HISD

2026 – 2027

Campus Action Plan

Campus Name

Heights HIgh School

Principal Name

Ian Olmstead

Campus Action Plan – Needs Assessment

District philosophy and guiding framework

Core Beliefs | Vision | Theory of Action

Needs related to student achievement data

Overall Heights High School saw significant achievement gains for the 2024-2025 school year. The campus academic rating recovered from a 79 to a 90 becoming an A-rated campus for the first time. Algebra I continued to show gains at approaches grade level but also saw significant gains in meets (up 12%) and masters (up 11%). Performance in English I and English II has remained relatively unchanged while Biology and US History both saw gains at all performance levels. The number of students graduating college and career ready has also risen from 88% (class of 2024) to 97% (class of 2025). The graduating class of 2026 has increased true TSI readiness more than 10% from the class of 2025. African American and Hispanic students showed improvement in achievement as did special education students. Unfortunately, they did not show improvements at the same rate as White students as the gaps increased in Algebra I and English II. There was a decline in the gap for English I.

Needs related to improving the quality of instruction

Prior to the 2024-2025 school year, campus trends in data, SPOT observations, and PLC meetings can be attributed to inconsistent instructional practices and expectations across the campus. However, in the 2024-2025 and 2025-2026 school year, campus administrators worked to provide consistent expectations for PLC planning and instructional practices that focused on high-quality instruction in every class every day. In addition to looking at what we are teaching, more time in PLC was devoted to how we are teaching. Significant changes and improvements have been made over the last two years in quality of instruction, and while that did improve student outcomes, there is still work to be done to ensure all students equitably receive high-quality instruction in preparation for the year 2035. We did not create a systemic campus-wide plan for data tracking and review. Additionally, we need to incorporate protocols into PLCs for looking at student work to determine root causes for student misunderstanding. We will continue to focus on aligning PLC expectations and at-bats, campus behavior norms and expectations, classroom-engagement expectations, and provide ongoing campus-wide professional development on student engagement, data-informed practices, and increasing rigor and pacing in all classrooms. We will continue to have high expectations for students and ourselves both in the classrooms and out. Reviewing Spot data from the current year, specific focus areas for 2026-2027 include pacing, structured turn and talks, and effective use of Exemplars. The incorporation of writing and annotation have seen great improvements, but we need to continue to focus on refining these areas as well.

System evaluation (philosophy, processes, implementation, capacity)

While it may sound cliché, the focus of the 2024-2025 school year and the 2025-2026 school been on moving the campus from good to great. In order to ensure that strong systems were in place for the 2024-2025 school year, the principal began appraising all English I, English II and Algebra teachers as well as managing English I and Algebra I PLCs. In 2025-2026, the principalserved serve as the primary appraiser for English I and focused on improving leadership density of campus administrators with more one-one-one coaching.

The philosophy of PLC's has shifted away from the question, "What do we want student's to learn?" and has focused more on how do we deliver high quality instruction so that we know students are learning. PLC's need to continue to focus on created more structured opportunities for students to engage in academic discourse. While more opportunities exist for students to write, a continued emphasis on the quality of writing prompts and a review of what students are writing in the moment needs continued attention and monitoring.

While we have seen an increase in the number of students enrolled in advanced courses, and an increase in student achievement in advanced courses (IB/AP exams and Dual Credit completions) and a 10% increase in true TSI readiness, we will continue incorporate systems until 100% of students are TSI ready by graduation.

Campus Action Plan Template

Key Action One

Key Action 1

Briefly state the specific goal or objective

Improve the quality of instruction to maximize student learning and achievement.

Indicators of Success

Measurable results that describe success

- The September 2026 IRT score for Heights High School will be at 14 or higher.

  By December 2026, 70% of teachers will have a score of 9 or higher in the instructional domain of the SPOT form.

- By the end of the academic year/IRT 4, the campus will receive a minimum IRT score of Proficient 2 (14.5).

  By the end of the Academic Year/IRT 4, the campus average of the Instruction section of the SPOT observation form will be 9.5 or higher.

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Specific Actions – School Leaders

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

- Leadership team will review 25-26 Spot data and conduct a needs analysis. 2026 - 2027 Pre-service PD will be developed to address instructional deficits both overall and by department.
- Ongoing PLC focuses on identifying student misconceptions, monitoring and adjusting instruction, and planning for effective student engagement.
- During the first 4 weeks of the 2026-2027 school year, the leadership team will conduct calibrated walks, ensuring all core classes are seen daily and all classes are seen once per week during the month of August to ensure a strong instructional start to the school year.
- The principal will conduct at least two coaching walks monthly with each campus appraiser.

  Appraisers will conduct daily coaching for teachers scoring Progressing 2 or lower with a minimum of 1 Spot per week.
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Specific Actions – Staff

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

- Teachers will connect their GSDP to campus-based needs assessment and personal spot data/feedback from the 2025-2026 school year.
- Teachers will attend each PLC with pre-work completed and conduct lesson demos.
- Teachers will use the gradual release model of instruction with HQIM.
- Teachers will incorporate structured turn-and-talks, response cards, whiteboards, and additional CFU/Engagement strategies in each class.
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Key Action One

Staff Development

Who: Campus leadership

What: Campus will engage in professional development that focuses on the gradual release model for lesson planning, incorporating research-based engagement and checking for understanding strategies, actively monitoring and adjusting lessons, and effective pacing.

When: August PD, Campus PD Days, and ongoing in PLC

Where: Heights High School

Budget

Proposed Item	Description	Amount
Staff Development	Staff development will be led by campus administrators on campus as described above.	
Materials/resources	Rubric posters/anchor Charts, response cards, poster making, ink, response cards, white boards, markers, erasers, timers	
Purchased services		
Other		
Other		
	TOTAL	

Funding Sources: Campus Title I Funds

Key Action Two

Key Action 2

Briefly state the specific goal or objective

Increase Student Attainment of CCMR Indicators.

Indicators of Success

Measurable results that describe success

- By June of 2027, the campus will see a 5% increase in the number of students who are TSI-ready in English and Math.
- 75% of grade 11 students will complete a minimum of 25 hours of KHAN Academy Digital SAT Prep course from October to Spring SAT.
- Increase the number of CTE Completers with aligned Tier 1 IBC by 3%
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Specific Actions - School Leaders

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

- The campus leadership will ensure that all teachers who teach AP, IB, and dual enrollment courses have had training in their respective courses.
- Campus Leadership will collaborate with English III and Algebra II teachers to ensure students are prepared to meet TSI requirements by embedding TSI skills in daily lesson planning; composing DOLs that align with the language of the TSI;

  incorporating Khan Academy assignments into the courses so students are spending 1 to 2 hours per week on Khan Academy
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  The campus leadership will ensure students have access to take the TSI assessments
- Administer TSI exam to all Algebra II and English III students who have not previously met TSI requirements

  Provide an opportunity for students to take the TSI exam after completion of College Bridge
- Promote TSI district testing dates for any senior who has not yet met TSI goals

Specific Actions – Staff

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

- Teachers will attend professional development relevant to their instruction (AP, IB, Dual Enrollment, Texas College Bridge)
- On Ramps Training; IB training; AP Training
- Embed TSI standard and TSI readiness skills into daily instruction (ELA 3 and Algebra II)
- Embed Khan Academy assignments into coursework
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Key Action Two

Staff Development

Who:	Who: AP, IB, Dual Enrollment, Algebra II and English III Teachers
What:	Instructional training in their specific field: AP teachers receive college board training; new IB teachers receive training from the IB, Dual Enrollment teachers receive training from OnRamps; English III and Algebra II teachers receive training from campus leadership.
When:	Beginning summer of 2026 and ongoing throughout the school year
Where:	RICE, UT, Campus

Budget

Proposed Item	Description	Amount
Staff Development	AP training/IB Training/OnRamps training and campus training all outlined above	
Materials/resources	TSI Testing Tickets/Khan Academy	
Purchased services	IB Dues Kognity	
Other		
Other		
	TOTAL	

Funding Sources: Campus budget/GT Funds

Key Action Three

Key Action 3

Briefly state the specific goal or objective

Close Achievement Gaps for African American, Hispanic, and Special Education Students in ELA and Mathematics.

Indicators of Success

Measurable results that describe success

- By the end of the academic year, 40% of African American students will score at meets grade level or higher on the English EOC.

  By the end of the academic year, 30% of African American students will score at meets grade level or higher on the Algebra I EOC

  By the end of the academic year, 47% of Hispanic students will score at meets grade level or higher on the English EOC.
- By the end of the academic year, 40% of Hispanic students will score at meets grade level or higher on the Algebra I EOC

  By the end of the academic year, student achievement for special education students will improve by 3% in meeting grade level for Math and English EOC performance.
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Specific Actions - School Leaders

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

- August Preservice: Plan and lead PD to ensure teachers are effective at the following: reviewing previous data; identify goals for individual students to enhance targeted supports for minotiry groups. Use DOL data to identify students who need additional support and plan for targeted interventions.
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- Ongoing PLC: admin and teacher-led lesson demos of exemplary practices and at-bats; support lesson planning for gradual release model and include specific in class time to intervene based on DOL data;
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- Establish clear lesson protocols and expectations for 9th and 10th-grade interventions classes that incorporate district intervention lessons, IXL, and Summit K-12

Specific Actions – Staff

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

- Review data and identify goals based on data to enhance targeted supports for students. Use DOL data to plan for effective student intervetnions and right on time
- supports.
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-
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Key Action Three

Staff Development

Who: Campus Leadership, ELA and Math department teachers and co-teachers

What: The campus leadership team will engage in PD that targets effective lesson planning and alignment; data-tracking, goal setting and intervention strategies.

When: Beginning in August of 2026 and ongoing throughout the school year

Where: Heights High School

Budget

Proposed Item	Description	Amount
Staff Development	Campus based staff development	
Materials/resources	Classroom supplies and intervention material	
Purchased services	IXL, News ELA, Quizzezz, EdPuzzle, Turnitin.com	
Other		
Other		
	TOTAL	

Funding Sources: Title funds, Bilingual funds, general funds

Key Action Four

Key Action 4

Briefly state the specific goal or objective

Improve Special Education Accountability and Quality of Instruction

Indicators of Success

Measurable results that describe success

- Throughout the Academic year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping.
- By the end of 2026-2027 school year, principal will ensure 100% of IEPS include specific, clear and measurable goals tailored to each student's unique needs as verified through random quarterly reviews.
- By December 2026, special education co-teach pairs will provide instruction and the proficient 1 level as measured on SPOT observations

Specific Actions - School Leaders

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

- Ensure special education teachers are effectively using goal book to create measurable goals.
- Use tracker to ensure that staff are receiving appropriate IEP documentation with three days.
- Provide training and monitor that teachers are updating accommodations in and modifications in Power School and provide feedback on classroom walkthroughs.
- Provide training on exemplar execution of the coteach model of instruction.
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Specific Actions – Staff

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

- Participate in professional development for effective implementation and documentation of accommodations and modifications.
- Effectively implemment accommodations and modifications during instruction in Power School.
- Use ARD tracker to ensure that all ARD requirements are implemented ahead of schedule.
- Co-teach pairs plan not only for gradual release model of instruction but also how they we will deliver the lesson using a co-teach model of instruction throughout the lesson.

Key Action Four

Staff Devel.

Who: Special Education Staff; Content Teachers; Leaders

What: Provide co-teacher pairs with support to effectively implement co-teach model of instruction.

When: August - December 2026

Where: Heights High School

Budget

Proposed Item	Description	Amount
Staff Development	Standards based IEP training; additional training and support with frontline; co-teach models and coaching on implementation	
Materials/resources	District support services	
Purchased services	NA	
Other		
Other		
	TOTAL	

Funding Sources: