



2026-2027 Action Plan

Ebbert L. Furr High School

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School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

Furr HS earned an Overall Accountability Rating of 82 (B). Strengths included CCMR performance at 89% and School Progress at 83; however, Academic Growth declined to 61. Reading growth dropped to 57% and Mathematics growth to 74%. Masters-level performance remains low in English I, English II, and Biology. Student groups including EB/EL and Special Education students continue to perform below state targets.

Despite the progress, significant gaps remain in student performance and post-secondary readiness.

STAAR Achievement Trends

Current campus data shows the following areas of concern:

- Algebra I Meets performance increased from 28% to 32% but remains below the 2026 goal of 40%.
- English I and II Meets performance remained stagnant at 30%, while the campus goal is 40%.
- Biology demonstrated strong growth from 30% to 56% Meets, yet continued growth is necessary to meet the campus goal of 65%.
- U.S. History declined from 52% to 48% Meets, signaling inconsistencies in instructional rigor and mastery.
- Reading and writing performance remains the campus's most urgent academic need, particularly in extended constructed responses and analytical writing.

Additional concerns include:

- Low percentages of students scoring at the Masters level across all tested content areas.
- Inconsistent student engagement in rigorous listening, speaking, reading, and writing tasks.
- Gaps in performance among Emergent Bilingual and Special Education students.
- Continued need to strengthen TSIA2 readiness, advanced coursework completion, and CCMR attainment.
- Chronic absenteeism continues to impact instructional continuity and academic performance despite positive gains in campus attendance.

The campus demonstrated meaningful progress in student attendance, increasing ADA from 84.64% during the 2024–2025 school year to 87.97% during the 2025–2026 school year. While the increase reflects stronger attendance systems and student engagement efforts, the campus must continue strengthening attendance intervention systems to reduce chronic absenteeism and maximize instructional time.

Winter interim data indicates some progress toward goals in Algebra I and English I, but performance remains inconsistent across student groups and content areas.

The campus must continue strengthening systems that increase instructional rigor, progress monitoring, student discourse, writing, intervention cycles, and acceleration opportunities.

Needs related to improving the quality of instruction

The campus instructional average has demonstrated significant growth during the 2025–2026 school year. Current SPOT tiered data reflects an overall campus average of 13.22, placing the campus within the Proficient range and showing substantial growth from prior years. While this growth demonstrates stronger implementation of instructional systems, inconsistencies remain across classrooms and departments, particularly in engagement strategies, rigorous student discourse, pacing, and monitor and adjust practices.

Trend analysis from instructional observations identifies the following campus-wide gaps:

Identified Instructional Gaps

- Weak implementation of engagement strategies focused on listening and speaking.
- Inconsistent use of monitor and adjust strategies.
- Missed opportunities to consistently stamp key learning points.
- Inconsistent use of exemplars and student lifting.
- Inconsistent scaffolds for Emergent Bilingual and Special Education students.
- Variable quality of lesson internalization during PLCs.

Classroom observations indicate stronger teacher implementation in classrooms where:

- Teachers use whiteboards, response cards, timers, and structured discourse.
- Teachers intentionally plan for misconceptions.
- Teachers use exemplars and lift student responses.
- Teachers maintain instructional urgency and clear routines.

The campus has also identified a need to strengthen administrator coaching capacity to ensure feedback consistently changes adult practice.

Leadership analysis indicates that instructional monitoring systems must become tighter, more consistent, and more actionable across all administrators.

System evaluation (philosophy, processes, implementation, capacity)

Furr High School has developed stronger instructional systems through implementation of the district's instructional framework, PLC structures, observation systems, and campus-wide expectations. Updated instructional data reflects continued growth in both classroom instruction and leadership systems. Current SPOT tiered data reflects a campus average of 13.22, while recent IRT cycles demonstrated growth from IRT 1 at 12.25, to IRT 2 at 12.5, IRT 3 at 15.37, and IRT at 15.18 signaling stronger alignment to district instructional expectations and improved leadership monitoring systems.

While progress has been made, system implementation remains inconsistent across departments and grade levels.

Current System Strengths

- Strong campus vision and urgency around instructional improvement.
- Clear instructional framework through SPOT and district instructional characteristics.
- Consistent administrative presence in classrooms.
- Strong operational systems and accountability structures.
- Increased use of data-driven PLCs.
- Increased teacher familiarity with district instructional expectations.

System Gaps

- Coaching quality varies among administrators.
- PLCs are not consistently leading to instructional shifts.
- Monitoring systems are stronger than follow-through systems.
- Attendance interventions are reactive rather than preventative.
- CCMR systems require stronger alignment to TSIA2 readiness and accelerated pathways.
- Leadership density among teacher leaders and PLC leads remains underdeveloped.

The campus must strengthen coherence between instructional expectations, coaching systems, intervention systems, progress monitoring, and teacher accountability in order to achieve sustained growth.

