HISD

## 2026 – 2027

# Campus Action Plan

### Campus Name

James Madison High School

### Principal Name

Janet Orozco

# Campus Action Plan – Needs Assessment

## District philosophy and guiding framework

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

## Needs related to student achievement data

For the 2025-2026 school year, Madison High School received a "A" rating based on the TEA accountability system.
In 2024-2025 school year when Madison was rated an "B" campus. During the 2025-2026 school year, we started with 1488 students. Of those students, approximately 40.9% are emergent bilinguals, and 76% are at-risk.

STAAR English I scores: - increased by XX% from XX% to XX% passing at the Meets level.

STAAR English II scores - increased by XX% from XX% to XX% passing at the Meets level.

STAAR Algebra 1 - increased by XX% from XX% to XX% passing at the Meets level.

STAAR Biology scores- increased by XX% from XX% to XX% passing at the Meets level.

STAAR Social Studies scores - increased by XX% from XX% to XX% passing at the Meets level.

The graduating class of 2026 produced over 90% of the seniors to be college and career ready and received a CCMR point for the school. In 2024-2025, 90% of the students earned a CCMR point. The class of 2026 was a total of 382 students ____ did not earn CCMR which translates to ____%.

Our goal for the 2026-2027 school year is to increase all student achievement specifically in Math and Reading with a special focus on our emergent bilingual students, increase the number of graduating seniors who are college and career ready, and increase our daily attendance averages. We will focus on building teacher capacity and improving high quality instruction. The data used for this needs assessment is derived from the results of the 2024-2025 STAAR tests.

## Needs related to improving the quality of instruction

During the 2025-2026 school year, James Madison High School underwent four Independent Review Team (IRT) instructional walks, with scores of respectively12.35, 11.45, 12.65, 14.55= Total average of 12.74 for Quality of Instruction appraiser proficiency I.

These results demonstrate consistent growth in Tier 1 instruction throughout the year. Entering the 2025-2026 school year, we plan for effective integration of _ new teachers into our staff of 137, which includes teachers, apprentices, and learning coaches. This presents a critical need to build instructional capacity in both new and returning staff members to ensure continued growth and success.

The campus also recognizes the importance of expanding teacher capacity to deliver rigorous postsecondary instruction by increasing teacher credentialing opportunities through partnerships with Houston Community College, allowing more teachers to become certified to teach college-level dual credit courses. These efforts will strengthen instructional rigor, improve student access to advanced academic opportunities, and support college, career, and military readiness outcomes for all students.

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

The school's commitment to continuous improvement is reflected in its focus on increasing dual credit and college course credits earned by students while maintaining alignment to state accountability standards. By identifying baseline data, school leaders analyze current student performance, participation rates in advanced coursework, attendance trends, and college readiness indicators to determine areas requiring targeted support and intervention. This process ensures that efforts are strategically aligned to improve academic outcomes and expand opportunities for students to successfully earn college credits prior to graduation.

Through consistent monitoring of implementation of curriculum during DEMO's, leadership team evaluate the effectiveness of instructional practices, student supports, teacher training, and partnerships with colleges and universities to ensure strategies are executed with fidelity and aligned to campus improvement goals. Additional measures that support emergent bilinguals include professional development on language acquisition strategies, utilization of sentence stems and linguistic accommodations, collaborative planning between content teachers and bilingual/ESL specialists, and frequent analysis of student data to identify barriers to success in advanced academic programs.

# Campus Action Plan Template

Key Action One

## Key Action 1

*Briefly state the specific goal or objective*

Increase student engagement and teacher capacity through the use of on-the-spot coaching and spot observation feedback.

## Indicators of Success

*Measurable results that describe success*

- By May 2027, 20% of core subject teachers will score Proficiency I or higher in overall average of the spot, as measured by the end of year Proficiency Level.
- By MOY (December 2026), 70% of teachers will earn an overall average score of 13.0 or higher on the HISD SPOT Observation Form. By EOY (May 2027), 80% of teachers will earn an overall average score of 13.0 or higher, demonstrating consistent growth and increased alignment to high-quality Tier 1 instructional practices.
- By May 2027, 80% Madison HS will be at Proficient 2 (14.5-16.5) or higher based on district IRT (Independent Review Team) averages of the top 2 scores.

## Specific Actions - School Leaders

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

- School leaders will provide ongoing professional development opportunities for teachers focused on effective instructional practices and based on trends observed during calibration walks.
- School instructional leadership team will provide weekly on-the-spot coaching during Tier 1 instruction time.
- School instructional leadership team will provide feedback after every spot observation with specific strategies to improve instruction.
- School leaders will implement a mentoring program to support new and experienced teachers.
- School leaders will facilitate data meetings with teachers.

## Specific Actions - Staff

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

- Teachers will follow through and implement feedback provided by the leadership team.
- Teachers will internalize lessons and create exemplar student responses.
- Teachers will rehearse lessons prior to teaching the lesson in front of students.
- Teachers will deliver targeted instruction by intentional grouping and spiraling T.E.K.S. that were not mastered into the future lessons.
- Teachers will implement engaging strategies into lessons (turn and talk, annotations, short constructed responses, etc.) to ensure students are reading, writing, discussing, and thinking throughout the lesson.

# Key Action One

## Staff Development

**Who:** Campus leadership Including: Principal, Assistant Principals, lead teachers,

**What:**

Deliver targeted PD based on SPOT, IRT, and calibration walk trends, prioritizing the highest-impact gaps in Tier 1 instruction.

Facilitate lesson internalization and rehearsal so teachers practice key instructional moves, questioning, exemplars, and anticipated student responses before delivery.

Model and practice high-impact engagement strategies that consistently require students to read, write, discuss, and think.

Provide immediate, actionable coaching and feedback during and after instruction, followed by monitoring to ensure feedback is implemented.

Use SPOT and student performance data to measure the impact of PD and determine targeted reteach, coaching, and next steps.

**When:** August 2026-June 2027

**Where:** Teacher classrooms, PLC/data meetings, staff development sessions, content-team planning, and model classrooms.

## Budget

| Proposed Item | Description | Amount |
|---|---|---|
| Staff Development | Coaching in the moment, campus and district professional development, | |
| Materials/resources | Printing Paper, Response Cards, Highlighter, Pencils, Whiteboards, Whiteboard erasers, Expo Markers. | |
| Purchased services | | |
| Other | | |
| Other | | |
| | **TOTAL** | |

Funding Sources:

Key Action Two

## Key Action 2

*Briefly state the specific goal or objective*

Ensure pathways in Technology Early College High School (P-TECH) program, align with Texas Education Agency (TEA) guidelines, enhancing academic achievement and technical education for students, through fostering partnerships with industry, and supporting students towards college and career readiness.

## Indicators of Success

*Measurable results that describe success*

- By August 2026, 100% of the 12th grade students will take TSI. The data is utilized as a baseline for interventions in Texas College ELA and Texas College Math teachers and intervention plan.

  By May 2027, at least 50% of 11th and 12th grade students will meet college readiness benchmarks in both Reading and Math through TSI scores or approved HCC exemptions.
- By February 2027, 80% of 11th graders will complete TSI preparatory via digital resources during ELA III block.

  By June 2027, 95% of the 12th grade students will have a CCMR point.

  By May 2027 campus will see a 10% increase in the number of students graduating with earned college credit in HCC Dual Credit, UT OnRamps, Advanced Placement and International Baccalaureate Exams.
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## Specific Actions - School Leaders

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

- Increase in the percentage of students earning a passing grade in Dual Credit and OnRamps courses.
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- Progress monitoring data demonstrates improved student performance in advanced coursework each grading cycle.
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- Tutorials, intervention opportunities, and academic supports are implemented for students enrolled in advanced courses. Teachers incorporate aligned rigor, scaffolds, and differentiated instruction to support student mastery.

## Specific Actions – Staff

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

- School leaders will monitor data systems to track student TSI participation and performance.
- School leaders will analyze data to identify areas for improvement and make data-driven decisions about programing changes.
- School leaders will monitor the implementation of interventions in TCB ELA and TCB Math.
- School leaders will ensure college preparatory courses, dual credit opportunities, and college readiness workshops are offered.
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# Key Action Two

## Staff Development

**Who:** Principal, Assistant Principals, P-TECH/CCMR leadership, counselors, college readiness staff, and advanced coursework teachers.

**What:**

Train staff to analyze TSI, CCMR, dual credit, and advanced coursework data to identify students needing intervention.

Strengthen implementation of TSI preparation and targeted interventions within Texas College ELA/Math and ELA III.

Build teacher capacity to provide rigorous, scaffolded instruction in Dual Credit, OnRamps, AP, IB, and college preparatory courses.

Conduct progress-monitoring cycles to identify students off track for CCMR or college readiness and assign targeted supports.

Strengthen staff understanding of P-TECH/TEA requirements, college pathways, and HCC opportunities to ensure students remain on track toward credentials and college credit.

**When:** August 2026–June 2027, with progress monitoring each grading cycle.

**Where:** PLCs/data meetings, college readiness classrooms, P-TECH/CCMR meetings, advanced coursework classrooms, and staff development sessions.

## Budget

| Proposed Item | Description | Amount |
|---|---|---|
| Staff Development | | |
| Materials/resources | | |
| Purchased services | | |
| Other | | |
| Other | | |
| | **TOTAL** | |

Funding Sources:

Key Action Three

**Key Action 3**

*Briefly state the specific goal or objective*

Monitor & Adjust to EB Student Academic Outcome Data (High Quality Instruction; Instructional Model)

**Indicators of Success**

*Measurable results that describe success*

- By May 2027, the percentage of Emergent Bilingual students achieving the Meets performance level on the STAAR English I and English II assessments will increase by 5%.
- By May 2027, the percentage of Emergent Bilingual students achieving the Meets performance level on the STAAR Algebra I EOC assessment will increase by 10%.
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**Specific Actions - School Leaders**

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

- Conduct weekly instructional walkthroughs focused on STAAR-aligned rigor, ensuring Emergent Bilingual students engage with grade-level complexity, academic language, and
- evidence-based responses in math and reading.
- Facilitate data-driven PLC meetings that analyze STAAR item types, student performance trends, and misconceptions to close achievement gaps in reading and math.
- Provide professional development on STAAR question stems, academic vocabulary, and rigorous task design that supports Emergent Bilingual students in accessing grade-level
- standards.

**Specific Actions – Staff**

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

- Monitor implementation of STAAR-aligned small-group instruction that targets prerequisite skills while progressively moving students toward grade-level proficiency.
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- Support teachers in embedding STAAR rigor through text-dependent questioning, multi-step
- problem solving, and constructed response practice in daily instruction.
- Ensure instruction includes scaffolds such as sentence stems, bilingual supports, and visual
- models while maintaining STAAR-level cognitive demand.
- Promote consistent use of STAAR-aligned checks for understanding, including justification of answers, use of evidence, and mathematical reasoning explanations.

# Key Action Three

## Staff Development

**Who:** Principal, Assistant Principals, Instructional Leadership Team, EB/Multilingual staff, Lead Teachers, and English I/II and Algebra I teachers.

**What:**
Provide targeted PD on STAAR-aligned rigor and high-quality Tier 1 instruction for Emergent Bilingual students.
Train teachers to use academic vocabulary, sentence stems, bilingual supports, visual models, and scaffolds without reducing cognitive demand.
Strengthen data-driven PLCs to analyze EB performance, STAAR item types, misconceptions, and priority TEKS.
Model and rehearse text-dependent questioning, constructed responses, evidence-based writing, and multi-step mathematical reasoning.
Monitor implementation through weekly walkthroughs and student work analysis, followed by immediate feedback and instructional adjustments.

**When:** August 2026–May 2027, with weekly monitoring and data review after each assessment cycle.

**Where:** English I/II and Algebra I classrooms, PLC/data meetings, intervention/small-group settings, and campus staff development sessions.

## Budget

| Proposed Item | Description | Amount |
|---|---|---|
| Staff Development | | |
| Materials/resources | | |
| Purchased services | | |
| Other | | |
| Other | | |
| | **TOTAL** | |

Funding Sources:

Key Action Four

**Key Action 4**

*Briefly state the specific goal or objective*

Improve Campus Culture (High-Performance Culture)

**Indicators of Success**

*Measurable results that describe success*

- By January (MOY) 2026, an average of 75% of families will answer Yes to being 'Happy' or 'Mostly Happy' with their child's campus experience, based on the Parent 'Possip' sentiment report. By May (EOY) 2026 this average will increase to 90% of families.
- By the April 2027 (EOY) campus culture survey, 75% of teachers will agree or strongly agree to the following statement, "My school has an effective instructional team". This percent will increase to 88% by the EOY campus culture survey.
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**Specific Actions - School Leaders**

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

- Provide daily on-the-job coaching that aligns with written feedback, shared at least bi-weekly using the Spot Observation form.
- Weekly PLC Training: During weekly PLCs, train teachers on customizing lessons so they reflect both the rigor of the TEKS and unique needs of our students, and effectively improve student outcomes and thus teacher effectiveness.
- Conduct at least 9-week cycles (4) of campus listening tours to effectively collect and respond to qualitative feedback on campus culture data.

**Specific Actions – Staff**

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

- Utilize culturally responsive teaching practices by incorporating diverse perspectives, student voice, collaborative discussions, and inclusive instructional materials aligned to grade-level learning.
- Maintain high expectations and accountability by consistently monitoring student engagement, providing timely feedback, tracking academic and behavioral progress, and implementing intervention supports when needed.
- Foster a positive classroom culture through clear routines, proactive behavior management, and opportunities for students to lead, collaborate, and contribute to a respectful and supportive learning environment.

## Key Action Four

**Staff Devel.**

Who:

What:

When:

Where:

**Budget**

| Proposed Item | Description | Amount |
|---|---|---|
| Staff Development | Creating and using student surveys to gathering feedback. | |
| Materials/resources | | |
| Purchased services | | |
| Other | | |
| Other | | |
| | **TOTAL** | |

Funding Sources: