HISD

2026 – 2027

Campus Action Plan

Campus Name

Hogg Middle School

Principal Name

Vanessa Saldana

Campus Action Plan – Needs Assessment

District philosophy and guiding framework

Core Beliefs | Vision | Theory of Action

Needs related to student achievement data

Hogg Middle School is an A-rated campus, earning a 92 in the 2025–2026 TEA A–F Accountability System and all seven distinctions. STAAR results demonstrate strong overall achievement across content areas:

RLA: 91% Approaches, 77% Meets, 51% Masters
Math: 83% Approaches, 65% Meets, 37% Masters
Science: 84% Approaches, 67% Meets, 57% Masters
Social Studies: 82% Approaches, 64% Meets, 46% Masters

Despite strong overall performance, disaggregated data identifies achievement gaps that remain a priority for the campus. In Reading, the gap between White and African American students is 21.16 percentage points, and the gap between White and Hispanic students is 25.05 points. In Math, the gaps are 41.44 points and 36.82 points, respectively. Closing these gaps while maintaining high levels of achievement for all students remains a key instructional focus.

SY25–26 NWEA MAP data also demonstrates strong achievement and growth. The EOY median percentile was 76 in Math, 72 in Reading, and 84 in Science. The percentage of students meeting expected growth from BOY to EOY was 56% in Math, 63% in Reading, and 78% in Science.

Overall, the data reflects strong campus achievement while identifying continued opportunities to increase student growth and reduce achievement gaps, particularly in Reading and Mathematics.

Constructed Response: Campus ECR and SCR data indicate a continued need to strengthen students' ability to communicate their thinking in writing across content areas. ECR performance currently averages 6.3/10 in Grade 6, 6.6/10 in Grade 7, and 7.16/10 in Grade 8. While campus ELA and Social Studies SCR averages currently exceed district averages on the assessed items, results demonstrate an opportunity to increase the percentage of students earning full credit. Science SCR data indicate a particular area of need, with 54.96% of students earning 0 points on Q13. Teachers will continue to explicitly model constructed responses, utilize exemplars and success criteria, provide frequent opportunities for students to write, and use SCR/ECR data to identify misconceptions and adjust instruction.

Needs related to improving the quality of instruction

According to campus SPOT and IRT data, student engagement continues to be an area of concern. Teachers will continue developing their capacity to intentionally plan for and implement effective engagement strategies that promote listening, thinking, and speaking through meaningful, challenging, real-world content. Students should consistently engage with their peers using strategies such as Pair and Share and other collaborative discussion protocols that increase active participation and accountability.

Additionally, teachers will continue to strengthen their use of student answers and questions to reinforce key concepts, address misconceptions, and adjust instruction accordingly based on collected student data. Ongoing professional development will focus on high-quality instructional practices, including meaningful at-bats, modeling of engagement strategies, effective questioning techniques, and lesson internalization to maximize student outcomes. Intentional planning for engagement strategies, along with the consistent implementation of high-quality instructional materials, is necessary to improve campus IRT and SPOT data and increase overall student achievement.

Teachers will also strengthen explicit writing instruction across content areas by modeling how to construct high-quality responses, utilizing exemplars and success criteria, and providing students frequent opportunities to respond to rigorous SCR and ECR prompts. Student responses will be analyzed to determine whether gaps are related to content knowledge, comprehension of the prompt, use of evidence, organization of ideas, conventions, or students' ability to communicate their reasoning.

System evaluation (philosophy, processes, implementation, capacity)

Hogg Middle School utilizes district-vetted curriculum across all content areas to ensure alignment with academic standards. Teachers incorporate LOs, Do Nows, DOLs, student engagement strategies, and writing opportunities, including SCRs and ECRs, into daily instruction. Lesson plans are reviewed weekly, with timely feedback, PLC at-bats, classroom observations, and individualized coaching supporting continuous instructional improvement.

Student performance data, including common assessments and DOLs, is regularly reviewed to guide instruction and identify students needing additional support. Targeted intervention classes, tutorials, and extended learning opportunities provide remediation and acceleration based on student needs. Campus leaders monitor progress toward STAAR/EOC and MAP goals using multiple data sources and tracking tools to inform instructional decisions and measure student growth.

Campus Action Plan Template

Key Action One

Key Action 1

Briefly state the specific goal or objective

Monitor and adjust to African American student academic outcome data to improve achievement and close identified gaps, with a particular emphasis on Mathematics.

Indicators of Success

Measurable results that describe success

- By June 2027, at least 50% of African American students will meet or exceed their expected growth on NWEA MAP Math. (25-26 Baseline: 45%)
- By June 2027, African American students will achieve a median achievement percentile of 58 or higher on NWEA MAP Math. (25-26 Baseline: 53)
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Specific Actions – School Leaders

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

- Track student performance by African American using DOLs, common assessments, and NWEA MAP data. PLCs will conduct data digs after each common assessment cycle to identify achievement gaps, monitor growth, and adjust instruction and interventions.
- Use the district curriculum consistently across all classrooms to ensure every student receives access to grade-level TEKS and high-quality instructional materials, with appropriate support for students who need them.
- Provide teacher training on culturally responsive teaching and relationship-building to increase engagement, improve academic outcomes, and create inclusive learning environments.
- Use PLC time to internalize lessons, analyze student work, review assessment data, and plan effective first instruction. Teachers will practice and model high-impact instructional strategies and use common protocols to respond to student learning needs.(DEMO)
- Use WIN time to provide targeted reading and math support based on student data. Students will receive acceleration aligned to identified needs, and progress will be monitored through DOLs, common assessments, NWEA MAP, and subgroup data.
- Interventionists will focus on African American students not meeting their goals in math and pull out/push on white days.

Specific Actions – Staff

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

- Implement district-vetted instructional materials with fidelity and ensure daily lessons are aligned to state standards and lesson objectives.
- Utilize student engagement strategies that promote listening, speaking, collaboration, and rigorous academic discourse. (MRS Strategies)
- Use student responses and questioning strategies to reinforce key concepts and address misconceptions in real time.
- Participate actively in PLCs focused on lesson internalization, standards alignment, student work analysis, and instructional planning. Collaborate with colleagues and teacher leaders to share best practices and strengthen instructional delivery across content areas.
- Implement feedback provided through coaching cycles, walkthroughs, and formal observations to improve instructional practices.
  Attend and participate in campus professional development sessions focused on instructional best practices and standards-based planning.
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Key Action One

Staff Development

Who: Campus leadership team, teacher leaders, interventionists, special education staff, and classroom teachers.

What: Professional development focused on high-quality Tier 1 instruction, lesson internalization, MRS/student engagement, rigorous questioning, SCR/ECR, aggressive monitoring, data-driven instruction, culturally responsive practices, differentiation, accommodations, specially designed instruction, and effective intervention.

When: Beginning with Preservice July/August 2026 and continuing through PLCs, campus PD, coaching cycles, and identified professional development days throughout the 2026–27 school year.

Where: Campus PD sessions, PLCs, classrooms, peer observations, and individualized coaching sessions.

Budget

Proposed Item	Description	Amount
Staff Development		
Materials/resources		
Purchased services		
Other		
Other		
	TOTAL	

Funding Sources:

Key Action Two

Key Action 2

Briefly state the specific goal or objective

Monitor and adjust to Hispanic student academic outcome data to improve achievement and close identified gaps, with a particular emphasis on Mathematics.

Indicators of Success

Measurable results that describe success

- By June 2027, at least 55% of Hispanic students will meet or exceed their expected growth on NWEA MAP Math. (25-26 Baseline: 51%)
- By June 2027, Hispanic students will achieve a median achievement percentile of 68 or higher on NWEA MAP Math. (25-26 Baseline: 63)
- By June 2027, at least 45% of Emergent Bilingual students will meet or exceed their expected growth on NWEA MAP Math. (25-26 Baseline: 40%)
- By June 2027, Emergent Bilingual students will achieve a median achievement percentile of 40 or higher on NWEA MAP Math. (25-26 Baseline: 35)

Specific Actions - School Leaders

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

- Track student performance by subgroup (Hispanic, Black, Emergent Bilingual, Special Education, and Economically Disadvantaged) using DOLs, common assessments, and NWEA MAP data. PLCs will conduct data digs after each common assessment cycle to identify achievement gaps, monitor growth, and adjust instruction and interventions.
- Use the district curriculum consistently across all classrooms to ensure every student receives access to grade-level TEKS and high-quality instructional materials, with appropriate support for students who need them.
- Provide teacher training on culturally responsive teaching, relationship-building, and strategies for Emergent Bilingual students to increase engagement, improve academic outcomes, and create inclusive learning environments.
- Use PLC time to internalize lessons, analyze student work, review assessment data, and plan effective first instruction. Teachers will practice and model high-impact instructional strategies and use common protocols to respond to student learning needs.
- Use WIN time to provide targeted reading and math support based on student data. Students will receive acceleration aligned to identified needs, and progress will be monitored through DOLs, common assessments, NWEA MAP, and subgroup data.
- Interventionists will focus on African American students not meeting their goals in math and pull out/push on white days.

Specific Actions – Staff

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

- Implement district-vetted instructional materials with fidelity and ensure daily lessons are aligned to state standards and lesson objectives.
- Utilize student engagement strategies that promote listening, speaking, collaboration, and rigorous academic discourse.
- Use student responses and questioning strategies to reinforce key concepts and address misconceptions in real time.
- Participate actively in PLCs focused on lesson internalization, standards alignment, student work analysis, and instructional planning.
- Collaborate with colleagues and teacher leaders to share best practices and strengthen instructional delivery across content area
- Implement feedback provided through coaching cycles, walkthroughs, and formal observations to improve instructional practices.
- Attend and participate in campus professional development sessions focused on instructional best practices and standards-based planning.

Key Action Two

Staff Development

Who: Campus leadership team, teacher leaders, interventionists, special education staff, and classroom teachers.

What: Professional development focused on high-quality Tier 1 instruction, lesson internalization, MRS/student engagement, rigorous questioning, SCR/ECR, aggressive monitoring, data-driven instruction, culturally responsive practices, differentiation, accommodations, specially designed instruction, and effective intervention.

When: Beginning with Preservice July/August 2026 and continuing through PLCs, campus PD, coaching cycles, and identified professional development days throughout the 2026–27 school year.

Where: Campus PD sessions, PLCs, classrooms, peer observations, and individualized coaching sessions.

Budget

Proposed Item	Description	Amount
Staff Development		
Materials/resources		
Purchased services		
Other		
Other		
	TOTAL	

Funding Sources:

Key Action Three

Key Action 3

Briefly state the specific goal or objective

Improve staff capacity to deliver high quality instruction.

Indicators of Success

Measurable results that describe success

- The campus will achieve an overall score of 16 or higher on the highest IRT of the 26-27 school year. [25-26 Data - 15.05]

  By June 2027, 75% of core teachers will score 9.5/13 or higher in the Instruction Section of the spot form, as measured by the cumulative average spot.

- By the end of the academic year, 75% of teachers score 1 point on the standards alignment indicator of the Planning & Professionalism rubric "The teacher consistently plans to ensure alignment between instructional materials (including assessments) and state standards."

  By June 2027, each core content area will reduce the percentage of students earning a score of 0 on SCRs by at least 25% from the BOY baseline, as measured by district and campus assessments.

- By June 2027, each grade level will reduce the percentage of students earning a score of 0 on ECRs by at least 25% from the BOY baseline, as measured by district and campus assessments.

Specific Actions - School Leaders

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

- Conduct weekly instructional walkthroughs focused on standards alignment, student engagement, rigor, and implementation of district-vetted instructional materials.
- Provide targeted coaching and feedback cycles for teachers based on SPOT and IRT data trends.

  Facilitate weekly PLCs focused on lesson internalization, standards alignment, student misconceptions, and rigorous task planning.
- Implement professional development sessions centered on high-quality instruction, meaningful student engagement, questioning strategies, and checks for understanding.

  Create individualized teacher support plans for teachers identified through SPOT and IRT data as needing additional instructional support.
- Track the percentage of students earning 0 points on SCR/ECR items by content area, grade level, teacher, student group, and assessment cycle.
- Facilitate PLC analysis of 0-point responses to determine the root cause, including blank/nonresponsive answers, misunderstanding of the prompt, content misconceptions, insufficient evidence/reasoning, or difficulty communicating understanding in writing.

Specific Actions – Staff

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

- Implement district-vetted instructional materials with fidelity and ensure daily lessons are aligned to state standards and lesson objectives.

  Utilize student engagement strategies that promote listening, speaking, collaboration, and rigorous academic discourse.

  Use student responses and questioning strategies to reinforce key concepts and address misconceptions in real time.
- Participate actively in PLCs focused on lesson internalization, standards alignment, student work analysis, and instructional planning.

  Collaborate with colleagues and teacher leaders to share best practices and strengthen instructional delivery across content area
- Implement feedback provided through coaching cycles, walkthroughs, and formal observations to improve instructional practices.

  Attend and participate in campus professional development sessions focused on instructional best practices and standards-based planning.

  Provide frequent SCR/ECR opportunities aligned to the rigor of the standard and assessment.
- Explicitly model how to unpack a constructed-response prompt and develop a credit-worthy response.

  Monitor while students write and provide in-the-moment scaffolds for students struggling to begin or develop a response.
- Analyze 0-point responses during PLCs to identify patterns and plan targeted reteach.

Key Action Three

Staff Development

Who: Campus leadership team, teacher leaders, interventionists, special education staff, and classroom teachers.

What: The campus will engage in professional development that targets student engagement strategies (MRS), short constructed responses (SCRs), and aggressively monitoring with formative assessments. This will include STAAR, NWEA Map, and DOLs.

When: Beginning with Preservice July/August 2026 and continuing through PLCs, campus PD, coaching cycles, and identified professional development days throughout the 2026–27 school year.

Where: Campus PD sessions, PLCs, classrooms, peer observations, and individualized coaching sessions.

Budget

Proposed Item	Description	Amount
Staff Development		
Materials/resources		
Purchased services		
Other		
Other		
	TOTAL	

Funding Sources:

Key Action Four

Key Action 4

Briefly state the specific goal or objective

Monitor and adjust to SPED student academic outcome data.

Indicators of Success

Measurable results that describe success

- June 2027, 55% of Special Education students will meet their individual growth target on their EOY NWEA MAP Reading. (25-26 Data - 50%)

  By June 2027, 50% of Special Education students will meet their individual growth target on their EOY NWEA MAP Math. (25-26 Data - 46%)

- By June 2027, the overall NWEA MAP Reading achievement percentile for students receiving Special Education services will increase from the 49th percentile to at least the 54th percentile, as measured by the End-of-Year (EOY) MAP Reading assessment.

- By June 2027, the overall NWEA MAP Math achievement percentile for students receiving Special Education services will increase from the 44th percentile to at least the 49th percentile, as measured by the End-of-Year (EOY) MAP Math assessment.

Specific Actions - School Leaders

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

- Utilize NWEA MAP, classroom DOLs, and common assessment data to identify students requiring targeted intervention and instructional adjustments.
- Monitor implementation of accommodations, modifications, and specially designed instruction through weekly classroom walkthroughs and SPOT observations.
- Provide ongoing professional development focused on differentiated instruction, scaffolding, small-group instruction, and effective intervention strategies for SPED students.
- Facilitate PLCs focused on analyzing SPED student data, planning targeted interventions, and internalizing lessons aligned to grade-level standards.
- Model effective instructional strategies and co-teaching practices during coaching cycles and classroom support visits.

Specific Actions – Staff

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

- Facilitate PLCs focused on analyzing SPED student data, planning targeted interventions, and internalizing lessons aligned to grade-level standards.
- Model effective instructional strategies and co-teaching practices during coaching cycles and classroom support visits. Utilize NWEA MAP, classroom DOLs, and common assessment data to identify students
- requiring targeted intervention and instructional adjustments.
- Monitor implementation of accommodations, modifications, and specially designed instruction through weekly classroom walkthroughs and SPOT observations.
- Develop targeted intervention plans for SPED students not meeting projected growth goals in reading and math.

Key Action Four

Staff Devel.

Who: The campus leadership team- principals and assistant principals and teachers.

What: Professional development on implementing accommodations, modifications, and specially designed instruction with fidelity during daily instruction and assessments.

When:

Where:

Budget

Proposed Item	Description	Amount
Staff Development		
Materials/resources		
Purchased services		
Other		
Other		
	TOTAL	

Funding Sources: