



2026 – 2027

Campus Action Plan

Campus Name

HS for Law and Justice Early College

Principal Name

Dr. Steven Shetzer

Campus Action Plan – Needs Assessment

District philosophy and guiding framework

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

Improving student achievement data requires us to focus on two priorities: (1) Improving the quality of instruction, and (2) establishing a consistent approach to using formative and summative assessments to guide instruction. To accomplish this, we will provide training on effective use of assessment tools, including how to analyze student data and use it to guide instruction.

Needs related to improving the quality of instruction

As we reflect on our instructional practices and our 2026 STAAR EOC data, we recognize that improving student academic outcomes requires us to focus on two priorities: (1) Improving the quality of instruction, and (2) establishing a consistent approach to using formative and summative assessments to guide instruction. To accomplish this, we will provide training on effective use of assessment tools, including how to analyze student data and use it to guide instruction. It is important to define our outcome based measures for STAAR, TSI and college credits earned:

ISLJEC Outcome Based Measures

ALL CORE (80%/90 minimum)
90% Approaches on STAAR EOC
60% Meets on STAAR EOC
30% Masters on STAAR EOC

MATH

60% Meets on STAAR Algebra I
30% Masters on STAAR Algebra I
75% TSI ready in Math

ENGLISH

60% Meets on STAAR English I & II
30% Masters on STAAR English I & II
60% TSI ready in ELARV

System evaluation (philosophy, processes, implementation, capacity)

Improving Campus Culture:

As part of our ongoing commitment to fostering a positive campus culture and advancing instructional excellence, our campus has identified several key focus areas for continuous growth: staff perceptions of instructional leadership, the quality and consistency of instructional feedback, and staff attendance.

Currently, data for the 2025 - 2026 school year is not available due to the lack of data collection, survey administration, and ongoing implementation of campus initiatives. However, based on prior trends, informal feedback, and leadership reflection, we recognize that these interconnected components significantly influence both teacher effectiveness and overall campus climate.

Instructional Leadership

Instructional leadership remains a critical factor in shaping teacher performance and student achievement. While formal survey data is not available, anecdotal evidence and ongoing conversations suggest variability in how staff experience leadership support, clarity of expectations, and access to instructional resources. Strengthening the consistency, visibility, and responsiveness of instructional leadership will be essential moving forward.

Instructional Feedback

High-quality, actionable feedback is a cornerstone of teacher growth. Although comprehensive data has not been compiled for the 2025-2026 school year, there is a recognized need to ensure that feedback provided to teachers is:

- ? Timely and consistent
- ? Aligned to instructional best practices
- ? Specific, actionable, and supportive of continuous improvement

Enhancing feedback systems will support teacher development and promote instructional alignment across content areas and grade levels.

Staff Attendance

Staff attendance continues to be a key indicator of campus culture and operational stability. While definitive attendance data for 2025 - 2026 is still being finalized, maintaining strong staff attendance is vital to ensuring continuity of instruction, minimizing disruptions, and reinforcing a culture of professionalism and accountability.

Alignment with P-TECH Programming and Future Focus

As our campus continues to expand and refine its P-TECH programming, it is imperative that we build a strong, collaborative, and supportive culture that aligns with the rigor and expectations of college and career pathways. A positive campus climate—supported by effective leadership, meaningful feedback, and strong staff engagement—will directly impact the success and sustainability of our P-TECH model.

Therefore, we identify improving campus culture, particularly in the areas of instructional leadership, feedback, and staff attendance, as a priority focus for the 2026 - 2027 school year. During that year, we will:

- ? Collect and analyze comprehensive staff perception data
- ? Implement targeted leadership development strategies
- ? Refine instructional feedback systems
- ? Monitor and address staff attendance trends with intentional supports

Our campus is committed to being proactive rather than reactive. By prioritizing these focus areas in 2026 - 2027, we aim to strengthen the alignment between leadership practices, teacher support, and campus culture—ultimately enhancing outcomes for both staff and students as we continue to grow our P-TECH program.

Attendance System Evaluation:

Our Average Daily Attendance (ADA) for the 2025-2026 school year was 98.3%. Based on this data, we realized that our current attendance tracking system is inconsistent. Attendance data is not used proactively to identify at-risk students or to track patterns of absenteeism, such as chronic absenteeism or specific times of the year when absences spike. There is limited use of early intervention strategies to address absenteeism before it becomes chronic. We are generally aware of attendance problems but often wait until students have missed multiple days before initiating communication or support. We are addressing absenteeism reactively rather than proactively at the first sign of trouble.

