

## SY 23-24 School Action Plan

Campus	Houston MSTC High School
Principal	Dr. Diego Linares
Grades Served	9-12
Enrollment	2700

The timeline for School Action Plan submission can be found below:

**Now-July 15:** Principals work with campus teams to complete the first version

**July 15:** Submit draft to Division Superintendent and/or ED via email

**July 15-August 15:** Work with ED to solicit and incorporate feedback and finalize version for submission

**August 15:** Final submission for SY 23-24

KEY ACTION ONE	<p><b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i></p> <p>To develop teacher capacity in effective implementation of personalized, differentiated, and data-driven small-group instruction using the LSAE model</p>
	<p><b>Indicators of success</b> <i>(Measurable results that describe success.)</i></p> <p>Out of 100 spot observations conducted in October 2023, 60% of teachers will receive a rating of proficient or higher in appropriately grouping students and providing differentiated and rigorous instruction tied to specific learning objectives. By February 2024, this percentage will increase to 80%.</p> <p>By February 2024, student scores in the English I, English II, and Algebra I MOY MAP assessments, will show a growth percentile of 60 or better to be at average or high average percentile quintile of growth when compared with the BOY MAP assessments.</p>
	<p><b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <p>School leaders will provide professional development during preservice and ongoing PLC's on effective lesson objectives, demonstrations of learning, multiple response strategies, effective instruction, differentiation, and reading instruction in all content areas.</p> <p>School leaders will conduct effective PLC's that focus on data-driven instructional planning, including teacher and student data tracking systems and data analysis.</p> <p>School leaders will coordinate monthly demonstration days during PLC's to allow teachers to share best practices of the LSAE instructional model.</p> <p>School leaders will provide on the spot coaching and modeling daily, using the spot observation form.</p>
	<p><b>Specific actions – staff</b> <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <p>Teachers will design and deliver engaging and rigorous instruction and activities in ways that maximize understanding and instructional time.</p> <p>Teachers will require all students to read, write, or think the entire lesson, utilizing a variety of MRS every 4 minutes to ensure all students are comprehending the lesson and actively participating.</p> <p>Teachers will participate in peer observations of master teachers who effectively implement the LSAE model, utilize teacher and student data trackers, and hold student data conferences.</p>

KEY ACTION TWO	<p><b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i></p> <p>To ensure that students with IEP's receive their designated accommodations and modifications and to ensure that IEP goals are monitored for progress, relevance, and rigor</p>
	<p><b>Indicators of success</b> <i>(Measurable results that describe success.)</i></p> <p>By February 2024, student scores in the English I, English II, and Algebra I MOY MAP assessments, will show a growth percentile of 60 or better to be at average or high average percentile quintile of growth when compared with the BOY MAP assessments.</p> <p>Monthly compliance district report will indicate that IEP's and ARD's are completed for no less than 95% of all Special Education students.</p>
	<p><b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <p>Special education administrators will conduct annual ARD's and monthly progress monitoring checks, meeting all state and district compliance deadlines and expectations.</p> <p>Special education administrators will ensure that students identified by teachers or parents receive evaluations during the designated window following the district and state special education rules.</p> <p>School administrators will monitor lesson planning and student grouping to ensure that the needs of special education students as stated in their IEP's and accommodations are met daily.</p>
	<p><b>Specific actions – staff</b> <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <p>Special education department chairs will provide teachers with an updated IEP for every student before the end of the first week of school.</p> <p>Teachers will implement the IEP goals and accommodations of their students in their lesson planning, lesson delivery, and student grouping.</p> <p>Special education co-teachers will modify assignments and assessments as needed to ensure 100% compliance with IEP accommodations and modifications without lowering the rigor of the lesson.</p>

## KEY ACTION THREE

**Key Action** *(Briefly state the specific goal or objective.)*

To develop teacher classroom management skills and effective classroom routines that ensure students remain actively engaged in guided, small-group, and independent learning activities.

**Indicators of success** *(Measurable results that describe success.)*

- Out of 100 spot observations in October 2023, 60% of teachers will receive a proficient rating or higher in establishing and maintaining effective classroom management procedures and routines, resulting in active student participation throughout the class period. By February 2024, this percentage will increase to 80%.
- By February 2024, classroom and school disciplinary incidents will be reduced by 50% when comparing current cumulative disciplinary data with the 2022-2023 school year data.

**Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish the objective?)*

School leaders will provide professional development in preservice and PLC's, providing effective classroom management strategies and positive relationship building strategies.

School leaders will provide additional training either virtually or off-campus for teachers in need of additional classroom management support, as well as opportunities to participate in classroom management book studies.

School leaders will provide observational feedback and modeling of classroom management strategies during spot observations.

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

Teachers will develop and maintain clear classroom rules and procedures that are aligned with district and school policies and expectations.

Teachers will appropriately redirect students, keeping the focus on instruction.

Teachers will participate in peer observations of master teachers who have effective classroom management skills and have been successful in establishing positive relationships with their students.

