2025-2026 Action Plan

Milby High School

Ruth Peña

School Action Plan – Needs Assessment

District philosophy and guiding framework:

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

Parameters and metrics established by the District

Needs related to student achievement data
See Below

Needs related to improving the quality of instruction
See Below

System evaluation (philosophy, processes, implementation, capacity)
See Below

Key Actions
See below

Needs related to student achievement data

Texas Education Agency

2024 Identification of Schools for Improvement

MILBY H S (101912011) - HOUSTON ISD - HARRIS COUNTY

✷ Confidential ✷

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.
The targeted support and improvement data table is provided for informational purposes.

Targeted Support and Improvement Information

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored) *	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years* A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	-	**1**	**-**	**-**	**-**	**-**	**-**	**0**	**1**	**0**	**-**	**-**
Academic Achievement Status: Reading/Language Arts (RLA)												
2022	54%	43%	-	-	-	-	-	42%	32%	16%		
2023	3	3	-	-	-	-	-	3	3	3	-	0
2024	3	3	-	-	-	-	-	3	3	3	-	1
Academic Achievement Status: Mathematics												
2022	-	37%	-	-	-	-	-	36%	35%	17%		
2023	0	0	-	-	-	-	-	0	0	3	-	0
2024	0	0	-	-	-	-	-	0	0	0	-	0
Graduation (Federal Graduation Rate)												
2022	-	95.3%	-	-	-	-	-	95.4%	90.3%	92.2%		
2023	4	3	-	-	-	-	-	3	3	3		
2024	4	3	-	-	-	-	-	3	0	3		
School Quality (College, Career, and Military Readiness Performance)												
2022	-	60%	-	-	-	-	-	61%	63%	79%		
2023	3	3	-	-	-	-	-	4	4	3	-	3
2024	4	4	-	-	-	-	-	4	4	3	-	3
Progress in Achieving English Language Proficiency (EB/EL Current)												
2022												
2023									0			
2024									4			

+ Ever HS EB/ELs are included in the Federal Graduation Rate.

* Student groups must meet the minimum size requirements in order to be considered when evaluating for targeted support and improvement identification.

Additional Groups													
	All Students	Econ Disadv	Non Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile	Foster	Homeless	Migrant
Academic Achievement Status													
Reading/Language Arts (RLA) 2024 Target	**44%**	**33%**	**n/a**	**n/a**	**20%**	**13%**	**30%**	**46%**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
RLA Next Interim Target (2027-28 through 2031-32)	**53%**	**44%**	**n/a**	**n/a**	**33%**	**28%**	**42%**	**55%**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
RLA Long Term Target (2037-38)	**72%**	**67%**	**n/a**	**n/a**	**60%**	**57%**	**65%**	**73%**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
2024 % at Meets GL Standard or Above	39%	39%	50%	27%	32%	19%	50%	40%	39%	33%	-	33%	-
2024 # at Meets GL Standard or Above	604	557	47	213	276	49	1	464	140	26	-	26	-
2024 Total Tests (Adjusted)	1,532	1,438	94	788	865	255	2	1,170	362	80	-	80	-
2023 % at Meets GL Standard or Above	37%	35%	-	-	22%	15%	-	37%	-	-	-	-	-
Mathematics 2024 Target	**38%**	**32%**	**n/a**	**n/a**	**31%**	**15%**	**33%**	**40%**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
Mathematics Next Interim Target (2027-28 through 2031-32)	**48%**	**43%**	**n/a**	**n/a**	**43%**	**29%**	**44%**	**50%**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
Mathematics Long Term Target (2037-38)	**69%**	**66%**	**n/a**	**n/a**	**66%**	**58%**	**67%**	**70%**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**

Texas Education Agency

2023-24 College, Career, and Military Readiness (CCMR) (TAPR)

MILBY H S (101912011) - HOUSTON ISD - HARRIS COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)‡													
College, Career, or Military Ready (Annual Graduates)													
2022-23	76.3%	76.2%	**93.7%**	95.7%	93.6%	*	*	-	-	*	91.2%	93.8%	92.4%
2021-22	70.0%	69.5%	**87.3%**	73.3%	88.0%	*	*	*	-	-	94.7%	87.3%	82.6%
College Ready Graduates‡													
College Ready (Annual Graduates)‡													
2022-23	61.9%	55.9%	**40.0%**	56.5%	39.4%	*	*	-	-	*	78.9%	39.5%	22.0%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2022-23	62.8%	52.0%	**35.2%**	30.4%	35.5%	*	*	-	-	*	12.3%	34.2%	8.3%
2021-22	57.1%	50.1%	**33.7%**	20.0%	33.9%	*	*	*	-	-	23.7%	34.0%	12.9%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2022-23	54.3%	44.2%	**21.3%**	21.7%	21.2%	*	*	-	-	*	10.5%	20.3%	6.8%
2021-22	48.2%	41.9%	**22.0%**	20.0%	21.9%	*	*	*	-	-	21.1%	22.0%	11.8%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2022-23	48.4%	38.5%	**18.5%**	8.7%	19.1%	*	*	-	-	*	7.0%	17.7%	4.5%
2021-22	42.2%	36.4%	**19.6%**	13.3%	19.6%	*	*	*	-	-	21.1%	19.8%	11.8%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2022-23	20.4%	26.4%	**13.6%**	0.0%	14.3%	*	*	-	-	*	1.8%	12.8%	7.6%
2021-22	20.5%	28.5%	**17.1%**	6.7%	17.3%	*	*	*	-	-	0.0%	17.1%	12.9%
Associate Degree (Annual Graduates)													
2022-23	2.5%	2.8%	**0.0%**	0.0%	0.0%	*	*	-	-	*	0.0%	0.0%	0.0%
2021-22	2.4%	2.4%	**0.0%**	0.0%	0.0%	*	*	*	-	-	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2022-23	23.6%	14.6%	**17.5%**	21.7%	17.4%	*	*	-	-	*	5.3%	16.0%	4.5%
2021-22	24.0%	14.6%	**14.1%**	20.0%	13.7%	*	*	*	-	-	0.0%	13.6%	0.0%
Onramps Course Credits (Annual Graduates)													
2022-23	4.8%	2.1%	**0.0%**	0.0%	0.0%	*	*	-	-	*	0.0%	0.0%	0.0%
2021-22	4.4%	1.5%	**0.0%**	0.0%	0.0%	*	*	*	-	-	0.0%	0.0%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2022-23	5.6%	6.2%	**8.9%**	26.1%	8.1%	*	*	-	-	*	78.9%	9.6%	7.6%
2021-22	5.0%	5.0%	**4.2%**	6.7%	4.2%	*	*	*	-	-	55.3%	3.6%	8.6%

Needs related to improving the quality of instruction

Key Areas for Academic Improvement

Math Focus Areas (Grades 9 & 10)

1. Strengthening Foundational Skills: Students are demonstrating limited growth and achievement, highlighting the need to reinforce core problem-solving strategies and number sense.
2. Targeted Interventions for At-Risk Learners: Increased support structures are needed for struggling students, especially in early high school grades, through small-group instruction and focused reteach opportunities.
3. Promoting Higher-Order Thinking: Instruction should shift toward conceptual understanding and application of skills, moving beyond procedural tasks to develop real-world problem-solving.

Reading Focus Areas (All Grades)

1. Building Early Literacy Foundations: Incorporate daily phonics and fluency practice across all grade levels to support decoding and reading stamina.
2. Deepening Comprehension Skills: Deliver explicit instruction on key comprehension strategies such as summarizing, questioning, and inferencing.
3. Expanding Vocabulary and Knowledge: Increase access to diverse and content-rich texts, especially nonfiction, to build academic vocabulary and background knowledge.
4. Targeted Differentiation: Implement small-group and tiered instruction to accelerate learning and close gaps based on individual student needs.
5. Family & Community Engagement: Foster a culture of reading at home by providing resources, parent workshops, and family literacy events.

Advanced Academics Focus Area

1. Increasing Participation & Access: Promote awareness of Advanced Placement (AP), Dual Credit, and OnRamps opportunities through student presentations, parent nights, and one-on-one academic advising.
2. Providing Targeted Academic Support: Offer structured support such as tutorials, Saturday boot camps, and peer mentoring for students enrolled in college-level courses.
3. Strengthening Instructional Capacity: Expand training for teachers to earn certifications to teach AP, Dual Credit, and OnRamps, and build content teams focused on rigor and alignment.
4. Monitoring Student Progress: Use formative data to track student performance and intervene early to ensure students are successful in earning college credit.
5. Celebrating Student Achievement: Recognize and celebrate students who complete and succeed in advanced academic coursework to build a culture of academic excellence.

System evaluation (philosophy, processes, implementation, capacity)

Milby High School Instructional Philosophy

At Milby, we believe that high-quality instruction, intentional professional growth, and data-informed practices are essential for improving student achievement—especially in reading and math. To close existing gaps in both growth and performance, we are committed to cultivating a school-wide culture of collaboration, targeted instructional support, and leadership development.

Through structured PLCs, peer coaching, and ongoing professional learning, we will strengthen instructional effectiveness and ensure all students are equipped to succeed, both academically and in postsecondary pathways.

Instructional Processes at Milby

To align with our needs assessment and drive student growth in reading and math, we are implementing the following high-impact systems:

1. **Leadership Coaching Using the NES Framework:**
   We are increasing the capacity of our campus leadership team by integrating core NES model

components. This allows leaders to guide teachers with clarity, consistency, and strong instructional vision.

2. **Enhanced PLC "At-Bats" Protocol:**
   Milby PLCs will now include regular, intentional opportunities for teachers to analyze data, model strategies, and refine lesson delivery in real time. This promotes a continuous improvement cycle rooted in student evidence.
3. **Building Teacher Capacity & Teacher-Leaders:**
   We are developing a professional learning structure that empowers teachers to lead PLCs, facilitate data meetings, and conduct peer observations. This model promotes both instructional excellence and teacher leadership across the campus.

Implementation Plan

To bring this vision to life, Milby will implement a **bi-monthly PLC structure** where teachers actively engage in:

- **Peer Observations:** Conduct focused classroom walkthroughs to provide feedback and highlight effective strategies.
- **Collaborative Coaching:** Work alongside mentor administrators and instructional coaches to enhance lesson planning and delivery.
- **Teacher-Led PLCs:** Facilitate data-driven conversations led by teacher-leaders to increase collective ownership of instructional decisions.

Building Instructional Capacity at Milby

By strengthening the effectiveness of our PLCs and developing leadership within our teaching staff, we are building the instructional capacity necessary for sustained student growth. Teachers will be equipped with the strategies, structures, and confidence to deliver high-impact instruction, while school leaders foster a culture of reflection, collaboration, and accountability.

This cohesive system—driven by data, grounded in collaboration, and focused on excellence—will position Milby students for long-term success in reading, math, and beyond.

School Action Plan Template

KEY ACTION ONE

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

Increase English Reading, Writing, Speaking, and Listening Proficiency for all our Emerging Bilingual Students

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

- All Emergent Bilingual students will complete at least one module in Summit K-12 per week.
- At least 40% of EB students will score a 2 on the SCR mid-year benchmark.
- At least 75% of EB students will score a 2 on the SCR end-of-year benchmark.
- At least 60% of EB students will score a 5 or higher (10 pts scale) on the English 1 and English 2 STAAR EOC.
- *By the end of the academic year, 2026 40% of Emergent Bilingual students will grow at least one level of Proficiency, as defined by previous school year TELPAS composite to current school year TELPAS composite as set as long term target by TEA (2037-2038)*

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

- Master schedule will accommodate intervention block for beginner and intermediate level Emergent Bilingual students based on LPAC decision.
- Administrators will disaggregate common assessment data with team every 2-3 weeks to review Emergent Bilingual students' mastery in Approaches, Meets, Masters using our campus-based data sheet.
- Administrators will collaborate with teachers during PLC to ensure lessons plans are aligned with individual EB needs using Content Based Language Instruction (CBLI) methods.
- School leaders will allocate resources to provide targeted tutoring sessions in math and reading for Emergent Bilingual students, focusing on language support and academic skill development.
- MHS administrators will train teachers during August preservice in writing across the 7 curriculum with Short Constructed Responses and Scaffolding methods in all contents to help support Emergent Bilingual students.

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

- Teachers provide differentiated instruction tailored to the language proficiency levels of Emergent Bilingual students in ELA, incorporating visual aids and real-world examples to enhance understanding.
- Teachers will implement small group activities and peer tutoring sessions to provide targeted support for Emergent Bilingual students, focusing on language development, speaking and academic content in ELA.
- ELA teachers will implement regular progress monitoring assessments to track student growth and adjust instructional strategies as needed. Use data to inform instruction and provide timely feedback to students.

- All teachers will incorporate interactive learning activities such as cooperative learning, group discussions, and peer teaching to create a more inclusive and engaging environment for Emergent Bilingual students.
- ELA teachers will offer writing workshops that focus on the writing process, including brainstorming, drafting, revising, and editing. Provide scaffolding and examples to support students in developing their writing skills.
- ELA teachers will use Summit K-12 during homeroom and rainbow Fridays to enhance the development in reading, writing, listening and speaking as measured on TELPAS. Administrators will introduce and model one Sheltered Instruction strategy per month for teachers to implement consistently across the campus.

Key Action One: Staff Development
Who: Instructional Leaders, Teachers, ELA intervention teachers
What: Monitor and track data, provide data-driven instruction to students, provide the appropriate accommodations and designated supports (ELPS), conduct data PLCs
When: During Planning time, Instruction, and PLC throughout the year
Where: In PLC rooms, data room, and classrooms

Key Action One: Budget		
Proposed item	**Description**	**Amount**
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
	TOTAL	
Funding sources:		

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

ACTION TWO

Improve SPED Accountability: By the end of the academic year, our Special Education students Reading and Math will exceed the state target.

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

- 100% of the campus ARDs will be held on or before the deadline.
- SPED IEPs will be implemented at 100% fidelity.
- MHS Administrators 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.
- SPED students will complete common assessments in core classes every 2-3 weeks.
- Campus will score A rating on Fall and Spring State Folder Audit
- Spot Observation, for Special Education self-contained teachers will be at 90% proficiency by December 2025 and 100% proficiency by May 2026 in Domain II.
- SPED teachers will achieve 100% compliance with IEPs each semester through internal audits conducted in December 2024 and May 2025.
- The LEA representative (campus administrator) will attend all ARD meetings with a 100% participation in the 2025-2026 school year.
- The student's PLAAFP will include information from a variety of data sources 100% of the time.
- By the end of the academic year, Special Education students will exceed the state target for ELA (13%) by 5 percentage points and meet Math (15%) for growth in Domain 3 Closing the Gaps.

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

- MHS administrators will train teachers during August preservice on inclusive teaching strategies in math and reading, tailored to meet the diverse learning needs of special education students.
- MHS administrators will provide training for teachers during the August preservice on how to identify and support students with 504 plans, Dyslexia, and Special Education needs. They will also receive training on the IAT process.
- Audit IEP implementation every progress report for each student from the SPED Case worker documentation and SIS system through power school.
- Ensure IEP implementation during state tests, AP, and PSAT/SAT tests.
- MHS administrators will provide training for SPED and general teachers with Special Education students during the August preservice on high quality instruction as outlined in HISD’s key characteristics and the spot observation.
- Weekly monitor compliance report to maintain a 100% compliance.
- Review all IEPs of returning students during the summer of 2025 and hold ARD meetings to ensure proficiency and compliance.

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

- Teachers will utilize the HISD special education department rubric to evaluate the instructional proficiency of IEPs.
- Teachers and caseload managers will collaborate twice a week during PLC to ensure that IEPs are being fully addressed, including all necessary accommodations and modifications for curriculum assessments and daily assignments.
- Teachers will be familiar with IEP students and consistently implement their IEPs daily, as mandated by law.
- Teachers will complete all required documentation for ARD meetings and track IEP implementation in the SIS system in power school.
- Teachers, SPED teachers, LPAC administrator (if needed), administrator will attend ARD meetings as needed.
- Teachers, administrators, and truancy will hold attendance ARDS for the SPED students with excessive absences.
- Update state folder with data scores, observations during weekly PLC.

Key Action Two: Staff Development
Who: Instructional Leaders, Teachers, SPED teachers
What: Monitor and track data, provide data-driven instruction to students, provide the appropriate accommodations and designated supports (ELPS), conduct data PLCs
When: During Planning time, Instruction, and PLC throughout the year
Where: In PLC rooms, data room, and classrooms

Key Action Two: Budget		
Proposed item	**Description**	**Amount**
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
	TOTAL	
Funding sources:		

KEY ACTION THREE

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

Improve CCMR: Increase Students Graduating with Advance Academic Credits

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

- Participation of students in Dual Credit, AP, and OnRamps courses will increase by 20%.
- Students earning college credit in Dual Credit, AP, and OnRamps will increase by 10%
- By the end of the academic year, campus will see a 10% increase in the number of students graduating with earned college credit in HCC Dual Credit, UT OnRamps, and Advanced Placement.

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

- Organize family nights and assemblies focused on explaining the benefits, differences, and requirements of Dual Credit, OnRamps, and AP courses.
- Train current students in these programs to be ambassadors who can speak to peers about their experiences.
- Begin academic planning for Dual Credit/AP/OnRamps in 9th grade, aligning courses with students' goals.
- Review student data and conduct surveys to identify qualifying students.
- Train more teachers to become AP certified or eligible to teach Dual Credit courses.
- Strengthen relationships with community colleges and universities to offer more courses on campus.

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

- Implement after-school tutorials, Saturday boot camps, and summer bridge programs to prepare and support students in AP, Dual Credit, and OnRamps classes.
- Organize college visits, guest speaker panels, and on-campus experiences with partner institutions to build excitement and familiarity with college-level expectations.
- Conduct regular progress checks, goal-setting activities, and reflection sessions to keep students on track and motivated throughout the semester.
- Celebrate student milestones with events like College Credit Signing Day, and encourage staff to wear college gear and promote postsecondary success in daily interactions.

Key Action Three: Staff Development

Who: Instructional Leaders, Teachers, Advanced Placement, Dual Credit and OnRamps teachers
What: Monitor and track data, provide data-driven instruction to students, provide the appropriate supports and conduct data PLCs
When: During Planning time, Instruction, and PLC throughout the year
Where: Where: In PLC rooms, data room, and classrooms

Key Action Three: Budget

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

Funding sources:

KEY ACTION FOUR

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

Improve the Quality of Instruction for all students.

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

- MHS Administrators will not only conduct their minimum of 3/3 SPOTS for their own teachers per week that they appraised and will also complete an additional 1/1 SPOTS per week for teachers not assigned to them to help calibrate the data.
- By IRT 2 date, our core teachers weekly SPOT observations average will be at least 10 or higher.
- By IRT 4 date, our core teachers' weekly SPOT observations average will be at least 11 or higher.
- Our MOY IRT 1 and 2 averages will be 9.5 or higher and at the EOY IRT, our average will be 10 or higher.

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

- Conduct regular weekly coaching cycles with targeted, actionable feedback after each IRT to support teacher development by providing Real-Time Feedback/Coaching and follow up every SPOT with specific, bite-sized feedback within 24–48 hours. Support implementation of feedback during future walkthroughs or co-teaching moments.
- Use SPOT Observations data to drive coaching conversations, provide model lesson and professional development.
- Facilitate PLCs, Demo Days, PD sessions aligned to trends in IRT data (e.g., instructional rigor, engagement, questioning techniques). Lead lesson internalization protocols that model how to unpack objectives, checks for understanding, and expectations aligned to the Great 8 Framework .
- Conduct Weekly SPOTs (3/3 + 1/1): Schedule and complete weekly SPOT observations for all assigned teachers (minimum of 3). Complete at least 1 SPOT per week for a non-assigned teacher to support data calibration across the campus.
- Track and Celebrate Growth: Use a personal tracker to monitor SPOT scores and feedback themes. Celebrate improvements (e.g., "Moved from 9 to 10 in Discourse") with team shout-outs, self-recognition, Teacher of the month.

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

- Teachers will implement feedback received from spot observations.
- Teachers will collaborate on lesson alignment, DOLs, and participate in At-bats during PLCs. Teachers will apply high quality strategies and techniques provided August Pre-service to improve quality of instruction.
- Teachers will implement the use of effective DOLs and MRS during each class period to check for understanding and increase student engagement.
- Teachers will analyze common assessment data every 2-3 weeks to pinpoint specific TEKS and identify subpopulations that require additional support, allowing them to adjust lessons as needed.

Key Action Three			
Staff Development	Who:		
	What:		
	When:		
	Where:		
Budget	Proposed Item	Description	Amount
	Staff development		
	Materials/Resources		
	Purchased services		
	Other		
	Other		
		TOTAL	
	Funding Sources		