students their MOY and EOY goals.
- Teachers will participate in at-bats during PLC
- Teachers will internalize math lessons to ensure misconceptions are being address and prepare scaffolds for the students.

Key Action One

Staff Development

Who: Leadership team and staff

What: NWEA data, IXL, and high quality instruction

When: Professional development days and PLC

Where: Baylor College of Medicine at James D. Ryan Middle School

Budget

Proposed Item	Description	Amount
Staff Development	N/A	
Materials/resources		
Purchased services		
Other		
Other		
	TOTAL	

Funding Sources:

Key Action Two

Key Action 2

Briefly state the specific goal or objective

Increase the quality of writing for extended constructed response for grades 6 through 8.

Indicators of Success

Measurable results that describe success

- By the end of the 2026–2027 school year, the percentage of students earning a score of 5 or higher on the STAAR Extended Constructed Response (ECR) will increase from 50% to 60%.
- By the end of the Fall 2026 semester, 50% of students in Grades 6–8 will earn at least 1 out of 2 points on district short-constructed response items.
- By the end of the third grading cycle of the 2026–2027 school year, 60% of students in Grades 6–8 will earn at least 1 out of 2 points on district short-constructed response assessments.

Specific Actions - School Leaders

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

- School leaders will analyze 2025–2026 STAAR Extended Constructed Response (ECR) data to identify campus, grade-level, teacher, and student trends and use findings to inform instructional priorities and targeted support.
- School leaders will analyze district short- and extended-constructed response assessment data to monitor student progress, identify instructional gaps, and adjust the campus writing action plan throughout the school year.
- School leaders will build teacher capacity to implement the ACE writing strategy with fidelity by providing professional development, modeling best practices, conducting classroom observations, and providing actionable coaching and feedback.
- School leaders will facilitate writing-focused Professional Learning Communities (PLCs) where teachers collaboratively calibrate student writing using the TEA ECR rubric, analyze student work, identify misconceptions, and develop targeted instructional responses.
- School leaders will monitor student performance on open-ended responses through OnTrack and other district assessment systems to evaluate progress, identify trends, and provide differentiated support to teachers and student groups.
- School leaders will implement quarterly checkpoints to evaluate the effectiveness of the Campus Writing Action Plan by reviewing implementation data, student writing outcomes, and formative assessment results, and will adjust strategies to ensure continuous improvement and attainment of campus performance goals.

Specific Actions – Staff

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

- Teachers will provide specific feedback to students on responses to open ended questions and adjust their instruction based on the student response
- Teachers will consistently incorporate writing in their everyday lessons and provide scaffolds when needed, specifically for the subpopulation students
- Teachers will utilize the ACE strategy while writing their short and extended constructed responses.
- The teachers will utilize the rubric from TEA to grade the student ' s ECR.

Key Action Two

Staff Development

Who: Leadership team and staff

What: STAAR ECR and District writing data.

When: Professional development days and PLC

Where: Baylor College of Medicine at James D. Ryan Middle School

Budget

Proposed Item	Description	Amount
Staff Development	N/A	
Materials/resources		
Purchased services		
Other		
Other		
	TOTAL	

Funding Sources:

Key Action Three

Key Action 3

Briefly state the specific goal or objective

Close the learning gaps for students in special populations: Special Education, 504, At-Risk, and Emergent Bilinguals

Indicators of Success

Measurable results that describe success

- ● Students with IEPs will demonstrate a Composite Average Annual growth of 1 or higher on the NWEA Reading assessments from the Fall (BOY) to the Spring (EOY).
- ● Spot Observation, special education teachers will score at least 6/10 or higher in Instruction by December 2026 in Instruction.
- ● Spot Observation, special education teachers will score at least 7/10 or higher in Instruction by December 2026 in Instruction.
- ● The percentage of "instructional proficient" IEPs as measured by rubric and reviewed by an independent team from the Special Education Department will be met at 90% by May 2027.
- ● 50% of Emergent Bilingual students in grades 6-8-5 will demonstrate at least one year's growth in TELPAS based on their composite ratings for 2025

Specific Actions - School Leaders

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

- School leaders will build the capacity of the Special Education Chair and Special Education teachers by providing ongoing training and coaching on state and district compliance requirements, ARD facilitation, and effective implementation of special education processes.
- School leaders will develop and monitor the Special Education master schedule to ensure compliance with state and federal requirements while guaranteeing students receive instructional services and supports as outlined in their Individualized Education Programs (IEPs).School leaders will provide professional learning during pre-service, Professional Development days, and Professional Learning Communities (PLCs) on high-impact instructional practices, including multiple response strategies, and ensure teacher implementation aligns with HISD SPOT instructional expectations.
- School leaders will conduct regular classroom observations and walkthroughs to monitor purposeful instruction, effective implementation of multiple response strategies, and delivery of specially designed instruction, providing timely coaching and actionable feedback to improve instructional effectiveness.
  School leaders will monitor instructional quality by analyzing SPOT observation data, IRT feedback, and coaching trends to identify strengths, address instructional gaps, and differentiate support for teachers throughout the school year.
- School leaders will conduct routine reviews of Individualized Education Programs (IEPs) to ensure instructional accommodations, modifications, and services are implemented with fidelity and that students receive the supports necessary for academic success.
  School leaders will establish a comprehensive progress-monitoring system to review student achievement data, evaluate the effectiveness of interventions, and ensure instructional decisions are responsive to the needs of individual students receiving Special Education services.
- School leaders will ensure Special Education staff and the Emergent Bilingual (EB) Coordinator actively participate in Professional Learning Communities (PLCs) to collaboratively internalize lessons, plan appropriate scaffolds and accommodations, and analyze academic performance for Special Education and Emergent Bilingual students.
  School leaders will conduct monthly data and compliance meetings with the Special Education Chair and instructional staff to review service delivery, student progress, instructional implementation, and state and district compliance, using findings to drive continuous improvement and accountability.