School Action Plan

KEY ACTION ONE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Increase the Quality of Instruction Through Tight Instructional Planning, Student Engagement, and Monitor & Adjust Systems
	Indicators of success <i>(Measurable results that describe success.)</i>
	• By December 2026, the campus SPOT average in the instructional domain will maintain or exceed 10. • By May 2027, the campus instructional SPOT average will increase from 13.22 to 14.5, moving the campus toward the Professional II range. • By May 2027, 85% of teachers will have an average score 12 or higher on the spot form.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	• Conduct weekly instructional blitzes focused on engagement strategies, pacing, monitor and adjust, and student discourse. • Require all PLCs to internalize lessons aligned to LO/DOL, misconceptions, exemplars, and at-bats. • Implement weekly calibration walks for administrators to strengthen feedback quality and coaching consistency. • Provide daily on-the-spot coaching aligned to the SPOT rubric. • Monitor and provide feedback on slide decks weekly for alignment to instructional expectations. • Utilize heat maps to identify trends and target coaching support. • Implement monthly data reviews by department focused on SPOT growth.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	• Internalize all lessons aligned to LO/DOL, misconceptions, and exemplars. • Utilize timers, response cards, whiteboards, structured discourse, and writing opportunities daily. • Embed monitor and adjust opportunities into all lessons. • Implement campus-wide engagement strategies with 100% participation expectations. • Utilize exemplars and lift student responses during instruction. • Participate actively in PLCs and coaching cycles.

Key Action One: Staff Development

Who: Leadership Team (Principal, AP's), Teachers, Teacher Leaders, PLC Leads		
What: SPOT instructional calibration, Engagement strategy training, Monitor and Adjust training, Lesson internalization cycles, High-quality instructional planning, Data-driven coaching cycles		
When: August preservice, weekly PLCs, monthly PD, quarterly calibration sessions		
Where: Furr HS		
Key Action One: Budget		
Proposed item	Description	Amount
Staff development	Engagement strategy PD and calibration sessions	\$0
Materials/resources	PLC Binders, Copies, PPT, Spot forms, Exemplars, White Boards, Response Cards, Timers	\$125
Purchased services	N/A	
TOTAL		\$125
Funding sources: Campus Materials Budget, Title I, NES Instructional Funds		

KEY ACTION TWO	Key Action TWO <i>(Briefly state the specific goal or objective.)</i>
	Improve Reading, Writing, and Analytical Response Performance Across All Content Areas
	Indicators of success <i>(Measurable results that describe success.)</i>
	- By December 2026, 50% of students will demonstrate one performance level growth on campus writing rubrics. - By May 2027, English I and II Meets performance will increase from 30% to 40%. - By May 2027, Masters performance in English I and II will increase from 3% to 10%.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- Implement a campus-wide writing plan across all content areas. - Conduct monthly writing calibration sessions with teachers. - Require embedded writing opportunities in all classrooms. - Monitor student writing samples during PLCs and observation cycles. - Develop cross-curricular writing exemplars aligned to STAAR expectations. - Provide coaching on annotation, discourse, and evidence-based responses. - Conduct quarterly data digs focused on student writing growth.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	- Implement structured writing opportunities daily. - Utilize sentence stems, exemplars, and annotation strategies. - Provide students with rubric-aligned feedback. - Track student growth through writing data trackers. - Engage students in peer review and revision cycles. - Use quick response cards and constructed response opportunities consistently.

Key Action Two: Staff Development
Who: Leadership Team (Principal, AP's), Teachers, Teacher Leaders, PLC Leads
What: ECR rubric calibration, Writing across content training, Annotation strategies, Student discourse training, Constructed response scoring and feedback
When: August Pre-service dates, embedded PD days, daily on the spot coaching, monthly spots, bi-monthly PLC cycles, quarterly writing calibration
Where: Furr HS

Key Action Two: Budget

Proposed item	Description	Amount
Staff development	Writing calibration and literacy PD	\$0
Materials/resources	Rubric posters, exemplars, annotation resources	\$125
Purchased services	N/A	\$0
TOTAL		\$125

Funding sources: Campus Materials Budget, Title I, Literacy Funds

KEY ACTION THREE	Key Action THREE (<i>Briefly state the specific goal or objective.</i>)
	Increase student attendance.
	Indicators of success (<i>Measurable results that describe success.</i>)
	- By March 2027, campus ADA will increase from 87.97% to 89%. - By May 2027, campus ADA will increase to 91%.
	Specific actions – school leaders (<i>What specific action steps will the building leaders take to accomplish the objective?</i>)
	- Implement the Furr tardy plan beginning the 2nd full week of school. 2026. - Train and assign staff to tardy stations. - Implement a campus-wide attendance intervention system with Tier 1, Tier 2, and Tier 3 supports. - Utilize weekly attendance dashboards to identify students with chronic absences and tardies. - Expand student connection opportunities through clubs, extracurricular activities, mentoring, and campus celebrations. - Conduct weekly attendance reviews with counselors and administrators.
	Specific actions – staff (<i>What specific action steps will the staff take to accomplish the objective?</i>)
	- Take accurate daily attendance and communicate concerns immediately. - Build strong student relationships and implement classroom-based attendance incentives. - Conduct parent communication for students demonstrating attendance concerns. - Implement attendance incentives and relationship-building systems.

