

2026-2027 Action Plan

Westside High School

Tyrone Davis, Principal

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

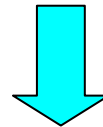
Westside High School continues to focus on improving student academic performance, particularly in English and Mathematics. STAAR EOC data from 2026 indicates that 65% of students scored at the Meets level in English I, 64% in English II, and 79% in Algebra I. These results reflect a need for strengthened Tier 1 instruction, particularly in English I & II, where performance is significantly lower than other tested areas.

Achievement gaps remain pronounced among student subgroups. Economically Disadvantaged students scored below the campus average, with 34% meeting grade level in Algebra I, 34% in English I, and 45% in English II. Students receiving Special Education inclusion services demonstrate the most urgent need, with only 18% meeting standards in English I, 11% in English II, and just 16% in Algebra I. These outcomes point to the need for increased instructional support, consistent implementation of IEPs, and enhanced progress monitoring.

While College, Career, and Military Readiness (CCMR) is a strength at 86%, targeted improvements in strategic scheduling, TSIA2 preparation, and increased access to advanced coursework are essential to sustain and meet the campus goal of 93% readiness by 2026.

Emergent Bilingual (EB) students also require increased support in both language development and core content. TELPAS data shows approximately 7% of EB students currently achieve Advanced High proficiency across grade levels. Additionally, only a small percentage of EB students who did not meet STAAR English standards in 2026 are projected to pass in 2027 without focused intervention.

Overall, this data indicates a critical need to strengthen instructional systems across core content areas, implement targeted interventions for high-need subgroups, and ensure equitable access to rigorous instruction that supports academic growth and postsecondary readiness for all students



Parameters
and metrics
established by
the District

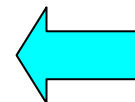
Needs related to improving the quality of instruction

Westside High School has shown consistent growth in instructional practices, with IRT scores improving from **11.4 (Round 1)** to **14.6 (Round 2)**, and **14.7 (Round 3)**. Despite this progress, key areas remain in need of focused improvement.

Planning continues to be a growth area, particularly in lesson internalization to ensure teachers intentionally plan for structured student discourse. Teachers should identify where Turn and Talks, Think Pair Shares, and other speaking opportunities will occur, develop clear prompts, anticipate student responses, and determine how discussion will connect back to the learning objective.

In the Instructional section, teachers need continued support in effectively **increasing the quality of student discourse** with clear expectations for who speaks first, what students are expected to discuss, how long they have to respond, and how every student will be held accountable for demonstrating their understanding.

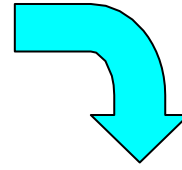
In **Stamp Key Point** teachers should consistently stamp the key takeaway after student discussion, writing, or problem-solving. Teachers should name what students must remember, connect it directly to the learning objective, correct misconceptions in the moment, and use strong student responses as exemplars.



System evaluation (philosophy, processes, implementation, capacity)

Westside High School is anchored in the vision of **Seeing the Potential of All Students Realized** and aligned with HISD's core beliefs and priorities. We believe all students can achieve at high levels, and we are committed to *staying the course* in closing achievement gaps through high-quality, equitable instruction.

Our focus is on building teacher capacity through weekly PLCs, daily coaching, and aligned professional development to strengthen instruction, especially in English, Math, and for our most underserved students. Through our personalized dean system and strong relationships, we create inclusive environments where students are known, supported, and challenged. We hold ourselves accountable for outcomes and remain focused on equity, high expectations, and continuous growth.



Key Actions

- **Strengthening staff capacity to deliver rigorous, high-quality instruction that drives student success.**
- **Leverage the master schedule to broaden student access to college, career, and military readiness (CCMR) opportunities.**
- **Increase student proficiency in English and Mathematics across grades 9–12 through targeted, high-quality instruction that emphasizes student engagement and aggressive monitoring—especially for English Language Learners and Economically Disadvantaged students.**
- **Strengthen Special Education instruction and service delivery to ensure equitable access and academic success for all learners.**