Campus Action Plan Template

Key Action One

Key Action 1

Briefly state the specific goal or objective

Improve the Quality of Instruction (Staff Capacity)

Indicators of Success

Measurable results that describe success

- By December 2026, the campus average on Domain 2 (Instruction) section of the SPOT observation for all IRT visits will be 8 or higher. That number will increase to 10 or higher by May 2027.
- By December 2026, 80% of our teachers will score 9 or higher in Domain 2 (Instruction) section of the SPOT form measured by the cumulative average from September to December. That number will increase to 11 or higher in Domain 2 (Instruction) by May 2027. The baseline is 9.45 out of 13 for 2025-2026.
- By MOY, 90% of teachers will score 5 out of 8 points on the Planning (Instructional Planning and/or Internalization) section of the Planning and Professionalism rubric. That number will increase to 7 out of 8 points by EOY.

Specific Actions – School Leaders

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

- During BOY preservice, the school leadership team trains teachers on HISD instructional expectations.
- Provide coaching in the moment during weekly instructional walks.
- Observe and provide real time feedback during demonstration lessons during weekly PLCs.
- On designated days, provide support and coverage to teachers who need/want to visit other teachers who are exemplary in Domain 2.
- During or immediately following coaching walks, provide a brief email or note with a quick glow/grow for the teacher (not SPOT related).
- Schedule monthly one on one feedback follow up meetings with teachers to go over any feedback questions and provide further support, as needed.

Specific Actions – Staff

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

- On a weekly basis, teachers who are exemplary in Domain 2 will share best practices during PLCs and professional development.
 - On an ongoing basis, teachers will ask clarifying questions and discuss any support requests during one-on-one feedback follow-up meetings.
 - Prepare and demo a lesson weekly during PLCs. Based on the feedback from the demo lesson, teachers will reflect on their teaching practices, identifying what worked and what needs to be improved upon before delivering the lesson to students.
 - On a weekly basis, engage in professional development during PLCs and implement what is taught.
 - In at least three lessons per month, implement real-world legal scenarios, cases, and current events into lessons.
- Use formative assessment daily to gather data. Engage in data digs and use data to drive instruction.
- In every lesson, differentiate at all levels, including G/T (extension tasks), EB (Summit K-12), and Special Education.

Key Action One

Staff Development

Who: **HSLJ Faculty, Leadership Team**

What: Train teachers on HISD Instructional Expectations and how they relate to the SPOT form
 Train teachers on best practices focusing on pacing, writing, and annotations.

When: **Daily, weekly, and monthly professional development days**

Where: **HSLJEC**

Budget

Proposed Item	Description	Amount
Staff Development	Provided by HSLJ	0
Materials/resources	Copies (printed on site)	0
Purchased services	No purchased service required	0
Other		0
Other		0
TOTAL		0

Funding Sources: **No cost**

Key Action 2

Briefly state the specific goal or objective

Improve CCMR: Post Secondary Readiness

Indicators of Success

Measurable results that describe success

- By the end of the 2026-2027 academic year, campus will see a 20% increase (64 out of 74 students) in the number of students (Cohort 2027) who are college ready in English and Math (SAT/ACT/TSIA). The baseline is 73% (61 out of 84 students in Cohort 2026).
- By December 2026, 80% of students in 9th and 10th grade will earn college credit in at least one dual credit and/or UT OnRamps course. That number will increase to 90% by May 2027.

Specific Actions – School Leaders

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

- Track student progress in college credit courses at the end of each semester (based on reports provided by the University of Texas OnRamps team).
- Schedule all 11th and 12th graders who did not pass the math section of PSAT or SAT into the state-approved TSI math course.
- On a weekly basis, monitor TCB district reports for compliance.
- Within the first month of school, assign teachers the task of taking TSI or the TSI practice so school leaders and teachers are better able to understand the test and provide support.
- Schedule weekly tutorial sessions for students in HCC Dual Credit, UT OnRamps, and/or Advanced Placement classes.
- When provided by the district, they encourage students to sign up and attend the TSI/AP/OnRamps Saturday Academies.
- During the first month of school, conduct a parent meeting on advanced courses (AP, OnRamps, Dual Credit).
- Create an internal HSLJ CCMR tracker that is shared with teachers and used for semester check-ins.

Specific Actions – Staff

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

- On a weekly basis, review the TCB dashboard to ensure that students are completing the TCB program with fidelity.
- Implement Khan Academy during study lab periods at least twice weekly.
- When students have taken TSI and are preparing for a retake, SLAB teachers ensure that students are working on the TSI website that is customized for individual student needs.
- Within the first month of school, teachers working with math and reading/writing will take TSI or TSI practice to better support students.
- During the second semester, provide TSI testing for those placed in 75th percentile or higher in PSAT and are in advanced math courses. Provide specialized feedback to SLAB teachers about student progress. Progress and PSAT results and areas of growth for each student.

Career Pathway - student check-ins each semester.

Key Action Two

Staff Development

Who: HSLJEC Faculty & Administration

What: Train teachers on CCMR, focusing on what it is, how students obtain CCMR, and the teachers' role in supporting students.
During BOY pre-service, train the CTE teachers on the CTE Pathways they teach, including the course sequence.
Train teachers on how to use the HSLJ CCMR tracker and set expectations for how often it will be updated and monitored.

When: Daily, weekly, and monthly professional development days

Where: HSLJEC

Budget

Proposed Item	Description	Amount
Staff Development	Provided by HSLJEC	0
Materials/resources	Copies (printed on site)	0
Purchased services	No purchased services	0
Other		0
Other		0
TOTAL		0

Funding Sources: No cost

Key Action Three

Key Action 3

Briefly state the specific goal or objective

Improve campus culture

Indicators of Success

Measurable results that describe success

- By the MOY campus culture survey, 80% of teachers will agree or strongly agree to the following statement, "the instructional feedback I get helps me improve the quality of my instruction." This percent will increase to 95% by the EOY campus culture survey.
- By the MOY campus culture survey, 80% of teachers will agree or strongly agree to the following statement, "My school has an effective instructional team." This percent will increase to 95% by the EOY campus culture survey.
- By the MOY conference, 80% of teachers will score 4 out of 7 on the Professionalism section of the Planning and Professionalism rubric. That number will increase to 6 out of 7 by EOY.
- By January (MOY) 2027, staff attendance will be 95% or higher. This percentage will be at 93% or higher by EOY June 2027.

Specific Actions – School Leaders

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

- Conduct daily culture rounds.
- Provide job-embedded coaching and feedback loops for teachers.
- Facilitate weekly team planning sessions focused on aligned instructional strategies.
- Executive monthly campus team(s) gratitude moments/notes. (leaders will rotate teams to ensure equity in the moments of gratitude).

Specific Actions – Staff

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

- Reflect on instructional feedback and improve the delivery of instruction as appropriate.
- Engage in daily structured planning that is both leader and teacher led, to effectively customize lessons to reflect the rigor of the TEKS and unique needs of all students.
- Experience and receive moments of gratitude from leaders.
- Engage in listening tours to share qualitative feedback on campus experience, as it relates to campus culture.

Key Action Three

Staff Development

Who: HSLJEC Faculty & Staff

What: Professional development: high quality instruction, high performance culture

When: Daily, weekly, and during monthly professional development days.

Where: HSLJEC

Budget

Proposed Item	Description	Amount
Staff Development	Leadership to provide	0
Materials/resources	Copies (printed on site)	0
Purchased services	No purchased services	0
Other		0
Other		0
TOTAL		0
Funding Sources: No cost		

Key Action 4

Briefly state the specific goal or objective

Improve student attendance

Indicators of Success

Measurable results that describe success

- By December 2026, the number of students with NGs in the first semester will decrease 2%, from 19% December 2025. That number will increase to 4% by May 2027.
- By May 2026, the average daily attendance will increase by .5%
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Specific Actions – School Leaders

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

- By September 1, ensure resources are in place to address the root causes of absenteeism (i.e., counseling services, mentorship programs, support for students facing health or transportation issues).
- On a weekly basis, review attendance data files from the Attendance Clerk and provide intervention strategies.
- Schedule parent/student meetings for each cycle to address attendance concerns.
- On a monthly basis, recognize students with good attendance (certificates, positive praise, fun incentives).
- Post our weekly ADA at the front entrance and share it in a regularly featured section of the HSLJ News.
- NG warning letter sent home each cycle.

Specific Actions – Staff

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

- During one PLC each week, teachers monitor student attendance and report to parents and administration. Teachers will document efforts to reach students/parents.
- Teachers will reach out to parents as soon as a student has three absences in their class to offer support for students struggling with attendance.
- Attendance Clerk reviews attendance data weekly to identify patterns and trends. By Friday each week, share the data files with the leadership team.
- Attendance Clerk prints attendance warning letters and mails to parents after a student has been absent for three or more days.

Teachers provide students with missed work within 1 class period of students returning to school.

Key Action Four

Staff Devel.

Who: HSLJ Faculty & Staff, Students, and Parents

What: Train teachers, staff, students, and parents on how attendance affects budget

Train teachers on how to utilize the attendance reports in PowerSchool to help monitor student attendance in their class.

Train teachers on how to engage parents in conversations regarding attendance.

When: Pre Service, PLCs

Where: HSLJEC

Budget

Proposed Item	Description	Amount
Staff Development	Leadership to provide	
Materials/resources	Copies (printed on site)	
Purchased services	No purchased services	
Other		
Other		
TOTAL		
Funding Sources: No cost		