Key Action Three: Staff Development
Who: Leadership Team (Principal, AP's, Counselor, Magnet Coordinator), Teachers, Teacher Leaders
What: Attendance intervention systems, Chronic absenteeism reduction strategies, TSIA2 readiness training CCMR tracker training, Family engagement systems, Postsecondary planning systems
When: August Pre-service dates, embedded PD days, Leadership meetings, AP PLC's

Where: Furr HS

Key Action Three: Budget

Proposed item	Description	Amount
Staff development	Pre-service Attendance on how to	0
Materials/resources	PowerSchool Furr Playbook	0
Purchased services	NA	
Other		
Other		
TOTAL		0

Funding sources:

KEY ACTION FOUR	Key Action FOUR <i>(Briefly state the specific goal or objective.)</i>
	Strengthen College, Career, and Military Readiness Systems
	Indicators of success <i>(Measurable results that describe success.)</i>
	- By May 2027, the percentage of seniors meeting TSI readiness in both subjects will increase from 34.4% to 40%. - By May 2027, Algebra I Meets performance will increase from 32% to 40%.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- Develop TSIA2 bootcamp systems aligned to Algebra II and English III. - Monitor CCMR trackers monthly with counselors and department chairs. - Increase student enrollment in advanced coursework, dual credit, and OnRamps pathways. - Implement student goal-setting conferences around attendance and postsecondary readiness. - Increase family communication regarding attendance, TSIA2, and CCMR indicators.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	- Embed TSIA2-aligned questioning and rigor into instruction. - Utilize intervention periods for targeted support. - Communicate regularly with families regarding attendance and academic progress. - Support students in goal setting and post-secondary planning.

Key Action FOUR: Staff Development		
Who: Leadership Team (Principal, AP's), Teachers, Counselors, CCMR Team, CCMR Advisor		
What: TSIA2 readiness training, CCMR tracker training, Family engagement systems, Postsecondary planning system		
When: August preservice, monthly counselor/admin meetings, quarterly CCMR reviews		
Where: Furr HS		
Key Action FOUR: Budget		
Proposed item	Description	Amount
Staff development	CCMR systems training	\$0
Materials/resources	trackers, student goal-setting materials	\$125
Purchased services	TSIA2 bootcamp support	\$4,000
TOTAL		\$4,125
Funding sources: Title I, CCMR Allotment, Campus Activity Funds		

KEY ACTION FIVE	Key Action FIVE <i>(Briefly state the specific goal or objective.)</i>
	Improve Instructional Outcomes and Systems for Sup Populations: Emergent Bilingual and Special Education Students
	Indicators of success <i>(Measurable results that describe success.)</i>
	• By May 2027, TELPAS performance will exceed state interim targets. • By May 2027, Special Education students will demonstrate a 10-percentage point increase in STAAR Meets performance. • By May 2027, 100% of ARDs and compliance timelines will be completed on or before state deadlines.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	• Conduct targeted SPOT observations focused on EB and SPED student experience. • Require scaffolds, sentence stems, annotation supports, and language objectives in all classrooms. • Monitor Summit K12 implementation and intervention usage. • Conduct monthly ARD and IEP compliance reviews. • Utilize intervention teachers and push-in support strategically based on data. • Provide professional development focused on inclusion strategies and language acquisition. • Monitor student subgroup performance during every data cycle.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	• Implement ELPS-aligned scaffolds daily. • Utilize structured speaking and writing opportunities for EB students. • Provide differentiated supports aligned to IEP accommodations. • Monitor progress through formative assessments and intervention trackers. • Participate actively in ARD meetings and compliance systems. • Utilize Summit K12 and intervention supports consistently.

Key Action FIVE: Staff Development
Who: Leadership Team, SPED Department, ESL Teachers, Content Teachers, SPED Department Chair
What: ELPS and scaffold training, Inclusion strategies, SPED instructional supports, IEP implementation training, Summit K12 implementation, Compliance and ARD systems
When: August preservice, monthly SPED/EB PLCs, quarterly compliance reviews
Where: Furr HS

Key Action FIVE: Budget		
Proposed item	Description	Amount
Staff development	EB and SPED instructional PD	\$0
Materials/resources	Scaffold resources, intervention materials, Compliance and tracking systems	\$0
Purchased services	N/A	\$0
TOTAL		\$0
Funding sources: Campus Materials Budget		