Westside HS Action Plan

KEY ACTION ONE	Key Action One
	Strengthen staff capacity to deliver rigorous, high-quality instruction that drives student success.
	Indicators of success <i>(Measurable results that describe success.)</i>
	80% of the scores on spot observations conducted on IRT2 will be proficient or higher; that percentage will increase to 85% by May 2027. 80% of teachers will earn 10 points or higher in the instructional section as defined by MOY Spot averages by January 2027; that average will increase to 11 by points by May 2027. - IRT 1 and 2 scores will average at or above 13.5 and will increase to 14.5 by IRT 4 May 2027. - By May 2027, at least 80% of students in grades 9–12 will demonstrate academic growth on district interims, TELPAS, or NWEA MAP, reflecting the impact of rigorous, high-quality instruction delivered by trained staff.
	Specific actions – school leaders
	- Train Teachers on the <i>HISD</i> instructional framework and expectations during August PD and continue development throughout the year, especially during weekly PLCs. - Participate in High-Impact Weekly PLCs - Engage in weekly PLCs that focus on lesson internalization, data analysis, instructional customization, high-level questioning, exemplar creation, and planning for student engagement. - Monitor Student Learning Through Quantifiable Data - Regularly review DOLs, DSAs and authentic student work to monitor instructional effectiveness and student understanding. This will be monitored through a digital tracker. - Provide Job-Embedded Coaching - Deliver ongoing, focused coaching on best practices for the “Engage & Deliver” and “Monitor & Adjust” components of instruction; valued, supported, coached, accountable. - Calibrate Instructional Leadership - Engage in regular leader calibration to strengthen instructional feedback and improve coaching effectiveness. - Support First-Year Teachers Through Mentorship – Pair new teachers with experienced mentors to provide ongoing guidance, build instructional capacity, and support confidence and retention throughout the school year. - Establish Weekly Lesson Plan Review System – Create and implement a system for reviewing lesson plans weekly, providing timely feedback, and monitoring alignment to the district instructional framework.
	Specific actions – staff
	- Engage in High-Impact Weekly PLCs - Participate in weekly PLCs focused on lesson internalization, data analysis, and planning for rigorous instruction to include writing/response cards. - Collaborate Through Peer Observations - Core teachers will complete peer observations at least once per quarter to reflect on and calibrate effective instructional practices; Sweet 16 strategies. - Implement Daily Engagement & Monitoring - Use student engagement strategies and aggressive monitoring techniques purposefully and consistently throughout each class period to support student mastery. Implement feedback shared by leaders; on the spot coaching. - Plan Purposefully Every Day to master DOL - Engage in daily planning that includes internalizing lessons, customizing instruction, and designing intentional demonstrations of learning (DOLs). - Embrace Instructional Coaching - Actively participate in all coaching opportunities—including real-time feedback—and implement action steps to continuously improve instructional delivery.

Key Action One: Staff Development

Who: Teachers, Staff, and Instructional Leaders

What: Professional learning in the following areas:

- High quality instructional delivery; lesson internalization
- Instructional coaching & feedback
- Data analysis (DOL's, etc.)
- Effective Professional learning communities (PLCs expectations)

When: August 2026 - June 2027

Where: Westside HS

Key Action One: Budget

Proposed item	Description	Amount
Staff development	Professional development	\$5,000
Materials/resources	Resources for teachers / staff – white boards, notebooks, response cards, supplies	\$20,000
Purchased services		
Other		
Other		
TOTAL		\$25,000

Funding sources: General funds, Title III funds, Title I funds, State Compensatory

KEY ACTION TWO	Key Action Two	
	Leverage the master schedule to broaden student access to college, career, and military readiness (CCMR) opportunities.	
	Indicators of success	
	- By August 2026, 100% of students in grades 10–12 will have access to enroll or be enrolled in at least one college, career, or military readiness opportunity within their schedule, as verified through dean audits and course requests. - By August 2026, enrollment in college, career, and military readiness-aligned courses (e.g., AP, dual credit, OnRamps, CTE pathways, etc.) will increase by at least 10% compared to the 2025–2026 school year, as reflected in master schedule reports. - By June 2027, at least 95% of graduating seniors will meet one or more CCMR indicators, such as earning college credit, industry-based certifications, or military enlistment, as reported in PEIMS and accountability data.	
	Specific actions – school leaders	
	- Expand Advanced Course Offerings - Add or embed OnRamps, AP, Dual Credit, and College Prep (TCB) courses into the master schedule to increase student access to CCMR opportunities. - Support TSIA2 & SAT Preparation - Strategically schedule prep sessions for TSIA2 and ensure students receive targeted support before testing. Promote campus-wide use of Khan Academy and designate a staff member to monitor student progress. - Set TSI Readiness Expectations - Establish a campus culture where TSI readiness is expected for all students, with regular checkpoints using Khan Academy and other tools. - Ensure Proper Placement in Advanced Courses - Require deans/assistant principals to use student performance data to place students in appropriate advanced courses (PreAP, AP, OnRamps, Dual Credit). - Plan for Future Advanced Courses - By March 2027, identify and secure teachers for 2026–2027 advanced courses. By April 2027, finalize course offerings using CCMR and student performance data. - Prepare Teachers for Advanced Instruction - Ensure all newly identified teachers of advanced courses are registered for required summer professional development.	
	Specific actions – staff	
	- Foster a Culture of High Expectations - Promote and support a culture where all students are expected to succeed in rigorous academic and CCMR-aligned pathways. Recommend Students for Advanced and CTE Opportunities – Identify and encourage students, especially those underrepresented in advanced coursework, to engage in CCMR opportunities. - Collaborate to Support Accurate Student Placement – Work with assistant principals to review student progress, flag scheduling needs, and ensure students are placed in appropriate CCMR-aligned courses. - Embed College- and Career-Ready Instructional Practices – Incorporate rigorous tasks, real-world applications, and skill-building activities aligned to CCMR expectations. - Support Students in Completing CCMR Milestones – Provide targeted tutorials, practice opportunities, and resources to help students prepare for TSI, certification exams, AP assessments, or military aptitude requirements.	

Key Action Two: Staff Development

Who: Teachers, Staff, and Instructional Leaders

What: Professional learning in the following areas

- High quality instructional delivery for AP, OnRamps, Dual Credit, College Prep
- Instructional coaching
- Data analysis
- Professional learning communities

When: August 2026 - June 2027

Where: Westside High School and other venues within the district, Rice University

Key Action Two: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources	Resources for teachers / students – white boards, notebooks, response cards, supplies CTE classes for IBCs	\$30,000
Purchased services	Cengage Learning, TestOut Corporation, PLTW	\$40,000
Other	TSIA2 vouchers	\$10,000
Other		
TOTAL		\$80,000
Funding sources: General funds, Title I, Compensatory funds, CTE funds		

KEY ACTION THREE	Key Action Three	
	Increase student proficiency in English and Mathematics across grades 9–12 through targeted, high-quality instruction that emphasizes student engagement and aggressive monitoring—especially for English Language Learners and Economically Disadvantaged students.	
	Indicators of success	
	- By January 2027 and again by May 2027, 70% or more students—including English Language Learners and Economically Disadvantaged students—will score 70% or higher on English and Math DSAs, reflecting improved engagement and instructional delivery monitored through real-time checks for understanding. - By May 2027, 70% or more students identified for intervention in English and/or Math will show measurable growth on district interim assessments, as a result of targeted instructional coaching and teacher development. - By May 2027, the performance of English Language Learners and Economically Disadvantaged students will increase by 5 or more percentage points in English and Math DSAs compared to MOY results, supported by consistent use of engagement strategies and aggressive monitoring during instruction.	
	Specific actions – school leaders	
	- Prioritize Coaching & Classroom Presence - Calendar weekly coaching and SPOT observations, ensuring 80% or more of campus leaders are in classrooms weekly to provide real-time feedback and support instructional growth. - Deliver Targeted Instructional Coaching - Provide ongoing coaching that focuses on questioning, pacing, scaffolding, and checks for understanding to strengthen Tier 1 instruction campus-wide. - Provide In-Class Tutoring Support for Targeted ESL Courses – Assign tutors to support teachers in ESL Algebra I and ESL English I classrooms, offering targeted assistance to English Language Learners and reinforcing high-quality instruction through small-group and individualized support. - Define & Monitor Instructional Non-Negotiables - Clearly communicate and reinforce expectations for high-quality instruction, including aggressive monitoring and engagement strategies, with an intentional focus on ELLs and Economically Disadvantaged students. - Participate in Data-Driven Instructional Planning - Facilitate and support regular PLCs focused on disaggregating student data, modeling the use of multiple response strategies (MRS), and guiding teachers in adjusting instruction and interventions based on DOLs, benchmarks, and common assessments to meet all student needs. - Celebrate Success & Promote Peer Learning - Recognize teacher impact and student growth during faculty meetings or PLCs and promote peer-to-peer learning through instructional rounds, modeling, and spotlight shares.	
	Specific actions – staff	
	- Implement Complete Lesson Cycles - Deliver daily lesson cycles that include clear Demonstrations of Learning (DOLs) each time students meet. - Engage in Ongoing Professional Learning - Attend all scheduled professional development sessions and apply strategies learned in daily instruction. - Embrace Coaching & Apply Feedback - Participate in all forms of instructional coaching, including on-the-spot feedback, and implement action steps to strengthen instruction. - Use Engagement & Monitoring Strategies Daily - Intentionally apply student engagement strategies and aggressive monitoring throughout each class period to support student mastery. - Plan with Purpose - Engage in daily planning that includes lesson internalization, data analysis, instructional customization, and intentional DOL design to ensure effective and responsive instruction.	

Key Action Three: Staff Development

Who: Teachers, Staff, and Instructional Leaders

What: Professional learning in the following areas:

- High quality instructional delivery
- Instructional coaching
- Data analysis
- Professional learning communities

When: August 2026 - June 2027

Where: Westside HS

Key Action Three: Budget

Proposed item	Description	Amount
Staff development	Professional development whole group and through departments during staff training days	\$5,000
Materials/resources	Resources for teachers / students – white boards, notebooks, response cards, supplies	\$10,000
Purchased services	Writeable, College Board resources and materials.	\$40,000
Other	Novels, Calculators, Headphones (K12 Summit)	\$10,000
Other	Extra duty pay – Intervention camps for students outside of school day	\$20,000
TOTAL		\$85,000

Funding sources: General funds, Title III funds, Title I funds, State Compensatory

KEY ACTION FOUR	Key Action Four	
	Strengthen Special Education instruction and service delivery to ensure equitable access and academic success for all learners.	
	Indicators of success <i>(Measurable results that describe success.)</i>	
	- By May 2027, at least 80% of students receiving Special Education services will show measurable growth in core content areas, as evidenced by performance on district assessments (BOY, MOY and EOYs) aligned to their IEP goals. - By May 2027, 100% of ARD meetings will meet all TEA compliance deadlines for timelines, documentation, and required components, as verified through quarterly compliance audits. - By May 2027, 100% of IEPs will include clear, measurable goals tailored to each student, as verified through quarterly compliance reviews. 80% of co-teachers will earn 10 points or higher in the instructional section as defined by MOY Spot averages by January 2027; that average will increase to 11 by points by May 2027.	
	Specific actions – school leaders	
	- Ensure High-Quality IEP Development - Monitor that 100% of IEPs include specific, measurable goals aligned to students' unique needs through quarterly reviews. - Support Timely IEP Implementation - Verify that all teachers receive relevant IEP accommodations and modifications within three instructional days of finalization. - Monitor Instructional Delivery in SPED Settings - Conduct weekly walkthroughs to ensure Special Education teachers are delivering rigorous, differentiated instruction aligned to student IEP goals. - Facilitate Targeted Coaching & PD - Provide ongoing coaching and professional development focused on instructional strategies for diverse learners, including scaffolding, accommodations, and progress monitoring. - Lead Data-Driven Progress Monitoring - Review student progress on IEP goals, state assessments, and common measures quarterly to ensure services and supports are accelerating student learning. - Promote Inclusive Practices - Collaborate with general education staff to expand access to inclusive settings and ensure co-teaching and support models are implemented effectively.	
	Specific actions – staff	
	- Participate in Professional Learning - Attend all scheduled Special Education-focused PD and implement strategies learned to improve instruction and support. - Collaborate in Weekly Planning - Meet weekly with core content teams to internalize lessons, embed district instructional expectations analyze student data, and align instruction to IEP goals. - Implement IEP-Aligned Scaffolds – Provide and document instructional scaffolds aligned to each student's IEP accommodations and goals to ensure equitable access to grade-level content. - Engage and Monitor Daily - Use effective student engagement strategies and aggressive monitoring techniques every day to support learning and access for all students. - Embrace Coaching & Apply Feedback - Participate in all forms of instructional coaching, including on-the-spot feedback, and implement action steps to strengthen instruction.	

Key Action Four: Staff Development

Who: Special Education Teachers, Staff, and Instructional Leaders

What: Professional learning in the following areas:

- High quality instructional delivery
- Instructional coaching
- Data analysis
- Professional Learning Communities

When: August 2026 - June 2027

Where: Westside High School

Key Action Four: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources	Resources for teachers / students – white boards, notebooks, response cards, supplies	\$2500
Purchased services		
Other		
Other		
TOTAL		\$2,500

Funding sources: General funds, Compensatory funds, Title I funds.