HISD

2026 – 2027

# Campus Action Plan

Campus Name

**MILBY HIGH SCHOOL**

Principal Name

**RUTH I. PENA**

# Campus Action Plan – Needs Assessment

## District philosophy and guiding framework

Core Beliefs | Vision | Theory of Action

## Needs related to student achievement data

Milby High School earned an overall rating of 92 (A); however, Student Achievement (84, B) indicates gaps in core academic performance.
In Reading/Language Arts, only 43% of students meet grade level and 6% master, with significant gaps among student groups. Emergent Bilingual (EB) students perform at 28% Meets and 2% Masters, while Special Education (SPED) students perform at 16% Meets and 4% Masters, indicating a need for stronger literacy instruction and targeted supports. In Mathematics, while 88% of students approach grade level, only 44% meet and 19% master, highlighting a need to increase rigor and move students beyond basic proficiency.

Across all subjects, EB and SPED students consistently underperform compared to the overall population, demonstrating persistent achievement gaps. TELPAS data shows limited growth in English language proficiency, indicating the need for consistent, embedded language supports across content areas.

In CCMR, participation and success in advanced academics remain an area for growth, with only 18% meeting AP/IB criteria, 23% earning dual credit, and 7% participating in OnRamps.

Summary of Needs

- Increase RLA achievement at Meets and Masters levels
- Close achievement gaps for EB and SPED students
- Improve TELPAS growth through embedded language instruction
- Increase math rigor to move students to Meets/Masters
- Expand access and success in advanced academic pathways

## Needs related to improving the quality of instruction

Key Areas for Academic Improvement

Math Improvement Goal: Increase student proficiency and mastery in Math, especially Algebra I and foundational skills.

1. Implement weekly data-driven reteach cycles using common assessments.
2. Provide targeted small-group instruction for EB and SPED students during extension/reteach blocks and intervention class.
3. Increase student use of online math platforms (Desmos and Khan Academy) for skill reinforcement.
4. Strengthen teacher planning through PLCs focused on TEKS alignment and exemplar problem solving.
5. Track progress every 2-3 weeks, celebrate growth, and provide immediate interventions for students below mastery.

ELA Improvement Goal: Increase Reading, Writing, Speaking, and Listening proficiency for all students, with emphasis on EB and SPED populations.

1. Embed structured speaking and writing practice in every ELA lesson.
2. Use exemplars and anchor charts to model academic writing and critical reading.
3. Monitor growth with analyzing common assessments every 2-3 weeks and TELPAS-aligned practice.
4. Provide targeted after-school or Saturday tutorials for EB and SPED students.

Advanced Academics (CCMR) Goal: Increase student participation and success in Dual Credit, AP, and OnRamps.

1. Expand recruitment efforts to ensure all eligible students are enrolled in at least one advanced academic course using the district advanced tool (ACS).
2. Provide tutoring, mentoring, and test prep support (TSI, AP exam readiness).
3. Strengthen teacher collaboration with higher-ed partners (HCC, UT OnRamps).
4. Recognize and celebrate student achievement in advanced academics to increase visibility and motivation.
5. Track enrollment and credit attainment to meet the 3% increase target.
6. Track usage of Khan Academy for TSI prep.

SPED Accountability Goal: Increase Reading performance of Special Education students beyond state targets.

1. Require SPED students to complete core common assessments every 2–3 weeks.
2. Provide co-teaching and differentiated instructional supports in ELA classrooms.
3. Monitor progress through IEP goal tracking tied to EOCs.
4. Conduct ongoing compliance checks to ensure 100% accuracy in folders and audits.
5. Offer focused STAAR/EOC prep with accommodations aligned to individual needs.

Goal: Strengthen instructional delivery and student engagement for all teachers.

1. Follow the Lesson Flow – 5 min bell work, 15 min direct instruction, 15 min guided practice, 15 min multiple opportunities, 10 min DOL, 30 min second teach/extension.
2. Use the Sweet 16 Daily – Teach to the DOL, get to the objective, quick responses, pair/share, stamp key points, multiple at-bats, student reading, focus on instruction, follow lesson design, annotation, etc.
3. Focus on Instruction, Not Remediation – Stay aligned to grade-level TEKS; use scaffolds, not watered-down lessons.
4. Ensure Multiple At-Bats – Every student practices the objective several times in one lesson.
5. Engage & Deliver – Pick up the pace, validate student answers, and use consistent strategies across classrooms.

System evaluation (philosophy, processes, implementation, capacity)

Milby High School Instructional Philosophy

At Milby High School, we believe that high-quality, standards-aligned instruction—supported by intentional professional growth and data-driven decision-making—is essential to improving student outcomes. Our focus is on accelerating achievement in reading and mathematics while closing performance gaps for all student groups. We are committed to building a campus-wide culture grounded in collaboration, accountability, and continuous improvement. Through aligned systems of instruction, coaching, and professional learning, we ensure that every classroom delivers rigorous, engaging, and accessible instruction that prepares students for success in both academic and postsecondary pathways.

Instructional Processes at Milby To address identified needs and drive measurable student growth, Milby implements the following high-impact instructional systems:

1. Leadership Coaching (NES-Aligned): Campus leaders build instructional capacity by applying core NES-aligned coaching practices. Leaders provide clear expectations, targeted feedback, and consistent monitoring to ensure high-quality instruction across all classrooms.
2. Data-Driven PLC "At-Bats": Professional Learning Communities operate on structured cycles where teachers analyze student data, model instructional strategies, and refine lesson delivery in real time. This process ensures instruction is continuously adjusted based on student evidence.
3. Teacher Capacity & Leadership Development: Milby develops teacher-leaders who facilitate PLCs, lead data conversations, and support peer observation cycles. This distributed leadership model strengthens instructional consistency and builds collective ownership of student outcomes.

Implementation Plan Milby will implement a structured weekly PLC cycle that includes:

- Peer Observations: Focused walkthroughs to identify effective practices and provide actionable feedback Collaborative Coaching: Ongoing support from administrators and instructional coaches to strengthen planning and delivery
- Teacher-Led PLCs: Data-driven discussions led by teacher-leaders to analyze student performance and adjust instruction

Building Instructional Capacity at Milby Through consistent PLC structures, targeted coaching, and leadership development, Milby is strengthening its instructional core. Teachers are equipped with the tools, strategies, and support needed to deliver rigorous instruction, while leaders ensure alignment, accountability, and continuous improvement. This cohesive, data-driven system—rooted in collaboration and focused on results—positions Milby students to achieve sustained growth in reading, mathematics, and overall college, career, and military readiness.

# Campus Action Plan Template

Key Action One

**Key Action 1- Increase English Reading, Writing, Speaking, and Listening Proficiency for all our Emerging Bilingual Students**

**Goal:** Increase English Reading, Writing, Speaking, and Listening Proficiency for all our Emerging Bilingual students through rigorous Tier I instruction and targeted intervention.

## Indicators of Success

*Measurable results that describe success*

- By December 2026, at least 25% of EB students will meet proficiency on campus common assessments aligned to English I and II STAAR.
- By May 2027, at least 30% of EB students will achieve Meets on English I and II STAAR EOC.
- By May 2027, 40% of EB students will increase at least one TELPAS composite proficiency level.
- At least 90% of classrooms serving EB students will demonstrate Content Based Language Instruction strategies during instructional walkthroughs.

## Specific Actions - School Leaders

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

- Master schedule will accommodate intervention block for beginner and intermediate level Emergent Bilingual students based on LPAC decision.
- MHS Administrators will disaggregate common assessment data with team every 2-3 weeks to review Emergent Bilingual students' mastery in Approaches, Meets, Masters using our campus-based data sheet.
- MHS Administrators will collaborate with teachers during PLC to ensure lessons plans are aligned with individual EB needs using Content Based Language Instruction (CBLI) methods.
- School leaders will allocate resources to provide targeted tutoring sessions in reading for Emergent Bilingual students, focusing on language support and academic skill development.
- MHS administrators will train teachers during August preservice in writing across all content areas with Short Constructed Responses and Scaffolding methods in all contents to help support Emergent Bilingual students.
- MHS administrators will conduct weekly walkthroughs monitoring language objectives, discourse, and writing.
- MHS administrators will provide coaching feedback within 48 hours of observations.
- MHS administrators will monitor implementation of Writing Across the Curriculum using student work (Response Cards).
- MHS administrators will allocate intervention resources based on student performance.

## Specific Actions - Staff

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

- Teachers provide differentiated instruction tailored to the language proficiency levels of Emergent Bilingual students in ELA, incorporating visual aids and real-world examples to enhance understanding.
- Teachers will implement small group activities and peer tutoring sessions to provide targeted support for Emergent Bilingual students, focusing on language development, speaking and academic content in ELA.
- ELA teachers will implement regular progress monitoring assessments to track student growth and adjust instructional strategies as needed. Use data to inform instruction and provide timely feedback to students.
- All teachers will incorporate interactive learning activities such as cooperative learning, group discussions, and peer teaching to create a more inclusive and engaging environment for Emergent Bilingual students.
- All teachers will embed structured speaking, reading, and writing opportunities in every lesson. Focus on the writing process, including brainstorming, drafting, revising, and editing. Provide scaffolding and examples to support students in developing their writing skills.
- ELA teachers will analyze common assessment data every three weeks and reteach priority TEKS.
- All teachers will Implement Short Constructed Responses across all content areas.

## Key Action One

**Staff Development**

| |
|---|
| Who: Instructional Leaders, Teachers, ELA intervention teachers |
| What: Monitor and track data, provide data-driven instruction to students, provide the appropriate accommodations and designated supports (ELPS), conduct data PLCs |
| When: During Planning time, Instruction, and PLC throughout the year |
| Where: In PLC rooms, data room, and classrooms |

**Budget**

| Proposed Item | Description | Amount |
|---|---|---|
| Staff Development | Campus and District PD | 0 |
| Materials/resources | Dictionaries, classroom supplies, headphones, laptops, screens, Tutorials and Bootcamps, Quizziz, Print Shop | 75,000 |
| Purchased services | | |
| Other | | |

| | | | |
|---|---|---|---|
| | Other | | |
| | | TOTAL | 75,000 |
| | Funding Sources: | | |

Key Action Two

**Key Action 2- Improve Achievement for Students Receiving Special Education Services**

Goal: Increase academic performance while ensuring high quality implementation of IEP accommodations.

Indicators of success *(Measurable results that describe success.)*

- SPED students will complete common assessments in core classes every 2-3 weeks.
- Maintain 100% IEP implementation through quarterly audits.
- By March 2027, 90% of SPED students demonstrate growth on common assessments.
- Increase English I and II Meets performance from 12% to 15% by May 2027.
- Evidence of accommodations observed in at least 90% of walkthroughs.

Specific Actions - School Leaders

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

- MHS administrators will train teachers during August preservice on inclusive teaching strategies in math and reading, tailored to meet the diverse learning needs of special education students.
- MHS administrators will provide training for teachers during the August preservice on how to identify and support students with 504 plans, Dyslexia, and Special Education needs. They will also receive training on the IAT process.
- MHS administrators will audit IEP implementation every progress report for each student from the SPED Case worker documentation and SIS system through power school.
- MHS administrators will ensure IEP implementation during state tests, AP, TSI,
- and PSAT/SAT tests.
- MHS administrators meet weekly monitor compliance report to maintain 100% compliance.
- MHS administrators will sit with SPED chair and review all IEPs of returning/incoming students during the summer of 2026 and hold ARD meetings to ensure proficiency and compliance.
- MHS administrators will audit IEP implementation of each grading cycle.
- MHS administrators will monitor SPED achievement data every three weeks in all CORE content areas.
- MHS administrators will provide coaching on inclusive instructional practices.
- MHS administrators will conduct instructional rounds focused on accommodation.

## Specific Actions – Staff

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

- Teachers and caseload managers will collaborate twice a week during PLC to ensure that IEPs are being fully addressed, including all necessary accommodation and modifications for curriculum assessments and daily assignments.
- Teachers will be familiar with IEP students and consistently implement their IEPs daily, as mandated by law.
- Teachers will complete all required documentation for ARD meetings and track IEP implementation in the SIS system in power school.
- Teachers, administrators, and truancy will hold attendance ARDS for the SPED students with excessive absences.
- Teachers will use common assessment data to adjust instruction.
- Teachers and SPED chair will monitor progress toward IEP and STAAR goals.

## Key Action Two

### Staff Development

Who: Instructional Leaders, Teachers, SPED teachers

What: Monitor and track data, provide data-driven instruction to students, provide the appropriate accommodation and designated supports (ELPS), conduct data PLCs

When: During Planning time, Instruction, and PLC throughout the year

Where: In PLC rooms, data room, and classrooms

### Budget

| Proposed Item | Description | Amount |
|---|---|---|
| Staff Development | Campus and District PD | 0 |
| Materials/resources | District Shared services, Classroom Supplies, Quizziz, Print Shop | 80,000 |
| Purchased services | | 0 |
| Other | EXTRA DUTY PAY, TRANSPORTATION | 10,000 |
| Other | | |
| | TOTAL | 90,000 |

Funding Sources:

Key Action Three

**Key Action 3- Expand College, Career and Military Readiness**

Goal: Increase access, participation, persistence and successful completion of advanced academic opportunities.

## Indicators of Success

*Measurable results that describe success*

- Increase number of students taking at least one course in Dual Credit, AP, and OnRamps courses by 3%
- Increase number of course credits earned in Dual Credit, AP, and OnRamps by 3%
- By the end of the 2026-2027, campus will see a 3% increase in the number of students graduating with earned college credit in either HCC Dual Credit, UT OnRamps, or Advanced Placement.

## Specific Actions - School Leaders

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

- MHS Administrators, College Advisors, and counselors will organize family nights and assemblies focused on explaining the benefits, differences, and requirements of Dual Credit, OnRamps, and AP courses.
- MHS Administrators, College Advisors, and counselors will align master schedule and identify students for Dual Credit/AP/OnRamps
- MHS Administrators will ensure that teachers are vetted to be eligible to teach AP/On Ramps/Dual Credit courses.
- MHS Administrators, College Advisors, and counselors enhance relationships with community colleges and universities to offer more courses on campus.

## Specific Actions – Staff

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

- Implement after-school tutorials, Saturday boot camps, and summer bridge programs to prepare and support students in AP, Dual Credit, and OnRamps classes.
- Organize college visits, guest speaker panels, and on-campus experiences with partner institutions to build excitement and familiarity with college-level expectations.
- Conduct regular progress checks, goal-setting activities, and reflection sessions to keep students on track and motivated throughout the semester.
- Celebrate student milestones with events like College Credit Signing Day, and encourage staff to wear college gear and promote postsecondary success in daily interactions.
- Monitor student progress every grading cycle.

## Key Action Three

**Staff Development**

Who: Instructional Leaders, Teachers, Advanced Placement, Dual Credit and OnRamps teachers

What: Monitor and track data, provide data-driven instruction to students, provide appropriate support and conduct data PLCs

When: During Planning time, Instruction, and PLC throughout the year

Where: Where: In PLC rooms, data room, and classrooms

**Budget**

| Proposed Item | Description | Amount |
|---|---|---|
| Staff Development | | |
| Materials/resources | Boot Camp Material, Classroom Supplies, Quizziz Software, Print Shop | 95,000 |
| Purchased services | | |
| Other | Extra Duty Pay for Tutorials and Bootcamps, College Field trips, Sub-Pay, Transportation, Certifications, Food and Refreshments for College Trips, Family Nights | 103,000 |
| Other | | |
| | TOTAL | 198,000 |

Funding Sources:

Key Action Four

**Key Action 4- Strengthen TIER I Instruction Through Consistent High Quality Instruction**

**Goal:** Develop a consistent instructional framework that improves classroom practice and student achievement.

## Indicators of Success

*Measurable results that describe success*

- By December 2026, 80% of EOC classrooms consistently implement the Milby Lesson Framework.
- By January 2027, 80% of classrooms demonstrate Sweet 16 instructional practices.
- By May 2027, 90% of classrooms consistently implement lesson internalization aligned to grade level TEKS.
- By January 2027 50% of EOC teachers will score 6/13 or higher in (Instruction), as measured by each teacher's individual yearly spot average.
- By May 2027, 68% of EOC teachers will score 7/13 or higher in (Instruction), as measured by each teacher's individual yearly spot average.
- By May 2027, 68% of EOC teachers will score 14/18 or higher as measured by each teacher's individual yearly spot average.

* Exclude teachers taken to file review

## Specific Actions - School Leaders

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

- MHS administrators will provide real-time feedback/coaching after every SPOT with specific, bite-sized feedback within 24–48 hours.
- Use SPOT Observations data to drive coaching conversations, provide model lesson and professional development.
- Use common assessment data every three week.
- Facilitate PLCs, Demo Days, PD sessions aligned to trends in SPOT data (e.g., instructional rigor, engagement, questioning techniques). Lead lesson internalization protocols that model how to unpack objectives, checks for understanding, and expectations aligned to the Sweet 16 Framework.
- Schedule and complete weekly SPOT observations for all assigned teachers (minimum of 6 per appraiser).
- Track and Celebrate Growth: Use a personal tracker to monitor SPOT scores and feedback themes. Celebrate improvements (e.g., "Moved from 9 to 10 in Discourse") with team shout-outs, self-recognition, Teacher of the month.

**Specific Actions – Staff**

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

- Teachers will implement feedback received from spot observations.
- Teachers will collaborate on lesson alignment, DOLs, and participate in At-bats during PLCs. Teachers will apply high-quality strategies and techniques provided August Pre-service to improve quality of instruction.
- Teachers will implement the use of effective DOLs and MRS during each class period to check for understanding and increase student engagement.
- Teachers will analyze common assessment data every 2-3 weeks to pinpoint specific TEKS and identify subpopulations that require additional support, allowing them to adjust lessons as needed.

## Key Action Four

**Staff Devel.**

Who: All Administrators

What: District PD

When: Every Month

Where: Milby High School

**Budget**

| Proposed Item | Description | Amount |
|---|---|---|
| Staff Development | District PD | 0 |
| Materials/resources | Supplies | 20,000 |
| Purchased services | | |
| Other | | |
| Other | | |
| | TOTAL | 20,000 |

Funding Sources: