School Action Plan – Needs Assessment

District Philosophy and Guiding Framework		
Core Beliefs	**Vision**	**Theory of Action**

Needs related to student achievement data:

- 100% of students passed Algebra I STAAR exams in the 2025-2026 school year. We continue to push for a higher percentage of masters.
- 99% of students passed the US History STAAR exam in the 2025-26 school year.
- 98% of students passed the Biology STARR exam in the 2025-2026 school year.
- 96% of students passed the English II EOC and 97% passed the English I EOC.
- 90% of seniors in the class of 2027 have passed TSI ELAR and Essay
- 99% of seniors in the class of 2027 have passed or obtained their TIS ELAR waiver
- Increasing TSI completion in math for juniors to make more students eligible to take the required college math for their associate's degree.

- Currently TSI Data:
  - 9th Grade pass rate of: Essay 25%, Reading, 37% and Math 10%
  - 10th Grade pass rate of: Essay 63%, Reading, 56% and Math 29%
  - 11th Grade pass rate of: Essay 75%, Reading, 52% and Math 46%

- Current SAT/PSAT Data:
  - Class of 2027 (SAT was 86% RW and 43% Math, PSAT/NMSQT was 79% RW and 40% Math)
  - Class of 2028 (PSAT/NMSQT was 69% RW and 39% Math)
  - Class of 2029 (PSAT 8/9 was 72% RW and 49% Math)

- Current Math 1314 Success Rate:
  - 114 of 115 passed Math 1314 with HCC
  - 20 of 23 passed OnRamps College Algebra (with credit)
  - Total, 97% of students who attempted to get credit for Math 1314 were successful in 2025-2026

Needs related to improving the quality of instruction:

- Create campus systems for posting and making visible the alignment of our LO/DOLs to the TEKS for observers unfamiliar with the subject area standards (re: IRT).
- Increase the rigor of student discourse during discussions and turn and talks (re: IRT).
- Increase scaffolding and differentiation in courses that are transitioning students from high school level to college level courses.
- Increase the level of engagement in the lesson cycle.
- Increase teacher capacity to monitor and adjust during lesson delivery.

System evaluation:

- 75% of graduating seniors received an associate degree before their diploma.
- Improve attendance from approximately 96.63% current ADA.
- Reduce # of students whose absences result in an NG.
- HAIS is currently designated as a Diamond Campus for Family Engagement (FACE).

School Action Plan

KEY ACTION ONE	**KEY ACTION:** Increase teacher capacity to provide high-quality instruction.
	INDICATORS OF SUCCESS: • 80% of teachers will have scored at least 12 on a Spot Observation Form between October 1 and December 19, 2026. In the Spring, 80% will score a 13 or higher between January 1 and May 30, 2027. *[TRACKER]* • By the end of the academic year, campus average on the Instruction section of the Spot observation for all campus-based observations will be 7 or higher. • 80% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by the evaluation rubric by the End of Year Conference. *[TRACKER]*

	SPECIFIC ACTIONS - School Leaders:
	• Provide professional development on the following topics:
	  ○ Setting high student Expectations with high supports
	  ○ Student Engagement
	  ○ Monitoring and Adjusting
	• Appraisers will meet the weekly SPOT observation goal and provide actionable feedback to teachers in the SPOT form.
	• The leadership team will meet weekly to discuss trends seen in SPOT observations and plan PLC around trends.
	• The leadership team will conduct learning walks and construct PLC agendas around areas of growth seen in observations.

	SPECIFIC ACTIONS - Staff Actions: • Teachers will participate in professional development in engagement and monitoring strategies during weekly PLCs and PD Days. • Teachers will conduct learning walks and provide reflection to colleagues through a structured protocol focusing on the Instruction portion of the Spot form. • Tier III/new teachers will observe highly effective instructional practices of accomplished teachers and debrief with Instructional Specialists. • PLCs will focus on increased student participation and engagement and monitoring in lesson planning.

KEY ACTION TWO	**KEY ACTION:** Close achievement gaps in English I, English II, and Algebra I for targeted student groups.
	INDICATORS OF SUCCESS: • By the end of the 2026-2027 school year, the campus will reduce achievement gaps between Black/White and Hispanic/White student groups in ELA and Algebra I to less than or equal to 25% as established in the 1882 Performance Contract. • By the end of the first semester, all grade-level/content teams will identify student groups performing below campus expectations and implement targeted supports based on assessment data. • By the end of Semester 1, 100% of grade-level/content PLCs will utilize data trackers to target subgroups and provide interventions, resulting in at least 75% of targeted students achieving 70% or higher mastery on post-intervention metrics. • By the end of each grading cycle, teachers will document subgroup-specific interventions, progress monitoring, and re-teaching plans for students needing additional support. • By the end of the 2026–2027 school year: At least 75% of targeted students in English I, English II, and Algebra I will perform at or above Meets Grade Level on STAAR EOCs,Maintaining a performance gap under 25%. • By the end of the school year, at least 90% of targeted students will show growth on campus common assessments, benchmark checks, or other progress-monitoring tools aligned to STAAR and course standards.
	SPECIFIC ACTIONS - School Leaders: • Establish a campus achievement gap monitoring system that reviews performance by student group at least every grading cycle. • Create a subgroup data tracker for English I, English II, and Algebra I that disaggregates results by ethnicity and other relevant student populations. • Lead data meetings with English and math PLCs to identify which standards, question types, or instructional practices are contributing to gaps. • Provide targeted support and coaching to teachers whose student groups show the largest performance gaps. • Use walkthroughs and Spot observations to monitor whether instruction includes scaffolds, differentiation, rigorous student discourse, and checks for understanding for all student groups. • Provide tutorials, intervention periods, or reteach opportunities for students in the lowest-performing subgroup(s) after each data review cycle. • Review student growth and subgroup trends with campus leaders monthly and adjust interventions as needed.
	SPECIFIC ACTIONS - Staff Actions: • Teachers will disaggregate assessment data by student group and identify students who need additional support after each grading cycle. • English and math teachers will build targeted reteach lessons, small-group instruction, and intervention plans based on subgroup performance. • PLCs will identify essential standards in English I, English II, and Algebra I where subgroup performance is below campus expectations and plan instruction accordingly. • Teachers will use frequent checks for understanding, scaffolds, and structured supports to increase success for all students, especially those in historically lower-performing groups. • Teachers will document interventions, tutoring attendance, and student progress in the campus tracking system. • Teachers will monitor student growth using common assessments, benchmark data, and classroom evidence, and will revise instruction when subgroup data shows that students are not making adequate progress.

KEY ACTION THREE	**KEY ACTION** Increase our percentage of students earning an associate degree.
	INDICATORS OF SUCCESS • By May 20, 2027: The percentage of seniors in the Class of 2027 earning an associate degree through HCC will increase to 75%, with an interim milestone of 85% meeting TSI Math/ELA eligibility and requisite credit completion requirements for Spring by January 2027. • By June 2027, 75% of 9th Grade students will have successfully completed a college course that makes them eligible to take college level courses requiring TSI ELA readiness, providing them with the ability to waive the TSI for college entry. *[Tracker]* • By June 2027, all CCMR data for class of 2027 will remain at 99+% • By June 2027, 85% of 11th Grade students will meet eligibility requirements to take HCC College level Math by senior year. *[Tracker]* • Increase the percentage of students in each class who are meeting college readiness benchmarks on the PSAT/SAT assessments by 5 %. *[Tracker]* • Increase the number of students who receive college credit for MATH 1314 to make them eligible for an associate's degree to 75%. *[Tracker]* • Increase the number of students ELIGIBLE to accept their credit for college courses through OnRamps to 85%. *[Tracker]*

	SPECIFIC ACTIONS - School Leaders
	• Strengthen partnership with HCC to provide TSI readiness by;
	  ○ Conducting monthly HCC/HAIS Partnership meeting to review current data
	  ○ Promoting and conducting boot camps
	  ○ Establishing a weekly schedule of TSI Testing opportunities
	• Design an AVID plan that incorporates Khan Academy to provide personalized SAT practice to Sophomores and Juniors
	• Use RTI time to ensure Freshmen and Sophomores are preparing for TSI
	• Maintain TSI Tracker and Provide Data to teachers to inform tutorials
	• Partner with HCC to Create a Freshmen Bridge Camp to prepare students for TSI and take TSI Initial test
	• Create a tracker to monitor Math 1314 success rate.
	• Create Strategic Learning Math sections for all freshmen enrolled in Algebra II OnRamps
	• Assign math department teachers to teacher specialist for appraisal and for extra observation / planning support

	SPECIFIC ACTIONS - Staff Actions • Maintain accurate records of TSI completion and update frequently for data monitoring throughout the year • English and Math teachers provide targeted tutorials through AVID and Intervention periods • AVID teachers maintain a College Readiness Tracker with students and review progress every 6 weeks • Attend all OnRamps Trainings and PLC meetings.

KEY ACTION FOUR

KEY ACTION:
Improve school culture.

INDICATORS OF SUCCESS

- By the end of the academic year, 90% of teachers will score 1 point on the campus culture participation indicator of the Planning & Professionalism rubric (The teacher consistently and productively contributes to a positive school culture and operates in alignment with the goals outlined in the Action Plan). With 50% of teachers leading a school wide initiative.
- Increase the number of students with plans to study internationally with partner study/travel programs (not EF tours) from 20 in 2026 to 30 in 2027.
- By June 2027, 100% of students in Grade 11 will create and present a Global Capstone project that has a meaningful community impact and present to stakeholders (Universities, Non-profits, Businesses, etc.).
- By June 2027, 100% of 12th Grade students will participate in a CTE Senior Internship and present a capstone project on its impact on their future College and Career goals.
- By June 2027, our school community will conduct 3 School-wide community events that highlight international cultures, perspectives and opportunities.

SPECIFIC ACTIONS - School Leaders

- Weave our International Studies theme into elective courses, school programming, and special events to broaden the world view and perspective of our students while increasing student engagement and attendance by implementing the following:
- **Calendar and Organize Relevant Events before the year begins**
  - International Studies Week
  - Study Abroad Night
  - Phoenix Fest - International Festival
  - Heritage Month Celebrations
- Maintain diverse study abroad partner programs to recruit at our Study Abroad night.
- **Support Curricular Initiates related to global studies**
  - Ensure Debate and Model UN Sponsor positions are staffed
  - Strong speaking skills & cultural components in World Language classrooms
  - Embed our student portfolio aligned to 4 Pillars of International Studies into the GEPs for GT students.
  - Continue to provide a World Governments and Politics emphasis via CTE track
- **Partner with Discover U**, a non-profit HISD vendor, to provide opportunities to HAIS students for Summer Study Abroad Learning Opportunities.
- **Review and provide support** for teachers in incorporating global themes and essential questions into lesson plans.

SPECIFIC ACTIONS - Staff Actions

- Encourage and promote student participation in extracurricular opportunities related to international studies.
- Facilitate learning about another country or culture in AVID for Phoenix Fest.
- Organize and participate in school-wide initiatives and events.
- Organize and implement grade level experiences including speakers and field trips.
- Incorporate global themes and essential questions into lesson plans.
- Collaborate in PLC to develop and refine best practices to bring the world into the classroom.
- Collaborate with community organizations to implement Capstone projects.
- Collaborate with students, families, and business partners to plan and implement internships.

KEY ACTION FIVE	
	KEY ACTION: The administration team will create systems to ensure and monitor IEPs are written effectively, staff are provided with relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.
	INDICATORS OF SUCCESS • By the end of the first semester, 100% of campus ARDs are held on or before the deadline. • Throughout the 2026-2027 school year, 100% of staff members receive the relevant portions of the IEP within 3 school days of its finalization as demonstrated by campus record keeping. • By the end of the 2026-2027 school year, 100% of teachers who serve special education students will receive at least two SPOT observations every month as noted in Power Bi. • Throughout the 2026–2027 school year: Campus administrative audits conducted every 6 weeks will verify that 100% of special education students have active, accurate accommodation tracking in PowerSchool, resulting in 100% compliance on district Special Education compliance reviews.
	SPECIFIC ACTIONS - School Leaders • Administrators will monitor that all students receiving accommodations are identified for every period, every day, and that the teachers are providing them with the accommodations established in their IEP. • Administrators will monitor that teachers have an updated designated binder for every student receiving accommodations, that includes their IEP and tracking systems to ensure all students receive their accommodations as determined by their IEP. • Administrators and the Special Education Chair will lead professional development and PLCs supporting teachers as they internalize the accommodations to be added to lessons as needed to meet the individual academic needs of each student. • Administrators will conduct observations to monitor that teachers are consistently delivering lessons addressing the accommodations established in their IEP as demonstrated by the praise and polish feedback. • Administrators and the Special Education Chair will monitor, weekly, that teachers are tracking the delivery of accommodations in PowerSchool following the school-wide students' support system and will review findings with Tier I leaders during Tier II check ins.
	SPECIFIC ACTIONS - Staff Actions • Teachers will identify all students receiving accommodations in every period, every day, and will provide them with the accommodations established in their IEP. • Teachers will have an updated designated binder for every student receiving accommodations, that includes their IEP and tracking systems to ensure all students receive their accommodations as determined by their IEP. • Teachers will internalize the accommodations and modify the lessons as needed during PLC and Demo Day to meet the individual academic needs of each student. • Teachers will consistently deliver lessons that address the accommodations established in their IEP. • Teachers will track the delivery of accommodations on the students' binder and PowerSchool following the school-wide students' support system.

HAIS Action Plan Indicators of Success

2026-2027

80% of teachers will have scored at least 12 on a Spot Observation Form between October 1 and December 19, 2026. In the Spring, 80% will score a 13 or higher between January 1 and May 30, 2027.

By the end of Semester 1, 100% of grade-level/content PLCs will utilize data trackers to document subgroup interventions, resulting in at least 75% of targeted students achieving 70% or higher mastery on post-intervention metrics.

By the end of the 2026–2027 school year, 90% of targeted students will meet or exceed their personalized growth targets on STAAR-aligned progress monitoring assessments, with at least 75% achieving 'Meets Grade Level' or higher on end-of-year common assessments.

By the end of the 2026–2027 school year: At least 75% of targeted students in English I, English II, and Algebra I will perform at or above Meets Grade Level on STAAR EOCs,Maintaining a performance gap under 25%.

By May 20, 2027: The percentage of seniors in the Class of 2027 earning an associate degree through HCC will increase to 75%, with an interim milestone of 85% meeting TSI Math/ELA eligibility and requisite credit completion requirements for Spring by January 2027.

By the end of the academic year, 90% of teachers will score 1 point on the campus culture participation indicator of the Planning & Professionalism rubric (The teacher consistently and productively contributes to a positive school culture and operates in alignment with the goals outlined in the Action Plan), with 50% of teachers leading a school-wide initiative.

Throughout the 2026–2027 school year: Campus administrative audits conducted every 6 weeks will verify that 100% of special education students have active, accurate accommodation tracking in PowerSchool, resulting in 100% compliance on district Special Education compliance reviews.