Specific Actions – Staff

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

- ● Special education teacher and chair will stay in compliance with the State guidelines and also ensure the students are receiving their instructional support based on the student's IEP.
- ● Teachers will learn and implement multiple response strategies, as well as other instructional characteristics listed on the spot observation form.
- ● Teachers will align activities, ask a variety of question types that prompt and facilitate discussions, and ensure a variety of response techniques are utilized to encourage all students to respond (think-pair-share, table talk, choral response, and use of white boards).
- ● Teachers will review feedback provided by appraisers and IRT members to ensure they are correcting noted growth and improving instruction in the classroom.
- ● Follow developed IEPs and implement accommodations and interventions as outlined.
- ● Set and track growth goals for individual students based on teacher-designed assessments and performance on NWEA assessments and Summit K-12. Adjust strategies as needed.

SPED Department will collaborate with colleagues, in PLCs, to implement lessons aligned to student's instructional goals and assist with tracking student growth.
Meet with leadership team monthly to review services and compliance

Key Action Three

Staff Development

Who: Campus Leaders, Department Chairs, SpEd Chairperson

What: Improve academic achievement for Special Education students through targeted instruction and implementing IEP.

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

Where: Baylor College of Medicine at James D. Ryan Middle School

Budget

Proposed Item	Description	Amount
Staff Development	N/A	
Materials/resources		
Purchased services		
Other		
Other		
	TOTAL	

Funding Sources:

Key Action Four

Key Action 4

Briefly state the specific goal or objective

Improve the quality of instruction.

Indicators of Success

Measurable results that describe success

- By January 2027 50% of CORE teachers will score 8/13 or higher in (Instruction), as measured by each teacher ' s individual spot average.
- By May 2027, 68% of CORE teachers will score 8/13 or higher in (Instruction), as measured by each teacher ' s individual spot average.
- By May 2027, 68% of CORE teachers will score 12/18 or higher as measured by each teacher's individual yearly spot average.

Specific Actions - School Leaders

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

- School leaders will develop and maintain deep expertise in the HISD Sweet 16 Instructional Expectations and ensure campus instructional systems are fully aligned to district expectations.
- School leaders will participate in ongoing calibration using the HISD SPOT rubric to ensure consistent, objective, and evidence-based observations and feedback across all classrooms.
- School leaders will build teacher capacity by delivering high-quality professional learning on the HISD Sweet 16 Instructional Expectations during pre-service, professional development sessions, and Professional Learning Communities (PLCs).School leaders will implement a consistent instructional observation cycle by conducting a minimum of six SPOT observations per appraiser each week and using observation data to monitor instructional implementation and teacher growth.
- School leaders will provide differentiated coaching and support for Tier II and Tier III teachers through weekly coaching cycles that include goal setting, modeling, observation, feedback, and progress monitoring.
- School leaders will provide timely, job-embedded coaching through classroom walkthroughs and instructional observations, delivering actionable feedback that strengthens instructional practices and student engagement.
- School leaders will analyze Instructional Review Team (IRT) feedback and observation data to identify campus-wide trends, prioritize instructional improvement efforts, and monitor implementation of identified action steps.
- School leaders will facilitate ongoing professional learning during PLCs and campus professional development focused on high-quality Tier I instruction, rigorous student engagement, purposeful questioning, and effective instructional delivery.
- School leaders will model exemplary instructional practices, co-plan and co-teach lessons when appropriate, and document coaching conversations, action steps, and teacher progress within the campus coaching tracker to ensure accountability and continuous improvement.
- School leaders will routinely monitor implementation of campus instructional non-negotiables by reviewing coaching data, SPOT observation trends, and student performance data to ensure instructional consistency and improved student outcomes across all content areas.

Specific Actions – Staff

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

- Teachers will review the HISD Sweet 16 Expectations
- Teachers will internalize their slide decks and include the different engagement strategies on each slide to ensure 100% engagement of the students
- Teachers will attend training provided by the school leaders and the district on high quality instruction
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Key Action Four

Staff Devel.

Who: Campus leaders and teachers

What: Attend professional development aim at implementing high quality instruction in the classroom

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

Where: Baylor College of Medicine Academy at James D. Ryan Middle School

Budget

Proposed Item	Description	Amount
Staff Development	N/A	
Materials/resources		
Purchased services		
Other		
Other		
	TOTAL	

Funding Sources: