2026-2027 Action Plan

Sharpstown International School

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School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs | **Vision** | **Theory of Action**

Needs related to student achievement data

Sharpstown International School continues to build on its tradition of academic achievement, international-mindedness, and student success. As an International Baccalaureate World School, the campus is committed to preparing students for success in college, careers, and life while supporting Houston ISD's Destination 2035 vision of ensuring every student graduates with the skills, opportunities, and choices needed to thrive in a global society.

In 2025, Sharpstown earned an overall accountability rating of 93 (A) from the Texas Education Agency.

In 2026,

Needs related to improving the quality of instruction

ROOT CAUSE

Sharpstown International School remains committed to strengthening instructional systems to ensure all students receive high-quality instruction and equitable access to rigorous teaching. During the 2025-2026 school year, IRT walks resulted in an average Spot Score of 13.63. The score showed growth from the previous year's average of 11.1. To continuously improve instruction, Sharpstown International School will prioritize whole-class student engagement, evidence-based writing across all content areas through the consistent implementation of the ACE framework for short constructed responses, and frequent checks for understanding that enable teachers to identify and address student misconceptions in real time. Administrators will conduct weekly calibration walks to ensure consistency with intentional attention on the Gradual Release Model and Sweet 16 strategies. On the Spot Coaching and teacher feedback will be provided to teachers in real time. Teachers will continue to implement the Houston ISD curriculum and leverage district instructional resources while actively collaborating in Global Learning Communities (GLCs). GLC time will be intentionally structured to support teachers in internalizing lessons

prior to instruction, reflecting on instructional practices, analyzing student learning, and incorporating feedback from peers and campus leaders. Collaborative planning will also focus on intentionally embedding International Baccalaureate (IB) practices into every lesson through inquiry-based instruction, authentic learning experiences, student voice and choice, global contexts, and the purposeful integration of the IB Learner Profile and Approaches to Learning (ATL) skills. Through this collaborative cycle of continuous improvement, teachers will elevate from the science to the art of teaching, ensuring every classroom provides rigorous, internationally minded, and student-centered learning experiences. Adjustments to instruction will be made in real time using dol trackers and data from student responses, thus creating an environment of conducive to academic growth.

To advance the vision of Houston ISD's Destination 2035, Sharpstown International School will:

- Consistent delivery of high-quality, standards-aligned instruction through the consistent implementation of evidence-based instructional practices.
- Cultivate a culture of continuous improvement and elevate teacher capacity by using collaborative reflection, lesson internalization, and peer and administrator feedback to refine instructional practice and elevate teaching from the science to the art of teaching.
- Ensure every student graduates future-ready by accelerating academic growth, strengthening college, career, and military readiness, and cultivating globally minded, lifelong learners.

System evaluation (philosophy, processes, implementation, capacity)

Analysis of student achievement data and Instructional Review Team (IRT) observation data indicates a need to strengthen instructional practices that promote active student engagement and frequent checks for understanding to identify and address misconceptions in real time. IRT data further identified the need for teachers to consistently implement differentiated scaffolds and supports to ensure all students can successfully access rigorous, grade-level instruction and demonstrate mastery of learning objectives.

Key Actions (Focus Areas)

- Strengthen teacher capacity to provide the highest quality instruction in 26-27 school year.
- Improve the quality of SPED instruction, service delivery, and outcomes
- Improve English proficiency for emergent bilinguals
- Improve leadership density.

KEY ACTION ONE	**Key Action (Briefly state the specific goal or objective.)**
	Strengthen teacher capacity to deliver high-quality math instruction.
	Indicators of success (Measurable results that describe success.)
	• By the end of 2027, ensure that 100% of math teachers achieve a score of 2 on Domain I: Planning within the SPOT evaluation framework. • By end of 2027, 100% of math teachers achieve a 10 or higher on Domain II: Instruction within the SPOT evaluation framework. •
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	• The Principal will schedule calibration walks weekly with the Tier 2 team to ensure alignment. • The Principal will review DOL data daily during admin huddles to address gaps, use the dol tracker as documentation. • By June 2027, develop a master schedule specifically tailored to support double-blocking Algebra 1 instruction. • Tier 2 leaders will provide feedback around teachers annotated slidedecks to ensure they have planned for monitor and adjust and student engagement.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	• Utilize the provided curriculum resources, including HISD Curriculum and other district resources, as foundational frameworks for math instruction. • Utilize PLCs as collaborative forums for math teachers to internalize lessons, identify student misconceptions, and create exemplars. • The math administrator and department chair will facilitate effective GLC meetings focused on data analysis and the identification of specific student engagement strategies tailored to the needs of diverse student populations.

	• Tier 2 leaders will require weekly submission of annotated lesson plans with evidence of student engagement strategies and differentiated activities. • Make real-time adjustments to instructional approaches based on ongoing assessment data and student responses, teachers will review DOL data daily and be ready to implement next steps in GLC every Tuesday.

Key Action One: Staff Development
Who: Principal Assistant Principal Math Department Chair Math Teachers and Intervention Teachers
What: During campus professional development days, the Math Administrator and teachers will primarily focus on lesson internalization, disaggregation student performance data, creating common assessments (if not using HISD curriculum), "at-bats," and identification of specific engagement strategies tailored to the needs of diverse student populations.
When: District Staff Professional Development Days (September-November, January-February, May-June) Weekly PLCs Weekly Administrator Meeting Monthly At-Risk Meetings
Where: Campus & District Sites

Key Action One: Budget

Proposed item	Description	Amount
Staff development	Provided by campus leaders.	0
Materials/resources	Curriculum documents Lead4ward resources DOL trackers Ontrack reports SPOT form Lesson	25,000.00

	Math School Supplies IXL	
Purchased services	NA	
State Compensatory Education Funds	0	0
Other		
	TOTAL	25000.00
Funding sources: Title 1 Funds		

KEY ACTION TWO	**Key Action (Briefly state the specific goal or objective.)**
	Increase teacher capacity to improve English proficiency of Emergent bilingual students.
	Indicators of success (Measurable results that describe success.)
	• By May 2027, 40% of Emergent Bilingual students will meet their individual growth target on NWEA MAP EOY Reading. • By March 2027, 40% of EB students will show growth in proficiency level based on MOY Summit K12 assessment. • By May 2027, 50% of EB students will score an average of 2 on SCR based on District Assessments. • By May 2027, 60% of EB teachers will score 10 or higher on the Spot form as measured by the monthly average spot score for the second semester. • By May 2027, ensure that 100% of sheltered instruction and reading teachers achieve a score of 2 on Domain I: Planning within the SPOT evaluation framework.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)

- Leadership team will review Summit K12 data weekly during admin morning huddles.
- Principal will lead calibration walks with Tier 2 leaders to ensure alignment in use of EB Spot form.
- Leadership team will internalize lessons to ensure scaffolds are aligned for EB students and their needs.
- Tier 2 leaders will facilitate effective weekly GLCs, focusing on the review of DOL data to track student growth.
- By October 2026, leadership team will identify teachers that will need coaching support to meet the needs of EB students.
- Develop and implement a Middle School schedule that facilitates dedicated common planning time for content and grade level cluster teams, including ELA, math, science, and social studies, with completion targeted by August 10, 2026.
- By August 2026 review the EB spot form guidance document and the lesson internalization protocol with all Tier 2 leaders and sheltered instruction teachers.
- The EB administrator and LPAC clerk will ensure documentation, timelines, and coding align with federal and state guidelines.
- By August 10, 2026, the LPAC administrator will collaborate with the master scheduler to identify which teachers will serve EBs during which class periods to ensure they are observing teachers during instruction for EBs by reviewing class rosters.

Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)

- Teacher will use the Lesson Internalization protocol to backwords plan by completing the DOL and annotating slidedecks to ensure that scaffolds are aligned to the needs of the students.
- Facilitate effective GLCs centered around data analysis, Short Constructed Response (SCR)/Extended Constructed Response (ECR) calibration exercises, and specific student engagement strategies such as whiteboards and turn & talk activities.
- EB intervention teachers will review Summit K12 data weekly to ensure students are growing in profiency level.

Key Action TWO: Staff Development

Who:

Principal
Assistant Principals
LPAC Administrator & Clerk

At-Risk Coordinator
EB Teachers

What:

During campus professional development days, the ELA/ LPAC Administrator, At-Risk Coordinator and EB teachers will primarily focus on integrating and assessing the effectiveness of sheltered instruction strategies. EB teachers will also spend time on lesson internalization, disaggregating student performance data, creating common assessments, participating in "at-bats," and identifying specific engagement strategies and scaffolds to meet the needs of their students.

When:
District Staff Professional Development Days (September-November, January-February, May-June)
Weekly PLCs
Weekly Administrator Meeting

Where: Campus

Key Action TWO: Budget

Proposed item	Description	Amount
Staff development	Provided by instructional leadership team and Multilingual district support.	0
Materials/resources	Summit K12 Lead4Ward IXL	5000.00
Purchased services	Peardeck	6000.00
State Compensatory Education Funds	NA	0
Other		
	TOTAL	11000.00

Funding sources: Title 1 Funds

KEY ACTION THREE	**Key Action (Briefly state the specific goal or objective.)**
	IEPs are written effectively, staff are provided with IEPs, and accommodations are documented in PowerSchool.
	Indicators of success (Measurable results that describe success.)
	• By the end of 2026-2027 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's needs as verified by district audits. • By the end of 2027 100% of special education staff members are compliant with all reporting requirements for the district, they have completed and submitted all required reports accurately and on time. • By end of the first semester 100% of campus ARDs are held on or before the deadline.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	• By August 7, 2026, the Special Education Administrator and ARD facilitator will develop and finalize schedules for all students, incorporating necessary in-class support and dyslexia services as stipulated in their respective IEPs. • By August 7, 2026, the Special Education Administrator will collaborate with the master scheduler to integrate all mandated services outlined in Individualized Education Programs (IEPs) into the master schedule, ensuring students receive the support and accommodations necessary for their academic success. • The Special Education Administrator will maintain the campus ARD tracker to ensure all ARDs are held on time and with required members. • The Special Education Administrator will monitor the documentation of accommodations weekly in PowerSchool. • The Special Education Administrator will convene monthly meetings from August 2026 through May 2027 to review Individualized Education Programs (IEPs) in collaboration with case managers and the department chair, ensuring a comprehensive assessment of student needs and alignment with best practices in special education.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	• The special education case managers will monitor and assess the growth and progress of Special Education students by reviewing all progress reports on a biweekly basis to determine the effectiveness of student accommodations.

- During bi-weekly cluster meetings beginning in August 2026 and continuing through June 2027, the case manager will engage in collaborative sessions with core teachers to ensure the comprehensive implementation of Individualized Education Programs (IEPs), encompassing the seamless integration of accommodations and modifications specified within each student's IEP.
- Teachers will ensure their Special Education students' accommodations are reflected in PowerSchool.
- By August 10, 2026, teachers will be provided with student IEP documentation prior to the beginning of the school year, ensuring timely access to essential information crucial for effective instructional planning and delivery. Acknowledgment of receipt for student documentation is expected from all teachers and staff by August 10, 2026, ensuring accountability and adherence to established timelines.
- Staff members responsible for the implementation of special education services will complete all requisite paperwork associated with Admission, Review, and Dismissal (ARD) meetings, as well as documentation pertaining to the implementation of IEPs, in accordance with federal and state IEP compliance date requirements. This includes the thorough documentation of accommodations provided (notated weekly in PowerSchool), and acknowledgment of IEP receipt (by August 10, 2026).
- The ARD facilitator will organize and schedule all required annual ARD meetings, as well as meetings related to REED (Review of Existing Evaluation Data) and three-year evaluations, for the first semester of the school year by September 1, 2026, and November 2, 202, for the second semester of the year.
- All service providers will update state folders (in accordance with district academic report card timelines) with comprehensive service logs, ensuring accurate and up-to-date documentation of services rendered to students. This is in conjunction with quarterly district folder audits.
- All annual ARD meetings and evaluations due before the 2026 snapshot date will be completed by September 4, 2026. Ensuring timely assessment and intervention for students requiring special education services.

Key Action THREE: Staff Development

Who:

Principal
Special Education
Sped Administrator

District SPED Department
SPED Chairperson
Case Managers
Teachers
Support Staff

What:

- During pre-service, the Special Education Administrator and Department Chair will provide training and all relevant portions of the IEP (PLAAFP, Goals, and deliberations) to teachers prior to the start of the school year. Teachers will sign for receipt of their student documentation by August 10, 2026.
- During campus professional development days, the Special Education Administrator and Department Chair will train teachers on what special education co-teach support looks like and what is expected in a co-teach class as it pertains to the support of special education students.

When:
District Staff Professional Development Days (September-November, January-February, May-June)
Biweekly Cluster Team Meetings
Weekly Special Education Department Meetings
Weekly Administrators Meeting

Where: Campus

Key Action THREE: Budget

Proposed item	Description	Amount
Staff development	Provided by Special Ed Dept	0
Materials/resources	Curriculum documents, IEPs, OnTrack, Spot Specialty Guidance, school supplies and manipulative for special ed population	5000.00
Purchased services	NA	
Other	Sped GLC-Afer School	5000.00
Other		

TOTAL	10,000.00
Funding sources: Title 1 and General Funds	

KEY ACTION Four	**Key Action (Briefly state the specific goal or objective.)**
	Improve leadership density.
	Indicators of success (Measurable results that describe success.)
	• By January 2027, 100% of Tier 2 leaders will score 17/25 (70%) or higher on the LEAD Day-to-Day Coaching Rubric. This score will increase to 19/25 (80%) by May 2027. • IRT 1 and IRT 2 scores will average at or above 12 and will increase to a 14.5 by IRT 4 in May 2027. • 100% of teachers will average 10 points or higher on Instructional Domain as defined by MOY SPOT averages by January 2027; that point average will increase to 11 points by May 2027.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	• The principal will clearly communicate the expectations of the LEAD Day-to-Day Coaching Rubric and how they will be evaluated to all Tier 2 leaders by August 10, 2026. • The principal will share the SMART goal with all Tier 2 leaders, detailing the specific benchmarks (17/25 by January 2027 and 20/25 by May 2027) and the importance of this evaluation by August 10, 2026. • The principal will review Spot feedback with Tier 2 leaders in am huddle meeting to ensure feedback is concise, actionable, and clear. • In October the principal will conduct progress monitoring with Tier 2 leaders to identify who may need additional support.

- The principal will schedule weekly "coaching calibration walks" using the district spot observation form that includes rating both the teacher and campus in preparation for IRT visits.
- In weekly administrator meetings, the principal will review weekly spot data with Tier 2 leaders to monitor progress around the instructional domain and follow up with classroom coaching and glc training.
- In January 2027, the principal will assess the progress toward the goal of 17/25 (70%) for all Tier 2 leaders, and use the data to inform the development of new coaching goals and support strategies moving forward.
- The principal will schedule regular one-on-one coaching sessions with Tier 2 leaders to review their progress, provide feedback on their performance, and offer support for improving specific rubric areas.

Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)

- All Tier 2 leaders will complete a self-assessment or initial evaluation on the LEAD Day to Day coaching rubric to establish a baseline score by August 29, 2025.
- All Tier 2 leaders will collaborate with the principal to develop personalized development plans based on their baseline rubric scores.
- All Tier 2 leaders will provide on the spot coaching to assess their application of coaching strategies and give timely, actionable feedback having a direct impact on student achievement.
- All Tier 2 leaders will participate in coaching calibration walks, ensuring accurate ratings for both teachers and campus as part of IRT preparation.
- Teachers will use feedback from spot data to make improvements in areas like Engage and Deliver, and Monitor Adjust, as well as participate in PLC training.
- Provide specialized training for lead teachers, including department chairs and team leads, on utilizing the spot observation form effectively during their monthly meeting. Additionally, facilitate regular classroom walkthroughs with lead teachers, aiming to enhance their leadership capacity and promote a culture of instructional excellence within the core department.

Key Action THREE: Staff Development

Who: Principal, Assistant Principals, Teachers, Executive Director of Instruction

What:

- During the district administrator pre-service (August 2026), the principal and Tier 2 leaders will receive training on LEAD and the coaching rubric.
- Schedule monthly learning walks with Tier 2 leaders and lead teachers to build capacity around high-quality instruction.

When:

- District Pre-Service (August 2026)
- Weekly Administrators Meeting
- District PD Days (August 2026 - March 2027)

Where: Campus

Key Action THREE: Budget

Proposed item	Description	Amount
Staff development	Provided by district and campus leadership teams.	0
Materials/resources	Instructional Materials	500.00
Purchased services	NA	0
Other	Substitutes for classroom coverage.	4000.00
Other		
	TOTAL	4500.00

Funding sources: General Funds, Title 1