HISD

2026 – 2027

Campus Action Plan

Campus Name

Worthing HS

Principal Name

Tammy Russell

Campus Action Plan – Needs Assessment

District philosophy and guiding framework

Core Beliefs | Vision | Theory of Action

Needs related to student achievement data

Worthing High School has a significant need to strengthen career and college readiness outcomes, as current student achievement data indicate that the majority of students are not graduating college ready. For the 2026 graduating class, only 3% of students graduated as CTE concentrators, demonstrating limited completion of coherent career pathways that lead to industry-based credentials or postsecondary workforce opportunities. Additionally, just 2% of graduates earned an associate degree, reflecting minimal participation and success in dual credit or early college pathways. Most concerning, only 12% of students graduated meeting college readiness standards as defined by TSI and/or SAT benchmarks, indicating that the overwhelming majority of students are leaving Worthing High School without the academic preparation required for immediate success in postsecondary education.

These data highlight systemic gaps in access, participation, and completion of rigorous academic and career-aligned pathways. Students need increased exposure to high-quality CTE programs, expanded dual credit and early college opportunities, and intentional academic supports aligned to college readiness standards. Addressing these needs is critical to ensuring that Worthing High School graduates are prepared to enroll, persist, and succeed in college or enter the workforce with meaningful credentials, and must be a central focus of the 2026–2027 Campus Action Plan.

Needs related to improving the quality of instruction

Instructional Review Team (IRT) data from the 2025–2026 school year indicate steady improvement in the quality of instruction at Worthing High School, while also identifying continued areas of need. Across the four IRT cycles (out of a possible 18 points), the campus earned scores of 13 in Round 1, 14.38 in Round 2, 15.91 in Round 3, and 15 in Round 4. This pattern reflects overall instructional growth throughout the year and shows that the campus ended the year at the Proficient II level.

Although these results demonstrate progress in instructional practices, there remains room for growth to ensure consistent, high-quality Tier I instruction in every classroom. Continued focus on increasing instructional rigor, strengthening student engagement, and refining effective instructional strategies is necessary for the campus to progress from proficient to exemplary instruction. Addressing these instructional needs will be critical to improving student outcomes and supporting achievement across all content areas.

System evaluation (philosophy, processes, implementation, capacity)

Worthing High School's philosophy is grounded in providing rigorous, relevant, and equitable instruction to ensure all students have the opportunity to achieve excellence and graduate prepared for postsecondary readiness and/or career readiness. While this philosophy is clearly articulated, system evaluation indicates a need to strengthen processes, implementation, and overall campus capacity to more effectively support student success in these areas.
To better align practice with philosophy, Worthing High School must strengthen systems in the following areas:

Attendance Monitoring and Early Intervention: Implement consistent and proactive systems to track attendance data and intervene early when patterns of absenteeism emerge. Improved attendance directly supports academic engagement and is foundational to ensuring students are able to meet postsecondary and career readiness expectations.

Incentives and Recognition: Develop structured reward systems that encourage consistent attendance and positive student behaviors. Recognizing and reinforcing these behaviors supports a school culture that values persistence, accountability, and readiness for life beyond high school.

Academic Support and Counseling Services: Expand and systematize academic interventions, tutoring, and counseling services to address both academic and social-emotional needs. Targeted use of data will ensure timely supports for students who are at risk of falling behind graduation, postsecondary, or career readiness benchmarks.

Postsecondary and Career Readiness Systems: Strengthen campus systems to intentionally prepare students for postsecondary education and/or workforce entry. This includes increasing the number of students who graduate TSI college ready, expanding access to dual credit opportunities that lead to earning an associate degree, and ensuring students complete meaningful career pathways aligned to their postsecondary goals. Clear processes for early identification, progress monitoring, academic preparation, and consistent counseling are critical to improving outcomes.

Overall, while Worthing High School maintains a strong, equity-centered philosophy, greater alignment and capacity in implementation are needed. Strengthening systems related to attendance, academic supports, incentives, and postsecondary and/or career readiness will improve student outcomes and ensure more graduates leave Worthing High School prepared for college, career, and long-term success.

Campus Action Plan Template

Key Action One

Key Action 1

Briefly state the specific goal or objective

Key Action 1: Strengthen Quality of Instruction Through Consistent, High-Impact Tier I Practices

Increase the consistency and rigor of Tier I instruction by ensuring that all teachers implement standard aligned, student centered instructional practices that actively engage learners and promote higher level thinking in every classroom.

Indicators of Success

Measurable results that describe success

- Improved Instructional Review Tool (IRT) Outcomes:

  Worthing High School will demonstrate sustained growth in instructional quality as evidenced by IRT scores increasing to the Proficient II (14.15-16) by MOY, and Exemplary level (16.5–18) across multiple domains by the end of the year, with consistent implementation of high-impact Tier I instructional practices in classrooms.

- Increased Instructional Consistency and Rigor:

  Walkthrough and observation data will show 40% of teachers consistently obtaining 8-9 points in the area of instruction by MOY and 10-11 by EOY on the spot form.

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Specific Actions – School Leaders

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

- Train all teachers on the Spot Observation instructional model and characteristics (Planning, Instruction, and Classroom Culture).
- Conduct weekly spot observations and walkthroughs for all teachers to monitor lesson effectiveness closely. Provide teachers with written feedback on lessons and next steps.
- Provide on-the-spot coaching of teachers during all spot observations and schedule visits for implementation to measure teacher growth over time.
- Create a calendar of coaching for high-leverage instructional strategies. Two strategies will be introduced every 6 weeks during PLCs and monitored by campus administrators.
- Share aggregate data and provide professional development on common areas of need during weekly PLC meetings.

Specific Actions – Staff

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

- All teachers in grades 9-12 will be trained on the Spot Observation instructional model and characteristics during pre-service week.
- During weekly PLCs and DEMO days, teachers will internalize instructional lessons to be able to deliver at grade-level rigor and be prepared to implement coaching feedback and opportunities to practice at-bats.
- Teachers in Eng I, II, a nd Algebra I will be trained on the LSAE instructional model.
- Teachers will implement instructional practices based on instructional feedback, Spot Observations, At-Bats practice, and PLC.
- Teachers will track student progress by analyzing data from DOL and unit exam SCR writing prompts.

Key Action One

Staff Development

Who:
Instructional Leaders (Principal, APs, Department Chairs, Teacher Leaders) and Teachers/ Elective (grades 9-12)

What: Pre-service week training on the Spot Observation instructional model and characteristics.
Real-time coaching sessions during spot observations.
Professional Learning Communities (PLCs) meet every week, focused on high-leverage instructional
strategies and feedback implementation.
Professional development sessions addressing common areas of need, based on aggregate data from spot observations.

When:
Pre-service week for initial training • Weekly for spot observations and real-time coaching. Every week for PLCs • Scheduled times for professional development sessions throughout the school year.

Where:
• In-school training for pre-service and PLCs. • Classrooms for real-time coaching. • Professional development might be in-school or off-site, depending on the sessi

Budget

Proposed Item	Description	Amount
Staff Development	District Pre-Service, Campus PLCs, division trainings, and offerings, district trainings	0
Materials/resources	Purchase of resources and materials for PLCs (Teacher Calendar, Teacher Journals, etc.) and professional development sessions (books, digital subscriptions).	10,000
Purchased services		0
Other		0
Other		0
	TOTAL	10,000

Funding Sources: General Funds

Key Action Two

Key Action 2

Briefly state the specific goal or objective

Key Action 2: Strengthen In Class Special Education Instruction Through Aligned Core and SPED Co Teaching Practices

Worthing High School will improve the quality of in class Special Education instruction by strengthening alignment between core content and SPED teachers to ensure consistent implementation of students ' IEPs. The goal is to provide effective, standards aligned instruction with appropriate accommodations and specially designed supports embedded in daily lessons. The expected outcome is increased access to grade level content, improved academic growth for students with disabilities, and stronger readiness for postsecondary and/or career pathways.

Indicators of Success

Measurable results that describe success

- Increase Quality of SPED Inclusion Instruction:
  By MOY, 60% of teachers will consistently earn 8 – 9 points in the Instruction domain on SPED Inclusion SPOT walkthroughs and observations. By EOY, 60% of teachers will consistently earn 10 – 11 points, demonstrating strong implementation of rigorous Tier I instructional practices and effective support for students receiving special education services.
- Strengthen Quality of IEP Goal Development:
  By the end of the 2026 – 2027 school year, 100% of reviewed IEPs will include clear, specific, and measurable goals aligned to individual student needs, as evidenced through quarterly random audits conducted by campus and special education leadership.
- Ensure Timely Communication of IEP Information:
  Throughout the 2026 – 2027 school year, 100% of staff members responsible for supporting students with disabilities will receive relevant portions of finalized EPs within three instructional days of completion, as evidenced through campus documentation and compliance records.
- Improve Documentation of Accommodations and Modifications:
  100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.

Specific Actions – School Leaders

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

- Monitor the campus compliance dashboard in Frontline.
- Review records of newly enrolled students and begin services if the student has an IEP.
- Maintain campus ARD tracker to ensure all ARDs are held on time and with the required members.
- The co-teachers will facilitate a PLC every 3 weeks to support teachers with inputting accommodations in PowerSchool.

Specific Actions – Staff

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

- All teachers participate in Special Education preservice training and monthly PLCs
- ELA and Math teachers to exhibit effective implementation of accommodations, scaffolds, and differentiated instructional techniques during monthly at-bat lessons.
- Content teachers to submit lesson plans with embedded accommodations for administrative feedback weekly.
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Key Action Two

Staff Development

Who: Special Education Administration and Special Education Department

What: Training on differentiated learning and its application in content areas.
Demo day practice sessions for content teachers to demonstrate high-leverage instructional methods that provide special education students access to the content.
Monthly professional development with PLCs focused on redefining best instructional practices for special education students based on sped teachers spot data.

When: Pre-service training before the 2026-2027 school year. ● Bi-weekly PLCs and demo sessions throughout the year.

Where: School premises for in-person sessions and online (if needed) for virtual trainings

Budget

Proposed Item	Description	Amount
Staff Development		0
Materials/resources	Funds for materials (Copy Paper, Pencils, Highlighters, Whiteboards, Erasers, Clipboards) for the Spot Observation instructional mode	60,000
Purchased services		Paid for by the district
Other		
Other		0
	TOTAL	60,000

Funding Sources: General Funds and Title I

Key Action Three

Key Action 3

Briefly state the specific goal or objective

Key Action 3: Monitor & Adjust to Student Group Academic Outcome Data
(High Quality Instruction; Instructional Model)

Continuously monitor English I and II outcome data and adjust instructional practices within the campus instructional model to ensure high quality, responsive instruction to NWEA and STAAR data.

Indicators of Success

Measurable results that describe success

- By MOY, proficiency rates in English I and English II on common assessments and benchmark exams will increase by at least 7 percentage points from BOY baseline data. By EOY, proficiency rates will increase by at least 10 percentage points, with all student groups demonstrating measurable academic growth.
- During each grading cycle throughout the 2026–2027 school year, 100% of PLC teams will analyze student performance data and implement at least two targeted instructional adjustments based on identified student needs, resulting in at least 75% of students demonstrating mastery following reteach opportunities.
- By the end of each semester during the 2026–2027 school year, 9th and 10th grade core course failure rates will decrease by at least 15% compared to the previous semester, increasing the number of students remaining on track for graduation.

Specific Actions - School Leaders

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

- Facilitate biweekly PLC data meetings where teachers analyze assessment results by student group and plan standards-based reteach strategies aligned to identified gaps.
- Implement a PLC accountability system requiring teams to document and submit two specific instructional adjustments per cycle, followed by leader walkthroughs to monitor execution and impact.
- Conduct monthly failure data reviews with teachers and counselors to identify at-risk students and implement credit recovery plans, tutoring, and parent communication protocols.

Specific Actions – Staff

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

- During PLCs, teachers analyze assessment data by standard and student group, then plan and deliver targeted reteach lessons and differentiated activities to address identified skill gaps.
- Teachers implement at least two data-driven instructional adjustments each cycle (e.g., small-group instruction, scaffolds, checks for understanding) and track student mastery through reassessments.
- Proactively track student grades weekly, contact parents/guardians of at-risk students, and provide make-up opportunities, tutoring, and reassessment to ensure students improve and pass courses.

Key Action Three

Staff Development

Who: Admin

What: Data-driven instruction training.
Instructional adjustment strategies training
Grading practices and student support systems training

When: Pre-service training before the 2026-2027 school year. Bi-weekly PLC's and on-the-spot coaching.a

Where: During PLC times

Budget

Proposed Item	Description	Amount
Staff Development		
Materials/resources	Funds for materials (Copy Paper, Pencils, Highlighters, Whiteboards, Erasers, Clipboards) for the Spot Observation instructional mode	
Purchased services	Subscription for Wayground	
Other		
Other		
	TOTAL	

Funding Sources:

Key Action Four

Key Action 4

Briefly state the specific goal or objective

Key Action 4: Increase Campus CCMR Outcome Rating

Increase the campus College, Career, and Military Readiness (CCMR) outcome rating by improving college readiness outcomes (TSI/SAT), increasing advanced academics credit attainment (associate degree), and raising the CTE completer graduation rate through intentional monitoring, targeted supports, and aligned academic and counseling systems.

Indicators of Success

Measurable results that describe success

- Increased 12th grade CCMR Rate: By the end of the 2027 academic year the overall percentage of students meeting at least one CCMR indicator will rise from 95% 100%.
- CTE Program Completion: By the end of the 2026 academic year, the number and percentage of students completing a CTE FPOS, which includes passing IBC will be 45% of the graduating class of 2027 from 31% of the 2026 graduates.
- Advanced Academics: By 2027, campus will see a 10% increase in the number of students in cohort 2023 (graduating class of 2027) who are SAT\TSI College Ready ELA from 28% to 38% and SAT/TSI Ready in Math from 17% to 27%.

Specific Actions - School Leaders

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

- Principals communicate to counselors the requirement to schedule students into appropriate Advanced Academics courses for identified Grade 11 and 12th grade students and monitor the progress of students being scheduled appropriately.
- Principals will plan to identify students for early college programming.
- Principals will plan for identified students to attend HISD TSI bootcamp or plan for campus-based prep sessions.
- Principals will create a sustainable plan for program success by reviewing student grades during each grading cycle, to provide intervention when needed.

Specific Actions – Staff

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

- Teachers will implement TSI practice with Khan Academy to inform instruction and monitor student success in alignment of district math and English courses.
- Teachers will utilize their tracker to implement interventions: tutorials to assist tier 2, tier 3 students.
- CTE teachers will conduct a pathway audit to track the status of the juniors and seniors to identify concentrators, completers, and students who have received an IBC.
- CTE teachers will develop interventions and utilize district partnerships to provide experiences to assist students with interest of completion in pathway and IBC.

Key Action Four

Staff Devel.

Who: Admin, CCMR Team, Magnet Coordinator, CTE department

What: Distinguish which 11th and 12th graders are concentrators, completers, and students with IBC through PGP audit.
Collaborate for intentional implementation of CTE FPoS pathways and Advanced Academics.

When: On-going

Where:

Weekly PLC for TSI study guide implementation and progress tracking of TSI (practice). ● Six-week TSI tutorials. ● KHAN Academy (SAT/ACT) prep on Saturdays per six weeks. ● Weekly progress monitoring during PLC of student success in advance

Budget

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

Funding Sources: