School Action Plan – Needs Assessment

District philosophy and guiding framework: • Core Beliefs • Vision • Theory of Action
Needs related to student achievement data: • This campus is at risk of declining to a "C" rating for 2026-2027 due to student achievement concerns in ELA, the dropout rate, staff and student attendance, and the quality of instruction. Addressing these areas will support with raising student achievement, thereby reaching the goal of an "A" rating for 2026-2027 according to TEA rating system. • The data used for this needs assessment is derived from the campus results for school years 2024-2025 and 2025-2026. During the 2024–2025 school year, the campus demonstrated notable improvements in several key areas of student achievement. The graduation rate increased to 82.4%, up from 78.0% the previous year, while the dropout rate decreased from 15.9% to 14.5%. Student attendance also improved, rising from 82.70% to 84.00%, and staff culture showed progress with the average number of absent days per staff member decreasing from 11 to 10. Instructional quality, as measured by the annual IRT score, slightly declined from 11.05 to 10.83, though earlier rounds showed gains. STAAR End-of-Course (EOC) preliminary results revealed mixed outcomes. US History showed strong performance with 91.47% of students approaching proficiency, though there were slight declines in the "Meets" and "Masters" categories. Biology saw a drop across all proficiency levels, while English II, Algebra I, and English I had modest gains or slight declines. The campus grew from a D (68) to a B (81) based on growth rather than achievement.
System evaluation • The data used for this needs assessment is derived from a core need, specifically effective SPED services and compliance, a principle of a turnaround school that is relevant and significant. Prioritization of this core need will ensure the campus maintains the current rating of 100% compliance in this area.
Needs related to improving the quality of instruction • The data used for this needs assessment is derived from progress monitoring data that analyzes instructional deficiencies using multiple sources of data, including IRT results, the AIM platform, and the HISD Spot App, among others, and describes professional development needs, including the use of aspects of the Get Better Faster Model to best support the novice and new-to-HISD teachers.

Key Action #1: The principal and assistant principals will consistently provide on-the-job coaching and feedback to teachers at least once every two weeks.

This key action addresses District Action Plan key actions numbers 3, 4, and 5: Grow Staff Capacity to Provide the Highest Quality Instruction; Strengthen Principal and Executive Director Leadership; and Improve Instruction and Service Delivery for Students with Disabilities.

Indicators of Success

- **Structured Weekly Schedule:** A structured weekly schedule will be developed and implemented to ensure each teacher, including special education teachers, receives at least one dedicated coaching session no less than bi-weekly. Coaching sessions will result in 1-2 action steps agreed upon between the teacher and administrator.
- **Classroom Observations:** By the end of the 2026-2027 school year, each teacher, including special education teachers, will receive the equivalent of at least one classroom observation per every two weeks. Feedback will align with the previous coaching action step(s).
- **Follow-Up Checks:** By June 2027, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers, including special education teachers, implement actionable recommendations at least 80% of the time, thereby promoting effective application of feedback and continuous instructional improvement.

Specific Actions – School Leaders

1. **Explain the rationale and philosophy of systems thinking that will support with improving student achievement.**
2. **Align Schedules with IEPs:** Ensure teacher and staff schedules are aligned with students' IEPs to facilitate effective on-the-job coaching.
3. **Document Accommodations:** Observe and collect work samples to document the use of accommodations and/or modifications.
4. **Special Education Guidance:** Utilize Special Education specialty guidance from the HISD SY26-27 Spot Observation Guide.
5. **Engagement Strategies Training:** Train teachers on NES engagement strategies (e.g., Think/Ink-Pair-Share, Table Talk, Modified Whiparound) during August

professional development sessions using the Domain 2 section of the Spot Observation form.

