

Jones Futures Academy High School

2026-2027 Action Plan



Dr. Tanya Edwards, Principal

School Action Plan – Needs Assessment

District Philosophy and Guiding Framework

Core Beliefs	Theory of Action	Vision
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Needs related to student achievement data

Jones Futures Academy is a specialty high school which serves 9th – 12th grade students and has a special focus on technology pathways and helping students earn college credit while in high school through a partnership with Houston City College (HCC). Based on the latest TEA accountability system, Jones Futures Academy received a “B” rating of an 88. It serves approximately 288 students with 11% receiving special education services. Our needs include building teacher capacity to better engage students and increase student achievement. Our goal is to close gaps for our students and to ensure our seniors graduate college and career ready.

Jones Futures Academy STAAR EOC Historical Data (All testers)						
STAAR EOC		Number Tested	Did NOT Meet	Approaches	Meets	Masters
Algebra 1	Spring 2022		23%	77%	31%	10%
	Spring 2023		23%	77%	32%	9%
	Spring 2024	80	22%	78%	29%	5%
	Spring 2025	70	27%	73%	39%	13%
	Spring 2026	69	22%	78%	28%	6%
	26-27 Goals			83% (+5)	33% (+5)	11% (+5)
Biology	Spring 2022		12%	88%	42%	12%
	Spring 2023		15%	85%	51%	7%

	Spring 2024	72	4%	96%	54%	11%
	Spring 2025	71	7%	93%	45%	13%
	Spring 2026	71	8%	92%	55%	15%
	26-27 Goals			95% (+3)	58% (+3)	18% (+3)
English I	Spring 2022		32%	68%	51%	9%
	Spring 2023		32%	68%	48%	7%
	Spring 2024		33%	67%	49%	7%
	Spring 2025	98	53%	47%	33%	2%
	Spring 2026	86	30%	70%	49%	7%
	26-27 Goals			73% (+3)	52% (+3)	10% (+3)
English II	Spring 2022		15%	85%	77%	7%
	Spring 2023		18%	82%	60%	5%
	Spring 2024		28%	72%	58%	2%
	Spring 2025	89	24%	76%	54%	2%
	Spring 2026	86	36%	64%	50%	1%
	26-27 Goals			69% (+5)	55% (+5)	5% (+4)
US History	Spring 2022		6%	94%	79%	53%
	Spring 2023		6%	94%	60%	30%
	Spring 2024	91	8%	92%	59%	25%
	Spring 2025	81	0%	100%	62%	21%
	Spring 2026	105	11%	89%	68%	29%
	26-27 Goals			92% (+3)	71% (+3)	32% (+3)

Needs related to improving the quality of instruction

- Providing educators with access to student achievement data to inform their instructional practices, identify areas for professional growth, and target professional growth opportunities.
- Using data on student learning outcomes to evaluate teacher effectiveness and support continuous improvement efforts.
- Analyzing college readiness indicators, such as ACT/SAT scores, Advanced Placement (AP) participation and performance, TSI assessments, and completion of rigorous coursework, to measure student preparedness for postsecondary education and career success.
- Improve the lesson internalization process and at-bat practice of teachers to increase the quality of Tier 1 instruction.

System Evaluation (philosophy, processes, implementation, capacity)

Jones Futures Academy High School utilizes a comprehensive evaluation process to assess its systems with the goal of ensuring college readiness for all students. This process involves collecting and analyzing data across various indicators, including student academic performance, TSI readiness, attendance, dual credit enrollment and success rates, family engagement, and the effectiveness of student support services. Feedback from stakeholders is also a critical component of this evaluation process. Data is gathered from a range of sources, including assessment results, student transcripts, course completion data, student and family surveys, teacher feedback, and input from community and higher education partners. This information is analyzed to determine areas of strength and opportunities for growth. Stakeholders, including teachers, administrators, students, families, support staff, and representatives from Houston Community College (HCC) actively engage in goal-setting activities aligned to the SMART framework. These goals focus on increasing TSI readiness, expanding dual credit success, and ensuring that all students are on track to graduate with both a high school diploma and an associate degree.

Leadership empowers staff by fostering a collaborative and inclusive culture, promoting teacher voice in decision-making, and recognizing excellence in instruction. Resources are strategically allocated to support identified improvement initiatives, including tutoring, academic interventions, and technology that enhances learning. Finally, the school prioritizes a culture of continuous learning. Teachers and staff are trained to interpret and act on student data, ensuring that every instructional decision is rooted in evidence. Through this structured and collaborative system evaluation process, Jones Futures Academy remains committed to preparing all students for success in college and beyond.

Additionally, we focus on the following:

- Spot observations calibration amongst appraisers
- Cross curricular PLCs
- Cascading teacher leadership capacity

Jones Futures Academy School Action Plan

 K E Y A C T I O N O N E	Key Action: Improve SPED Accountability (Campus Systems and Accountability) Ensure the campus is in compliance with SPED ARDs and IEP compliance.
	Indicators of success <i>(Measurable results that describe success.)</i> ● By the end of the first semester, 100% of campus ARDs are held on or before the deadline. ● Ensure that 95% of newly enrolled students with IEPs will have information verified and accurately reflected in the ARD tracker within one week of their enrollment, with bi-weekly checks to monitor accuracy. ● By the end of the academic year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews.
	Specific Actions – School Leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> ● School leaders will ensure compliance with TEA guidelines for assessment and identification. ● School leaders will train instructional staff on recognizing signs of special needs and referring students for evaluation. ● School leaders will establish a multidisciplinary team to review assessment results and develop Individualized Education Plans (IEPs). ● School leaders will provide professional development on effective teaching strategies for students with special needs. ● School leaders will provide teachers with assistive technology and accommodations outlined in IEPs as needed. ● School leaders will implement a system for tracking student progress towards IEP goals.
	Specific Actions – Staff <i>(What specific action steps will the staff take to accomplish the objective?)</i> ● Teachers will adapt curriculum and materials for diverse learners as needed. ● Teachers will implement assistive technology and accommodations outlined in IEPs. ● Teachers will participate in professional development tailored for SPED.

	Teacher will set measurable goals, implement evidence-based practices, and foster a supportive classroom environment that increases math and reading achievement for students with special needs.
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S T A F F D E V E L O P M E N T	Key Action One		
	Who: Administration, ARD Facilitator, Graduation Coach, Instructional Staff		
	What: Improve SPED Accountability		
	When: - Weekly - ARD Facilitator and team - Campus and District Professional Development: - September 21 - October 9 - November 6 - January 4 - February 15 - April 16 - June 1		
	<i>Where:</i> - ARD Facilitator Office - Classrooms/PLCs - Staff Trainings in Library		
B U D G E T	Proposed Item	Description	Amount
	Staff Development	- Differentiation Strategies - Progress Monitoring	\$0
	Materials/Resources	- IEPs - SPED Folders	\$0
	Purchased Services	NA	\$0
	Other	NA	\$0
	Other	NA	\$0
	TOTAL		\$0
	Funding Sources:	NA	NA



KEY ACTION TWO

Key Action: Improve CCMR (Evaluation and Accountability)

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

****The campus increases the number of TSI readiness in both Math and English and increase passing rates for the EPA (Environmental Protection Agency) 608 Exam for students in the HVAC pathway****

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

- **By May 2027, 100% of the 11th grade students will take TSI. The data is utilized as a baseline for interventions in College Prep ELA and College Prep Math teachers and intervention plans.**
- 70% of the students meet college readiness in Reading and Math via TSI or HCC exemptions for 11th and 12th graders to maximize the associate degrees for students in Dual Credit pathways.
- Conduct one-on-one meetings with seniors by February 2027 to review their progress on obtaining a CCMR point. Offer personalized guidance and resources to help them succeed.
- By May 2027, 5% increase in the number of students in the 2027 cohort who are TSI ready in English and Math (SAT/ACT/TSIA).
- 80% of 9th graders will complete TSI preparation via digital resources during the advocacy block for 1-2 hours a week. (evidence Edgenuity reports and students scheduled block).
- **By May 2027, 90% of the 12th grade students will have a CCMR point.**
- By June 2027, 80% of HVAC students will have completed/passed the EPA Recovery course in the P-TECH HVAC pathway.

Specific Actions – School Leaders (*What specific action steps will the building leaders 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 conduct annual program evaluations to assess the impact of initiatives on student outcomes.
- School leaders will monitor the implementation of interventions in College Prep ELA and College Prep Math.

	• School leaders will ensure college preparatory courses, dual credit opportunities, and college readiness workshops are offered. • School leaders will facilitate access to financial aid resources, scholarship opportunities, and college application assistance.
	Specific Actions –Staff <i>(What specific action steps will the staff take to accomplish the objective?)</i> • By September 2026, 100% of AP, Dual Credit, and P-TECH teachers will obtain state certification to teach their respective courses and have completed the necessary training before the school year begins. Teachers will be familiar with the curriculum, resources, and expectations. • P-TECH Coordinator will facilitate collaboration with industry partners and teachers to identify in-demand skills and industry-aligned pathways. • P-TECH teachers will ensure curriculum maps and course sequences support students in earning industry certifications and college credits. • P-TECH teachers will collaborate and foster communities of practice where they can share best practices, lesson plans, and resources related to P-TECH education. • Instructional staff will align academic coursework with industry-based certifications, Advanced Placements, and/or Dual Credit. • Math and Reading teachers will implement interventions as needed.

S T A F F D E V E L	Key Action Two
	Who: Administration, P-TECH Coordinator, P-TECH Teachers, Math Teachers, Reading Teachers, HCC Liaison, Counselor
	What: Ensure students are college and career ready through Dual Credit and/or Pathways in Technology (P-TECH) programs
	When: • Meetings ○ Weekly PLC (Teacher Tactical Meetings) ○ P-TECH campus & district meetings • Campus and District Professional Development: ○ September 21 ○ October 9 ○ November 6 ○ January 4 ○ February 15

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- April 16
- June 1

Where:

- PLC rooms
- Classrooms
- Staff Trainings in Library

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Proposed Item	Description	Amount
Staff Development	● P-TECH/CCMR Coordinator will ensure staff is trained on above-mentioned indicators ● PLC structure and lesson internalization ● Progress Monitoring	
Materials/Resources	● Data Tracking Resource ● Clevertouch ● Updated P-TECH/CCMR materials	
Purchased Services	NA	\$0
Other	NA	\$0
TOTAL		\$0
Funding Sources:	TOTAL	NA



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Key Action: Improve Staff Capacity

Increase student engagement and teacher capacity with on-the-spot coaching and spot observation feedback.

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

- By December 2026, 72% of the teachers will receive at least 7.5 out of 13 points in Domain 2 - Instruction.
- **By May 2027, 80% of the teachers will receive at least 9 out of 13 points in Domain 2 - Instruction**
- By the end of the academic year, campus average on the Instruction section of the spot observation for all IRT visits will be 8 or higher.
- By May 2027, EOC student outcomes will show a 3% increase for ELA I meets proficiency.
- By May 2027, EOC student outcomes will show a 5% increase for Algebra I.

Specific Actions – School Leaders (*What specific action steps will the building 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 implement the engagement cycle: engage students, monitor, lift exemplar responses, and stamp the learning related back to the lesson

	objective. - 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 and ensure the following is taking place (providing students with multiple opportunities to practice, annotations, writing, use of scaffolds, implementing exemplar responses) to support student mastery.
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S T A F F D E V E L O P M E N T	Key Action Three
	Who: Administration, Teacher Specialist, Teachers
	What: Increase student engagement and teacher capacity with on-the-spot coaching and spot observation feedback.
	When: - Weekly - PLCs - On-the-Spot Coaching - Administrator Calibration Walks - Campus Professional Development: - September 21 - October 9 - November 6 - January 4 - February 15 - April 16 - June 1 - District/Campus Professional Development: - July 30 - July 31 - August 3 - August 4 - August 5 - August 6 - August 7

B U D G E T	Where: • PLC Room • Classrooms • Library • District Locations		
	Proposed Item	Description	Amount
	Staff Development	• Sweet 16 • Spot Form Look-Fors • On-the-Spot Coaching • Lesson Internalization • Lesson Rehearsal	
	Materials/Resources	• HISD Curriculum • Engagement Strategies • Spot Form Look-Fors • On-the-Spot Coaching • District and Campus presentations	
	Purchased Services	NA	\$0
	Other	NA	\$0
	Other	TOTAL	\$0
	TOTAL		\$0
	Funding Sources:	NA	NA



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Key Action: Improve EB Accountability (Evaluation & Accountability)
Increase English proficiency levels for Emergent Bilinguals students.

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

- By the end of May 2027, 25% of students will grow one level of proficiency, as defined in the composite scores on TELPAS.
- **By September 2026, 100% of Emergent Bilingual students who did not meet on STAAR English I and or English II EOC in Spring of 2025 will be placed into the intervention for 1-1.5 hours a week.**
- 80% of EB students will average 1 hour of Summit K-12 curriculum from October 2026 through May 2027.

Specific Actions – School Leaders (*What specific action steps will the building leaders take to accomplish the objective?*)

- Monitoring progress in ELA classes to ensure that students are meeting or exceeding grade-level expectations.
- Observing students' use of subject-specific academic vocabulary and complex sentence structures in speaking and writing using Summit K-12.
- Review and tracking system from 2027 composite scores, language proficiency and academic success over multiple years to ensure consistent improvement.
- Facilitate meetings to share the student level data and goals with teaching staff.

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 analyze OnTrack data on DOLs and common assessments to monitor student progress or intervention needs.

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Key Action Four

Who: Administration, Teacher Specialist, EB Coordinator, ELA Chair

What: Close achievement gap for EB students

When:

- Weekly
 - PLCs
 - On-the-Spot Coaching
 - Advocacy
- Campus Professional Development:
 - September 21
 - October 9
 - November 6
 - January 4
 - February 15
 - April 16
 - June 1

Where:

- PLC rooms
- Classrooms
- Staff Trainings

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Proposed Item	Description	Amount
Staff Development	● Differentiation Strategies ● Progress Monitoring	\$0
Materials/Resources	On Track Summit K-12	\$0
Purchased Services	NA	\$0
Other	NA	\$0
Other	NA	\$0
TOTAL		\$0
Funding Sources:	NA	NA