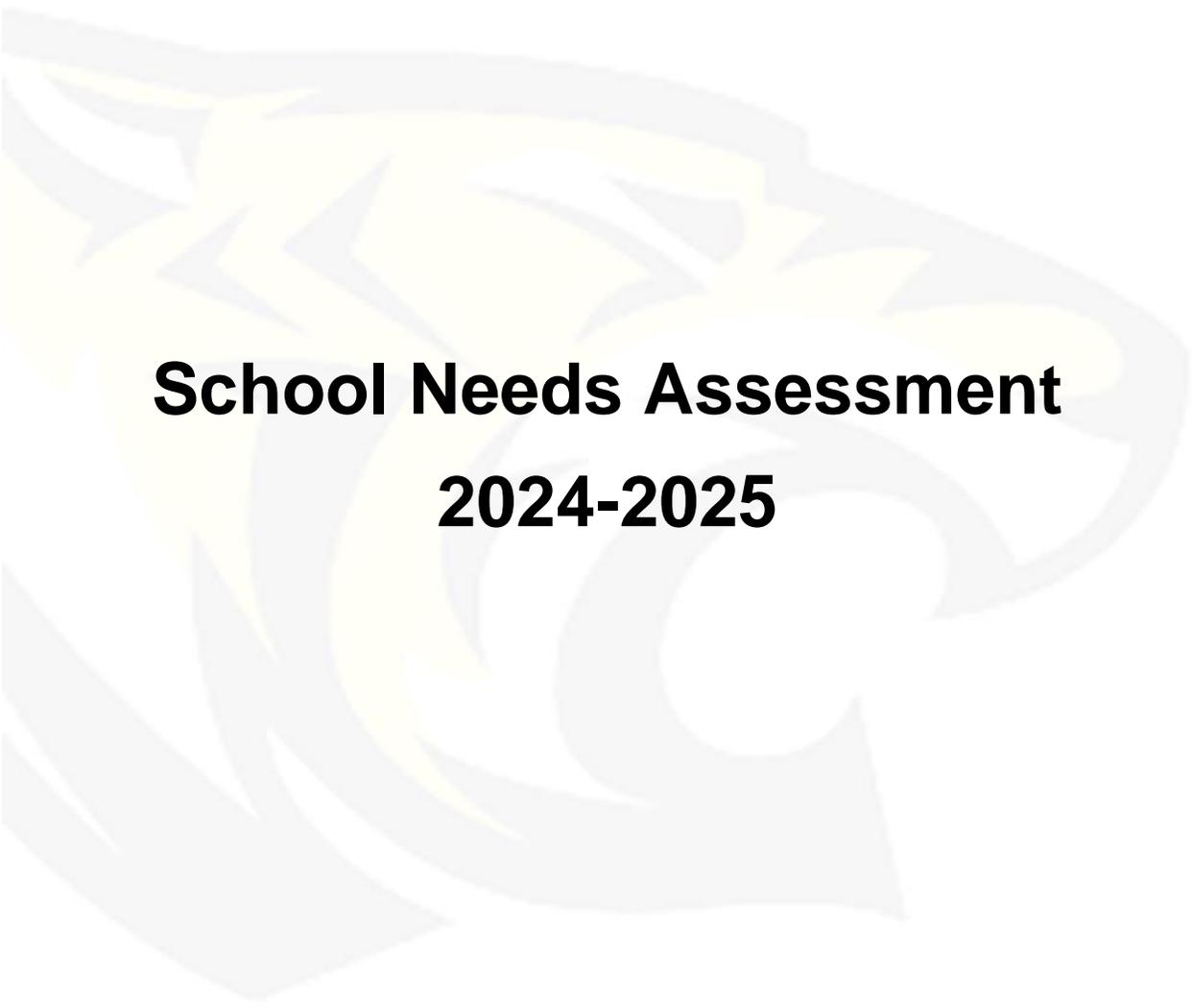


Houston Math, Science & Technology Center

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School Needs Assessment 2024-2025





School Action Plan 2024-2025

School Action Plan – Needs Assessment

District philosophy and guiding framework:

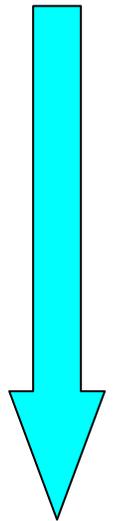
Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

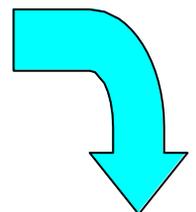
- Historically, Houston MSTC High School students perform lower in reading and math in all assessments in comparison to their peers in the district. Currently, only 35.5% of students are TSI-ready in Math, and 22.6% in English Language Arts. Prior to 2024, English I STAAR scores were increasing, yet this year they dropped from 49% to 32%; however, our first time 9th graders that took the English I STAAR had a passing rate average of 60%. A review of current and trend data highlights a significant decline in English STAAR scores, particularly among 11th and 12th-grade students. SPOT coaching data further reveals consistent low instructional quality in classrooms serving these students, as reflected by low teacher performance scores.
- The analysis of instructional deficiencies shows that persistent achievement gaps, especially among our subpopulations, are exacerbated by teacher retention challenges and a lack of targeted professional development. The data from the last 4 years show that in all 5 of our EOCs, less than 40% of our Special Population students (Emergent Bilingual, Special Education, Dyslexia, and 504) are passing. Specifically, there is a need for effective training on implementing accommodations and modifications in lessons to better support diverse learners. Addressing these core needs—improving teacher quality, professional development, and instructional practices—will directly impact student achievement and help the school meet its broader goals as part of a turnaround effort.



Needs related to improving the quality of instruction

- A key priority is to improve the quality of instruction in reading and math among upper-level teachers to ensure all students receive high-quality instruction. The sense of urgency needs to be instilled in all teachers based on the data presented in Professional Developments and PLCs. Furthermore, vertical alignment in these departments need to be prioritized in department meetings to ensure that skill, rigor, and quality of instruction remain high in all classrooms. These needs are also aligned with the SPOT data feedback, that shows that 64% of our teachers did not score effective for that criterion. Professional Development for the entire campus needs to have a high focus on implementation of literacy into all content areas. Literacy expectations need to be set for the campus with the Tier 2 leaders monitoring and pulling the data for their teachers. Enhancing literacy across all content areas will not only boost English performance but also improve outcomes on the other three STAAR EOCs, TSI, TELPAS, ACT, ASVAB, and SAT exams.
- Current-year and trend data reveal significant learning gaps among special population students (Emergent Bilingual, Special Education, Dyslexia, and 504). To address these gaps, professional development will be strategically focused on equipping teachers with the skills and resources necessary for delivering effective instruction. Leveraging district resources and dedicating Professional Development days will be essential to closing these gaps and elevating student achievement, aligning with the school's broader turnaround goals.

Parameters and metrics established by the District





School Action Plan 2024-2025

System evaluation (philosophy, processes, implementation, capacity)

- Based on our needs assessment, our goal needs to be prioritize growing the capacity of Tier 2 leaders to deliver high-quality feedback and on-the-spot coaching to teachers, with the additional goal of increasing instructional effectiveness. The plan emphasizes enhancing teachers' ability to provide high-quality Tier 1 instruction, as informed by student achievement and progress monitoring data. According to the SPOT form data, all teachers should be consistently growing from the feedback and coaching they are receiving. Tier 2 leaders should also be able to model and deliver effective instructional strategies, based off our campus needs.
- We will utilize the District Special Education support to provide Professional Development for teachers to ensure that our students are receiving appropriate and effective accommodations. They will also come and consult with Tier 2 leaders and explain their roles in the IEP process. They will also be our Tier 2 leaders point of reference to ensure we are providing best practices to bridge gaps with our Special Education students and supporting our Tier 2 leaders in how to model these best practices for the teachers.
- Professional development will focus on improving the quality of instruction across the campus with high engaging, effective, and data driven sessions to ensure that high quality instruction best practices are being utilized in all classrooms, with every teacher. These trainings will consider the experience level of staff and the urgency of the academic situation. Furthermore, campus literacy expectations will be set and given to all campus teachers, with the aligned professional development to help support the teacher's growth and the increase of literacy in their classrooms. Tier 2 leaders will further this training by reiterating and modeling these practices in PLC and during on-the-spot coaching to support all teachers in their growth.
- Growing the capacity in Tier 2 leaders, with the support of Tier 1 and Division Leaders, as well as District Support, in the areas of high quality instruction, increasing literacy across all content areas, and being able to identify and fill in gaps with our Special Population students will ensure that all Tier 2 Instructional Leaders are equipped with the skills and resources that they need to provide effective feedback and on-the-spot coaching for teachers. The quality of instruction serves as a key indicator of student achievement. District instructional leaders will play a primary role in providing training for both teachers and principals. This will be the foundation for our data to improve in the areas of reading and math, as well as ensuring that Tier 2 leaders are prepared to support all teachers with the implementation of best practices in accommodations and modifications for our special population students.

Key Actions

- 1) Campus will increase the number of students who are TSI ready in both Math and English.
- 2) The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.
- 3) Campus improves English proficiency for Emergent Bilingual students.



School Action Plan 2024-2025

KEY ACTION ONE

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

Campus will increase the number of students who are TSI ready in both Math and English.

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

By June 2025, campuses will see a 5% increase in the number of students in cohort 2025 and a 5% increase in the number of students in cohort 2026 who are TSI ready in English and Math (SAT/ACT/TSIA/TCB).

75% of Grade 11 students will complete a minimum of 25 hours (1-2 hours a week from October to the Spring SAT date) of the Khan Academy Digital SAT Prep course and be successful in the course work.

90% of students in student Cohort 2025 (Grade 12 students only) who are not TSI ready will enroll into Texas College Bridge Math/English and successfully complete the assigned courses.