6. **Daily Coaching:** Provide daily on-the-job coaching that aligns with written feedback, shared at least bi-weekly using the Spot Observation form.
7. **Mock IRT Walks:** Engage in Mock IRT Walks with the Executive Director of Instruction as preparation for scheduled IRT Walks.
8. **Weekly PLC Training:** During weekly PLCs, train teachers on TES Domain for Instruction, tying to instructional practices including anecdotal notetaking and the LSAE framework, as documented in the Spot Observation form/rubric.

Specific Actions – Staff

1. **Implement Strategies:** Implement strategies and techniques provided in professional development (PD) and coaching to improve instruction.
2. **Reflect and Improve:** Reflect on instructional feedback and improve the delivery of instruction as appropriate.
3. **Effective PLCs:** Conduct effective PLCs that focus on the impact of instructional practices on student achievement.

Additional Steps

- **Tracking Coaching:** Develop a clear document to track the tight loop coaching that teachers receive.
- **Clarify IEP Alignment:** Clearly connect the alignment of teacher and staff schedules with IEPs to on-the-job coaching.
- **Mock IRT Scheduling:** Schedule a mock IRT before the opening of each window.
- **PLCs Documentation:** Focus on clear and concise documentation around thinking steps, aggressive monitoring, and outcomes review during PLCs.

Key Action #2: Campus improves English proficiency for Emergent Bilingual (EB) students.

This key action addresses District Action Plan key actions numbers 3, 4, and 7: Grow Staff Capacity to Provide the Highest Quality Instruction; Strengthen Principal and Executive Director Leadership; and Improve Reading Proficiency in Grades K through 8.

Indicators of Success

- **TELPAS Growth:** By June 2027, at least 27% of EB students will grow at least one level of proficiency as defined by the difference between SY25-26 composite to SY26-27 composite on TELPAS.
- **Teacher Performance:** By May 2027, 50% of EB teachers will score 7/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for the second semester.

Specific Actions – School Leaders

1. **Explain the rationale and philosophy of systems thinking that will support with improving student achievement.**
2. **Data Collection and Analysis:**
    - Develop a tracker to pull current student composite ratings on TELPAS for the 2025-2026 school year, including the percentage of students who met reclassification criteria.
    - Internalize the interim target for English Language Proficiency standards.
3. **Data Sharing and Goal Setting:**
    - Facilitate meetings to share student-level data and goals with campus administrators, staff, and teachers.
4. **Instructional Expectations:**
    - Review the EB spot form guidance document and the lesson internalization protocol with all administrators and teachers to clarify instructional expectations, set norms, and calibrate.
5. **Teacher Identification and Observation:**
    - Identify which teachers are serving EBs during which class periods by reviewing class rosters.

- Conduct at least two EB spot forms per week on teachers who have EB students.

6. **Customized Lessons:**
    - Monitor the effective use of customized lessons designed using the HISD lesson internalization protocol and informed by targeted classroom observations by campus leaders.
7. **System Establishment:**
    - Establish strong and clearly defined systems on the campus for identification, enrollment, scheduling, and monitoring coding for all EB students.
    - Ensure documentation, timelines, and coding align with federal and state guidelines.
8. **EB Identification:**
    - Review the potential emergent bilingual list provided by the multilingual department to identify students who need to take the EB identification assessment (PreLAS/LAS links) before the district snapshot date.
9. **Technology Integration:**
    - Explore the use of technology (e.g., Pear Deck) to translate teacher instructions in real-time for EB students.

Specific Actions – Staff

1. **Strategy Implementation:**
    - Implement strategies and techniques provided in PD and coaching to improve instruction targeted at EB students.
2. **Progress Monitoring:**
    - Maintain progress monitoring of the EB population once identified.
3. **Instructional Reflection:**
    - Reflect on instructional feedback and improve the delivery of instruction as appropriate.
    - Conduct effective PLCs that focus on the impact of instructional practices on student achievement for EB students.

Additional Steps

- **Student Information Tracker:** Develop a clear document to track students' current information and provide teachers with details on which students are EBs in each block.
- **Focused Grouping:** Consider grouping higher EB populations together for focused strategies.
- **Real-Time Translation:** Investigate the use of technology for real-time translations to support EB students during instruction.

Key Action #3: ARDs for students with IEPs will be held on time, and the principal or assistant principal(s) will participate in ARDs.

This key action addresses District Action Plan key actions numbers 3, 4, and 5: Grow Staff Capacity to Provide the Highest Quality Instruction; Strengthen Principal and Executive Director Leadership; and Improve Instruction and Service Delivery for Students with Disabilities.

Indicators of Success

- **Timely ARDs:** By the end of the first semester, 100% of campus ARDs will be held on or before the deadline.
- **Active Participation:** The principal and assistant principal(s) will ensure timely and full attendance at 100% of ARD meetings, actively participating in discussions to enhance student support, as evidenced by the ARD minutes and ARD participation.

Specific Actions – School Leaders

1. **Explain the rationale and philosophy of systems thinking that will support with improving student achievement.**
2. **Standards-Based IEP Process Training:**
    - Ensure special education teachers participate in the Standards-Based IEP Process training through TEA Learns. (Course will be loaded in OneSource)
3. **Utilizing Goalbook:**
    - Ensure special education teachers are utilizing Goalbook to create measurable goals.
4. **Training on Documentation:**
    - Work with the Special Education Division Unit team to provide teachers with training on how to document accommodations and modifications in PowerSchool.
5. **Random Checks:**
    - Principal/Assistant Principal will conduct random checks of accommodations and modifications in PowerSchool and during classroom walkthroughs.
6. **Compliance Monitoring:**

    - Review and address gaps in monitoring compliance in Frontline and the process for supporting newly enrolled students.

7. **Progress Monitoring:**
    - Implement a system for progress monitoring of IEPs, ensuring alignment with the guidance document on page five.
8. **Data Review Meetings:**
    - Facilitate regular meetings to review ARD minutes and participation records to ensure compliance and effectiveness.

Specific Actions – Staff

1. **Proactive Engagement:**
    - Special education teachers will proactively engage with general education teachers to ensure clarity of IEPs and maintenance of documented supports, aligned with compliance expectations.
2. **Progress Monitoring:**
    - Maintain ongoing progress monitoring of IEPs, ensuring that all supports and accommodations are effectively implemented and documented.
3. **Support for New Students:**
    - Ensure newly enrolled students are promptly assessed and supported according to their IEP needs.

Additional Steps

- **Develop a Tracker:** Create a tracker to monitor the timely completion of ARDs and the participation of school leaders.
- **Regular Reviews:** Schedule regular reviews of ARD documentation to ensure all elements of the IEP process are being followed.
- **Technology Integration:** Explore the use of technology to streamline the documentation and monitoring process for IEPs.

Key Action #4: The principal and assistant principal(s) ensure IEPs are written effectively, staff are provided relevant portions of the IEP, data points are tracked weekly, and accommodations/modifications are documented in PowerSchool.

This key action addresses District Action Plan key actions numbers 3, 4, and 5: Grow Staff Capacity to Provide the Highest Quality Instruction; Strengthen Principal and Executive Director Leadership; and Improve Instruction and Service Delivery for Students with Disabilities.

Indicators of Success

- **Specific and Measurable Goals:** By the end of the 2026-2027 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews.
- **Timely IEP Distribution:** Throughout the 2026-2027 school year, 100% of staff members will receive the relevant portions of the IEP within 3 days of its finalization, as demonstrated by campus record keeping.
- **Consistent Documentation:** 100% of quarterly audits of PowerSchool records will show consistent documentation of accommodations and modifications.
- **Correct Placement:** 100% of identified students will complete the evaluation process and be assigned to the correct placement based on their needs.
- **Effective RtI Process:** By October 23rd, the campus will establish an effective RtI process that increases the number of identified students and tiers students appropriately. Teachers will be trained on the process during the campus' August PD and engage in refresher sessions throughout the year.
- **Timely Progress Reports:** By the end of the 2026-2027 school year, the principal and assistant principal(s) will ensure that 100% of IEP progress reports are delivered without delay.
- **Instructional Proficiency:** The percentage of "instructionally proficient" IEPs, as measured by a rubric and reviewed by an independent team from the Special Education Department, will increase to 100% by May 2027.

Specific Actions – School Leaders

1. **Explain the rationale and philosophy of systems thinking that will support with improving student achievement.**

2. **Standards-Based IEP Training:**
    - Ensure special education teachers participate in the Standards-Based IEP Process training through TEA Learns. (Course will be loaded in OneSource)
3. **Utilizing Goalbook:**
    - Ensure special education teachers are utilizing Goalbook to create measurable goals.
4. **Training on Documentation:**
    - Work with the Special Education Division Unit team to provide teachers with training on how to document accommodations and modifications in PowerSchool.
5. **Random Checks:**
    - Principal/Assistant Principal will conduct random checks of accommodations and modifications in PowerSchool and during classroom walkthroughs.
6. **BSC Program Implementation:**
    - Successfully implement the BSC program at Houston MSTC HS.
7. **Quarterly Reviews:**
    - Schedule and review at least 25% of all campus IEPs quarterly using the rubric and checklist.
8. **Compliance Monitoring:**
    - Review and address gaps in monitoring compliance in Frontline and the process for supporting newly enrolled students, ensuring alignment with Key Action #3.

Specific Actions – Staff

1. **IEP Assessment:**
    - Implement the use of the HISD Special Education department rubric to assess the instructional proficiency of an IEP.
2. **Engagement in PLCs:**

- Engage with the SPED Department Chair and/or Resource teachers during PLCs at least once every three weeks to ensure IEPs are being met, including all accommodations and modifications needed with curriculum, assessments, and/or daily assignments.

3. **Service Tracking:**
    - Know and track services of students and effectively and consistently implement services daily as required by law.
4. **Student Identification and Placement:**
    - Drive, engage in, and support the identification and placement of Elmore students to ensure their educational needs are met.
5. **Documentation and ARD Meetings:**
    - Complete all required paperwork for ARD meetings and documentation of IEP implementation.
    - Attend ARD meetings as requested.

Additional Steps

- **Progress Monitoring Alignment:** Ensure progress monitoring and tracking for special education students align with expectations laid out in Key Action #3.
- **Guidance Document Integration:** Reference or integrate the guidance document from Key Action #3 for consistency.

Key Action #5: Increase student Algebra I and Biology proficiency.

This key action addresses District Action Plan key actions numbers 3, 4, 7, and 9: Grow Staff Capacity to Provide the Highest Quality Instruction; Strengthen Principal and Executive Director Leadership; Improve Reading Proficiency in Grades K through 8 (although this is listed as an elementary and early secondary key action, it will be included in relation to NWEA MAP testing that occurs in high school.)

Indicators of Success

- **NWEA MAP Algebra I and Biology Growth:** The percentage of Algebra I and Biology students with a Conditional Growth Index of 0.6 or higher on NWEA MAP will increase by 5 percentage points from BOY to EOY.

Specific Actions – School Leaders

1. **Explain the rationale and philosophy of systems thinking that will support with improving student achievement.**
2. **Differentiated Training:**
    - Ensure teachers attend differentiated training for each assessment during the August PD and refreshers the week before the testing window opens.
3. **High-Leverage Instructional Strategies:**
    - Focus on high-leverage instructional strategies that directly impact student learning, such as targeted small group instruction and data-driven lesson planning.
4. **PLCs for Reading and Writing:**
    - Structure and execute PLCs to ensure a daily focus on reading and writing practices that will grow students. This includes reviewing student work, conducting reading and writing conferences, and providing aligned written feedback daily across all grade levels.
5. **PLCs for Math:**
    - Structure and execute PLCs to ensure a daily focus on math instructional practices that will grow students. This includes reviewing student work, conducting data conferences, and providing aligned written feedback daily across all grade levels.
6. **Practice Opportunities:**

- Train teachers in “at bats” to ensure students get the practice needed to develop the skills required to perform at Meets and Masters levels on any assessment.

7. **Progress Monitoring:**
    - Implement regular progress monitoring to track student growth and adjust instructional strategies as needed.

Specific Actions – Staff

1. **Implement Strategies:**
    - Implement the instructional strategies and techniques provided in PD and coaching to improve math and reading proficiency.
2. **Engage in PLCs:**
    - Actively participate in PLCs to collaborate on best practices, review student data, and refine instructional approaches.
3. **Data-Driven Instruction:**
    - Use student performance data to inform instruction and provide targeted support to students.
4. **Ongoing Professional Development:**
    - Engage in ongoing professional development to stay current with effective instructional practices and assessment strategies.

Key Action #6: Improve performance for Black students in achievement and/or growth.

This key action addresses District Action Plan key actions numbers 3: Grow Staff Capacity to Provide the Highest Quality Instruction.

Indicators of Success

- **Achievement Targets:** By June 2027, 30% of Black students will reach the achievement target(s) in Reading and/or Math as defined by TEA Domain 3 accountability.
- **Growth Targets:** By June 2027, 50% of Black students will reach the growth target(s) in Reading and/or Math as defined by TEA Domain 3 accountability.
- **NWEA MAP Growth:** By the end of the first semester, the percentage of Black students who met expected growth from BOY to EOY NWEA MAP will increase by at least 5%.

Specific Actions – School Leaders

1. **Explain the rationale and philosophy of systems thinking that will support with improving student achievement.**
2. **At-Risk Coordinator Identification:**
    - Identify and document a primary and secondary (backup) At-Risk Coordinator in the iDelegate platform.
3. **Tracking System Implementation:**
    - Implement a simple tracker to monitor disparities in academic performance among subpopulations, such as Hispanic and Black students, based on DOL or mini assessments.
4. **At-Risk Student Identification:**
    - Ensure all core teachers identify their “at-risk” students by class by September 18th and create a plan of action to address learning gaps through data conversations during planning time.
5. **At-Risk Committee Formation:**
    - Form an at-risk committee responsible for monitoring the performance of 100% of the at-risk student population.
6. **Regular Meetings:**

- Create a meeting schedule for the at-risk committee to assess the effectiveness of interventions and support, including non-instructional support (e.g., counseling).

7. **Data Review and Interventions:**
    - Review student performance data as an administration team and implement tailored interventions to address specific needs. Actively monitor critical inputs that impact learning, including formative data from instruction (e.g., DOLs, unit assessments), teacher spot forms, digital resource usage, and absenteeism to ensure prompt corrective actions.
8. **Capacity Building in PLCs:**
    - Build capacity in campus leaders and teachers to conduct PLCs that routinely evaluate student performance by subgroup, identify trends, analyze root causes, and determine necessary changes to improve outcomes.
9. **Monitoring Academic Progress:**
    - Monitor students identified as "at-risk" through campus and feeder level at-risk committee meetings to assess academic progress.

Specific Actions – Staff

1. **Tracking Disparities:**
    - Use the implemented tracking system to review disparities in academic performance among subpopulations, such as Hispanic and Black students, based on DOL or mini assessments.
2. **At-Risk Student Identification:**
    - Identify "at-risk" students by class by September 20th and create action plans to address learning gaps.
3. **Focus on Rigorous Instruction:**
    - Ensure staff focus on rigorous instruction and student progress, minimizing additional administrative burdens.
4. **Data-Driven Instruction:**
    - Use student performance data to inform instruction and provide targeted support to students.

5. **Ongoing Professional Development:**
    - Engage in ongoing professional development to stay current with effective instructional practices and assessment strategies.