

2024-2025 Action Plan

Ruth Peña - Principal

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data:

	2022 TEA Rating	2023 Rating	2024 Projected Rating
Milby HS	85 B	76 C	82

	2023 STAAR	2024 STAAR INTERIM	2024 STAAR
English 1	52/34/5	60/53/19	
English 2	59/40/3	61/52/18	
Algebra 1	66/22/7	31/15/6	
Biology	68/26/7	42/26/10	
US His	92/58/24	68/53/33	

Needs related to improving the quality of instruction

- Improve reading, math, and science quality of instruction.
- Close the learning gaps for students in special populations (EBs, Sped. Education, Dyslexia and 504) and improve the quality of instruction.
- Improve the PLC structure to support instructional capacity of teachers and improve lesson internalization process.
- Improve teachers' capacity in owning their data through effective data analysis protocol in PLCs, and Lead4Ward trainings.

System evaluation (philosophy, processes, implementation, capacity)

- PLC systems and structure
- Build leadership density of all leaders.
- Building teachers' leadership density through bi-weekly cross-training with campus leadership team on:
 - SPOT Observations crosswalk (peer to peer observations)
 - Provide coaching and feedback to teachers in their department with support from the assigned mentor administrators.
 - Leading PLCs and Data talks

School Action Plan Template

KEY ACTION ONE	<p>Key Action <i>(Briefly state the specific goal or objective.)</i></p> <p>Improve the instructional quality and abilities of our teaching staff to better serve the diverse learning needs of all students.</p>
	<p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> • 70% of the scores on spot observations conducted in December by IRT Team will be proficient or higher; that percentage will increase to 80% in the May 2025 visit. • By December 2024, 70% of the teachers will be proficient delivering high quality instruction receiving at least 8 out of 10 points in Domain II (parts I-III) based on the SPOT observation form; that percentage will increase to 80% receiving at least 11 out of 15 points overall by May 2025. • By December 2024, 70% of the teachers will receive proficient or higher overall rating based on the SPOT observation form as measured through T-TESS rubric; that percentage will increase to 80% by May 2025.
	<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"> • MHS administrators will train teachers during August preservice on the HISD High Quality Instruction which includes effective lesson objectives, demonstration of learning, aligned and rigorous activities, purposeful lessons, effective strategies, and embedded scaffolds. • MHS administrators will train teachers during August preservice on the HISD Characteristics reviewing common instructional practices to avoid and the ready characteristics to include. Ready Characteristics include but not limited to effective teacher habits such as prepared DOL and LO, pushing rigor and relevance, students reading writing, computing, thinking or discussing 95% of the time, using visuals, and using timers. • Appraisers will provide daily on-the-spot coaching for support and written constructive feedback at least once a month per teacher. • Model best practices to foster a classroom environment where students lead discussions, ask questions, and contribute their perspectives.

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

- Teachers will implement feedback received from spot observations.
- Teachers will collaborate on lesson alignment, DOLs, and participate in At-bats during PLCs.
- Teachers will apply high quality strategies and techniques provided August Pre-service to improve quality of instruction.
- Teachers will implement the use of effective DOLs and MRS during each class period to check for understanding and increase student engagement.
- Teachers will analyze common assessment data every 2-3 weeks to pinpoint specific TEKS and identify subpopulations that require additional support, allowing them to adjust lessons as needed.

	Key Action One: Improve the instructional quality and abilities of our teaching staff to better serve the diverse learning needs of all students.		
Staff Devel.	Who: Instructional leaders, Teacher Leaders, and Instructional Staff.		
	What: Provide timely feedback and coaching, provide appropriate PD to meet teachers' and campus needs, have regular PLC to internalize the lesson plan, and provide opportunities for teachers to practice their lesson (at-bats) during PLC time.		
	When: August Pre-Service, Weekly PLC, On-The-Spot Coaching, and Written SPOT Observations feedback		
	Where: Faculty Meetings, Designated PLC rooms, Intervention classrooms, and classrooms		
Budget	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services		
	Other		

	Other		
	TOTAL		
	Funding sources:		

KEY ACTION TWO	<p>Key Action <i>(Briefly state the specific goal or objective.)</i></p> <p>Reduce the achievement gap for Emergent Bilingual students.</p>
	<p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> • SPOT observation data for ELA teachers with Emergent Bilingual students will show at least 75% Prof I in Domain II by the end of December of 2024 and 85% Prof I by May 2025. • Using the EB SPOT observation form, ESOL teachers will have at least two observations per week. • By December 2024, 70% of the teachers with Emergent Bilingual students will receive proficient or higher in Dimension 2.4 (Differentiation) as measured through T-TESS rubric; that percentage will increase to 80% by May 2025. • 40% or more of our Emerging Bilingual students will progress to at least one proficiency level in the composite rating as measured by TELPAS and set as a long-term target by TEA (2037-2038). • By May of 2025, EB students will increase from 32% to 40% meeting grade level standards or above in RLA. • By May of 2025, EB students will increase from 16% to 26% meeting grade level standards or above in Math.
	<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"> • Administrators will disaggregate common assessment data with team every 2-3 weeks to review Emergent Bilingual students' mastery in Approaches, Meets, Masters using our campus-based data sheet. • Administrators will collaborate with teachers during PLC to ensure lessons plans are aligned with individual EB needs using Content Based Language Instruction (CBLI) methods. • School leaders will allocate resources to provide targeted tutoring sessions in math and reading for Emergent Bilingual students, focusing on language support and academic skill development. • MHS administrators will train teachers during August preservice in writing across the

curriculum with Short Constructed Responses and Scaffolding methods in all contents to help support Emergent Bilingual students.

- Design Master Schedule to support double blocking in ELA and English Language Development based on their English proficiency level.

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

- All teachers provide differentiated instruction tailored to the language proficiency levels of Emergent Bilingual students in ELA, incorporating visual aids and real-world examples to enhance understanding.
- All teachers will implement small group activities and peer tutoring sessions to provide targeted support for Emergent Bilingual students, focusing on language development, speaking and academic content in ELA.
- ELA teachers will implement regular progress monitoring assessments to track student growth and adjust instructional strategies as needed. Use data to inform instruction and provide timely feedback to students.
- All teachers will incorporate interactive learning activities such as cooperative learning, group discussions, and peer teaching to create a more inclusive and engaging environment for Emergent Bilingual students.
- ELA teachers will offer writing workshops that focus on the writing process, including brainstorming, drafting, revising, and editing. Provide scaffolding and examples to support students in developing their writing skills.
- ELA teachers will use Summit K-12 during homeroom and rainbow Fridays to enhance the development in Reading, writing, listening and speaking as measured on TELPAS.

Key Action Two:

Reduce the achievement gap for Emergent Bilingual students.

Staff Devel.	Who: Instructional Leaders, Teachers, ELA intervention teachers		
	What: Monitor and track data, provide data-driven instruction to students, provide the appropriate accommodations and designated supports (ELPS), conduct data PLCs		
	When: During Planning time, Instruction, and PLC throughout the year		
	Where: In PLC rooms, data room, and classrooms		
Budget	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		
Funding sources:			

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

Reduce the achievement gap in Math and Reading among Special Education students.

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

- Spot Observation, for all general education teachers with Special education students will be at 80% proficiency by December 2024 and 90% proficiency by May 2025 in Domain II.
- Spot Observation, for Special Education self-contained teachers will be at 90% proficiency by December 2024 and 100% proficiency by May 2025 in Domain II.
- Special Education teachers will achieve 100% compliance with IEPs each semester through internal audits conducted in December 2024 and May 2025.
- The LEA representative (campus administrator) will attend all ARD meetings with a 100% participation in the 2024-2025 school year.
- The parent/guardian/adult student will be notified of the ARD meeting at least five school days prior to the ARD meeting date 100 % of the time.
- The student's PLAAFP will include information from a variety of data sources 100% of the time.
- Special education students STAAR RLA score of Approaches level will increase from 38% to 42%. Meets level will increase from 19% to 23%.
- Special education students STAAR Math score of Approaches level will increase from 47% to 51%. Meets level will increase from 10% to 14%.

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

the objective?)

- MHS administrators will train teachers during August preservice on inclusive teaching strategies in math and reading, tailored to meet the diverse learning needs of special education students.
- MHS administrators will provide training for teachers during the August preservice on how to identify and support students with 504 plans, Dyslexia, and Special Education needs. They will also receive training on the IAT process.
- Audit IEP implementation every progress report for each student from the SPED Case worker documentation and SIS system through power school.
- MHS administrators will provide training for SPED and general teachers with Special Education students during the August preservice on high quality instruction as outlined in HISD's key characteristics and the spot observation.
- Weekly monitor compliance report to maintain a 100% in compliance.
- Review all IEPs of returning students during the summer of 2024 and hold ARD meetings to ensure proficiency and compliance.

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

- Teachers will utilize the HISD special education department rubric to evaluate the instructional proficiency of IEPs.
- Teachers and caseload managers will collaborate twice a week during PLC to ensure that IEPs are being fully addressed, including all necessary accommodations and modifications for curriculum assessments and daily assignments.
- Teachers will be familiar with IEP students and consistently implement their IEPs daily, as mandated by law.
- Teachers will complete all required documentation for ARD meetings and track IEP implementation in the SIS system in power school.
- Teachers, SPED teachers, LPAC administrator (if needed), administrator will attend ARD meetings as needed.
- Teachers, administrators, and truancy will hold attendance ARDS for the SPED students with excessive absences.

Key Action Three: Reduce the achievement gap in Math and Reading among Special Education students.

Who:

Instructional Leaders, General Education Teachers, SPED teachers, paraprofessionals (TA)

	What:		
	<ul style="list-style-type: none"> To reduce the achievement gap in math and reading among our special education To meet expectations set by T.E.A. and Federal guidelines. 		
	When:		
	Throughout the school year		
	Where:		
	Classrooms and Special Education Dept.		
Budget	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		
	Funding sources:		

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

To increase the number of students earning post-secondary readiness through CCMR points.

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

- Increase student participation in CCMR-related programs (e.g., AP, Dual Credit courses, industry certifications, military enlistment programs) by 5%, ensuring more students engage in opportunities that contribute to their post-secondary readiness.
- Track the percentage of students who meet the criteria for post-secondary readiness, aiming for at least 95% of graduating students to earn the necessary CCMR points for college, career, or military readiness by graduation.
- CCMR rate for the class of 2025 will be 92% or higher.

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

- High school leaders will establish CCMR (College, Career, and Military Readiness) programs of study aligned with students' interests and future goals, providing clear guidance on course selection and extracurricular activities to earn certifications.
- Use of AP College Board potential datasheet to determine the best courses for college-ready students - AP or dual credit.
- Review master schedule to ensure all students are on track in their program of study to maintain success to become a completer and pass their certification exam.
- Implement a comprehensive tracking system to monitor students' progress towards CCMR certifications, TSIA, SAT, ACT, Dual Credit and AP scores to provide targeted support and resources for students at risk of not meeting requirements and celebrate achievements to motivate continuous pursuit of college, career, and military readiness.
- Work with English IV and AQR teachers to track students in Texas College Bridge completion including the essay.
- Conduct monthly CCMR meetings to review tracking tools and update tracker with incoming data to ensure student completers.
- Require all teachers to have their own tracking system to know individual student success rate within each program of study. Administrator(s) will meet with individual teachers.
- Based on teacher tracking tool, administrators will meet with individual students

when progress is not being met.

- Carefully review of IEP and hold ARDS when necessary to adjust goals and appropriate CCMR codes.

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

- CTE (Career and Technical Education) teachers will align their curriculum with industry standards and certification requirements, integrating relevant skills and knowledge needed for CCMR certifications into their courses.
- Provide students with opportunities to practice and demonstrate mastery of CCMR-related competencies through hands-on projects, simulations, and real-world scenarios within the CTE classroom.
- AP Teachers will attend training and plan to increase the rigor of AP lessons to increase AP exam passing rate of three or higher.
- Collaborate with CCMR coordinators and guidance counselors to track students' progress towards certifications to offer targeted support for exam preparation and connect students with resources for obtaining industry-recognized certifications in their chosen CTE program of study.
- Dual Credit and Onramps teachers will focus on lesson rigor and TSIA college readiness.
- Attend training to understand resources for certification completion.
- CTE Teachers will Individually take certification exam for program of study to understand how to break-down concepts and content for all students to be successful.
- CCMR: Counselor training concerning sequencing and CCMR updates.
- CTE teachers collaborate with administration for updated data on certifications and plan boot camps as necessary for completion of certifications.
- Counselors conduct student check-ins for college interested students- TSI exposure and test preparation.
- Staff training on how to partner TSIA standards with English III and English IV TEKS.

	Key Action Four: To increase the number of students earning post-secondary readiness through CCMR points.		
Staff Devel.	Who: Leadership Team, Counselors, Instructional Staff (CTE/AP/Dual Credit)		
	What: To prepare students for their career and college readiness exams to earn a passing score on each exam and be prepare for post-secondary endeavors.		
	When: PLCs, Weekly Admin Planning, Professional Development,		
	Where: Activities and learning opportunities that are on-going in and outside of CTE, AP and Dual Credit classrooms		
Budget	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		
Funding sources:			