

2025-2026 Action Plan



Northside High School

**Claudia Garza
Principal**

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

School Action Plan – Needs Assessment

Needs related to student achievement data

Based on campus TEA overall rating of C

Based on December 2024 English I STAAR Interim assessment (DNM – 30%, Approaches – 70%, Meets – 59%, Masters – 32%)

Based on IRT scores (8.2, 9.8, & 10.4).

Based on teacher proficiency rating and quality of instruction

Needs related to improving the quality of instruction

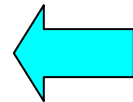
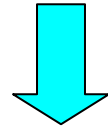
Needs related to improving the quality of instruction

Based on IRT data, the campus needs will focus on high quality instruction, the New Education System program implementation, and teacher development.

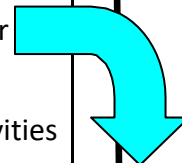
The recommendations are as follows:

- Enhance teacher training and support to promote the successful implementation of on-the-spot coaching and next steps based on individual teacher deficiencies. This will be reflected on the teacher evaluation system.
- Improve quality instruction that provides assignments and activities that encourage higher order thinking and problem-solving skills. This will be executed through Art of Thinking courses.
- Increase student achievement in literacy by applying New Education System Reading courses that will complement campus English courses.

System evaluation (philosophy, processes, implementation, capacity)



**Parameters
and metrics
established by
the District**



At Northside High School, we strive to continuously improve quality instruction. To do so, we will need to better our Professional Learning Community system. An enhanced PLC system will provide teachers with opportunities to collaborate, share best practices, and engage in continuous professional development. This can lead to improved teaching strategies, increased student engagement, and better academic outcomes.

Key Actions

1. Increase College and Career Readiness through the increase of college course offering. By the end of the academic year, campus will see an 8% increase in the number of students graduating with earned college credit in HCC Dual Credit, UT OnRamps, and Advanced Placement.
2. Improve Special Education students' success. By the end of the academic 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.
3. Improve reading proficiency in English/Reading I. In the 2025-2026 school year, the 9th graders taking the English I STAAR Interim will move from 30% meets in BOY to 35% meets by MOY.

KEY ACTION ONE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	<p>The campus increases College and Career Readiness through the addition of college course offering. Students will be able to graduate with an associate's degree with the addition of 4 course offerings.</p> <p>College readiness is essential as it prepares students to succeed in higher education by equipping them with critical academic and life skills. It reduces the need for remedial courses at the college level and increases the likelihood of degree completion.</p> <p>Additionally, college-ready students are better positioned for successful careers, higher earning potential, and meaningful contributions to their communities. Prioritizing college readiness opens doors to diverse opportunities and empowers students to reach their full potential.</p>
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> By the end of the 2025-2026 school, Northside HS will see an 8% increase in the number of students graduating with earned college credit in HCC Dual Credit, UT OnRamps, and Advanced Placement.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	<p>Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> Principal will arrange that the new 4 courses will be added to the master schedule as requested through HCC. Designate a staff member (counselors by Alpha and Garner HCC contact) to monitor students' progress. Develop campus plan to track progress by the creation and implementation of a tracker . Principals communicate to counselors the requirement to schedule students into the appropriate courses and monitor the progress of students being scheduled appropriately. By the 15th day of school each semester, each campus will use district provided data to properly schedule identified students who meet the criteria for Dual Credit, On Ramps and or Advanced Placement.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	<p>If teaching Dual Credit, On Ramps or AP, attend all required trainings related trainings including the type and style of questions, the content being tested within a timeframe, and how to prepare lessons that fully support student comprehension of the concepts taught. Use PLC to prepare delivery of lessons before the first instructional day.</p> <p>All faculty reinforce benefits of advanced academic courses and if complete student will graduate with an associate's degree.</p>

Key Action One: Staff Development

Who: : Instructional Leaders including the Principal and AP's, advanced courses teachers and counselors.

What:

- Pre-service week training and summer trainings regarding instructional model and characteristics.
- Professional Learning Communities (PLCs) every week focused on information literacy, critical thinking, and problem-solving
- Professional development sessions addressing best practices in all content areas.

When:

- Pre-service week for initial training.
- Weekly for spot observations and real-time coaching.
- Every week for PLCs. Expectations for PLC's will be modeled during pre-service.
- Scheduled times for professional development sessions throughout the school year.

Where:

- In-school training for pre-service and PLCs.
- Classrooms for real-time coaching.
- Professional development might be in-school or off-site, depending on the session.

Key Action One: Budget

Proposed item	Description	Amount
Staff development	<ul style="list-style-type: none"> ● District-led PD ● AP, On Ramps and HCC PD ● Campus Leadership PD ● Funds for materials (Copy Paper, Pencils, Highlighters, Whiteboards, Erasers, large Post-It Notes, Clipboards) for Spot Observation instructional model training 	\$10,000.00
Materials/resources	<ul style="list-style-type: none"> ● District curriculum resources ● Funds for materials (Copy Paper, Pencils, Highlighters, Whiteboards, Erasers, large Post-It Notes, Clipboards) for Spot Observation instructional model 	\$6,000.00
Purchased services	None	\$0.00
Other		
Other		

TOTAL	\$16,000.00
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Funding sources:

Improve reading proficiency in English/Reading I

In 2024-2025, HISD will implement a Reading I course at Northside High School. This course will be double-blocked to complement English I. For the 2024-2025 school year, we will strengthen reading instruction across our campus in core content.

- School budget allocation for professional development.
- Possible grants or funds from educational partners or district initiatives.
- Title I funding sources if applicable to the school's context.

KEY ACTION TWO	Key Action <i>(Briefly state the specific goal or objective.)</i>
	<p>Improve reading proficiency in English/Reading I</p> <p>In 2025-2026 year, we will strengthen reading instruction across our campus in core content. English I will continue to be double blocked so that teachers may see their students daily to strengthen their reading and writing skills.</p>
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> ● In the 2025-2026 school year, the 9th graders taking the English I STAAR Interim will increase from 35% meets during MOY (2024-2025) to a minimum of 40% meets.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> ● Train teachers in writing across the curriculum with Short Constructed Responses and ECR in all core. ● Follow NES High School schedule to support double blocking in English I ● Strengthen ELA curriculum lesson internalization and delivery to better support time and experience with reading and writing. ● Provide on-going refresher for reading and writing progress each month during PD
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> ● Plan a daily SCR in all core content from September through April ● Provide feedback on SCR at least once a week through PLCs ● Ensure at least one ECR a month is implemented in English I related to either social studies or science grade-level content ● Use the rubric provided by TEA to assess student SCR's and ECR's ● Implement the consistent use of a response card for students thinking to be recorded and reviewed.

Key Action Two: Staff Development

Who: ELA Teachers (grades 9th), Teacher Leaders, PLC Leaders, APs, Principal

What:

- Pre-service and in-service training sessions on NES expectations ELA curriculum.
- Plan with PLC the LO and DOL for every instructional day
- Weekly "Demo Day" lessons for practice and peer feedback during PLC's (lesson internalization and fluid delivery).
- ECR and SCR workshops.
- Weekly PLC meetings for collaborative planning and professional growth

When:

- Pre-service training before the 2024-2025 school year and before each 6-week grading cycle using data.
- Monthly "at-bat" sessions, weekly PLCs, and demo days throughout the school year.

Where:

- Campus and District trainings
- Weekly PLC meetings

Key Action Two: Budget

Proposed item	Description	Amount
Staff development	Differentiation PD, SCR and ECR PD, Purposeful Feedback, On the Sport coaching, Purposeful Monitoring, STAAR 2.0 Item Types, and Data Analysis.	\$6,000.00
Materials/resources	Differentiation PD, SCR and ECR PD, Purposeful Feedback, On the Sport coaching, Aggressive Monitoring, STAAR 2.0 Item Types, and Data Analysis.	\$6,000.00
Purchased services	None (District provided)	
Other		
Other		
TOTAL		\$12,000.00

Funding sources:

- School budget allocation for professional development.
- Possible grants or funds from educational partners or district initiatives.
- Title I funding sources if applicable to the school's context.

KEY ACTION THREE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve Special Education students' success. Using data (DOL's, Unique, Unit assessments) to guide IEP goals will ensure that teachers focus on needed skills and build on previously mastered skills.
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> By the end of the academic 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.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> Train all Sp Ed. Teachers on effective goal writing using district materials. Maximize Co Teach time when planning master schedule. Plan conference periods accordingly to allow Co-Teacher time to plan with teacher. Train Sp. Ed. Teacher on smart goal writing. Train Sp. Ed. Teachers on gathering qualitative data and how to use it guide goal writing.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> Track data and keep a data file on each student in their case load to use daily/weekly and bring to PLC. Plan with classroom teachers during conference periods. Progress monitor to ensure goals are on track. Meet with Sp Ed chair monthly to discuss and guide goals.

Key Action Three: Staff Development

Who: Special Education chair, Self contained teachers and Co-Teachers.

What:

- Pre-service and in-service training sessions on Easy IEP, Smart Goals and Progress monitoring.
- Weekly PLC meetings for collaborative planning and professional growth

When:

- Pre-service training before the 2025.-2026 school year and before each 6-week grading cycle using data.
- Monthly meeting sessions Sp Ed chair and weekly PLCs.

Where:

- Campus and District trainings
- Weekly PLC meetings

Key Action Three: Budget

Proposed item	Description	Amount
Staff development	Differentiation PD, Easy IEP PD, Smart Goal writing PD, Special Education Chair Meeting Update PD.	\$6000.00
Materials/resources	District curriculum resources Funds for materials (Copy Paper, Pencils, Highlighters, Whiteboards, Erasers, large Post-It Notes, Clipboards) for Spot Observation instructional model	\$6000.00
Purchased services	None (District provided)	
Other		
Other		
TOTAL		\$12,000.00

Funding sources:

- School budget allocation for professional development.
- Possible grants or funds from educational partners or district initiatives.
- Title I funding sources if applicable to the school's context.