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

Principals communicate to counselors the requirement to schedule students into the appropriate Texas College Bridge courses for identified Grade 12 students and monitor the progress of students being scheduled appropriately.

Within 3 weeks of a student successfully completing the Texas College Bridge modules, campuses will assess students in the corresponding TSIA 2.0 assessment to indicate the student's TSI Readiness.

Principals will train teachers over the Texas College Bridge and Khan Academy platforms to ensure effective usage and progress monitoring.

Principals will meet with teachers to go over their progress monitoring of the SAT Prep Course on Khan Academy. Principals will plan for identified students to attend HISD TSI Bootcamps or plan for campus-based prep sessions.



School Action Plan 2024-2025

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

Teachers will help identify Grade 12 students who meet the criteria for these courses, based on academic performance and readiness assessments.

Teachers will consistently monitor the progress of students enrolled in Texas College Bridge and Khan Academy SAT Prep courses, providing feedback to counselors and the principal as needed.

Teachers will keep track of students who have successfully completed the Texas College Bridge modules and ensure they are ready for the TSIA 2.0 assessment within 3 weeks of completion.



School Action Plan 2024-2025

STAFF DEVELOPMENT	Key Action One: Campus will increase the number of students who are TSI ready in both Math and English by looking at Khan Academy and Texas College Bridge platforms.		
	Who: All instructional faculty, staff, and administrators.		
	What: Implementing instructional strategies for teachers to monitor the progress of students and be able to identify, with counselors, eligible students.		
	When: Pre-Service, District PD days, PLC, Demo days, and planning times throughout all content areas during the 2024-2025 school year.		
Where: In all classrooms and educational settings at Houston MSTC High School.			
BUDGET	Proposed Item	Description	Amount
	Staff development	Internal Professional Development	\$0
	Materials/resources	NES provided materials.	\$0
	Purchased services	None	\$0
	Other	None	\$0
	Other	None	\$0
	TOTAL		\$0
Funding sources: NES campus budget.			



School Action Plan 2024-2025

KEY ACTION TWO

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

The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.

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

Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping.

By the end of the 2024-2025 school year, 100% of special education teachers will receive at least two classroom observations every month. Feedback will align to the previous coaching action step(s) to ensure teacher instructional delivery improvement.

100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.

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

Administrators will monitor that all students receiving accommodations are identified for every period, every day, and that the teachers are providing them the accommodations established in their IEP.

Administrators will monitor that teachers have and updated designated binder for every student receiving accommodations, that include their IEP, work samples, and tracking systems to ensure all students receive their accommodations as determined by their IEP.

Administrators will lead the PLC and Demo Day supporting teachers as they internalize the accommodations to modify the lessons as needed to meet the individual academic needs of each student.

Administrators will ensure every SPOT observation monitors that teachers are consistently delivering lessons addressing the accommodations established in their IEP as demonstrated by the reinforce and refined feedback.

Administrators will monitor that teachers are tracking the delivery of accommodations on the students' binder and PowerSchool following the school-wide students' supports system.



School Action Plan 2024-2025

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

Teachers will identify all students receiving accommodations in every period, every day, and will provide them with the accommodations established in their IEP.

Teachers will have an updated designated binder for every student receiving accommodations, that include their IEP, work samples, and tracking systems to ensure all students receive their accommodations as determined by their IEP.

Teachers will internalize the accommodations and modify the lesson as needed during PLC and Demo Day to meet the individual academic needs of each student.

Teachers will consistently deliver lessons that address the accommodations established in their IEP.

Teachers will track the delivery of accommodations on the students' binder and PowerSchool following the school-wide students' supports system.



School Action Plan 2024-2025

	<p>Key Action Two: The principal and/or assistant principal consistently provides on-the-spot coaching and feedback at a minimum monthly.</p>		
STAFF DEVELOPMENT	<p>Who: All instructional faculty, staff, and administrators.</p>		
	<p>What: Monitoring and implementation of accommodations and modifications for students with Individualized Education Programs (IEPs), Houston MSTC High School instructional tracker</p>		
	<p>When: Pre-Service, District PD days, PLC, Demo days, Special Education department chair meetings, and planning times throughout all content areas during the 2024-2025 school year.</p>		
	<p>Where: In all classrooms and educational settings at Houston MSTC High School.</p>		
BUDGET	<p>Proposed Item</p>	<p>Description</p>	<p>Amount</p>
	<p>Staff development</p>	<p>Internal Professional Development</p>	<p>\$0</p>
	<p>Materials/resources</p>	<p>NES provided materials.</p>	<p>\$0</p>
	<p>Purchased services</p>	<p>None</p>	<p>\$0</p>
	<p>Other</p>	<p>None</p>	<p>\$0</p>
	<p>Other</p>	<p>None</p>	<p>\$0</p>
	<p>TOTAL</p>		<p>\$0</p>
<p>Funding sources: NES campus budget.</p>			



School Action Plan 2024-2025

KEY ACTION THREE

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

Campus improves English proficiency for Emergent Bilingual students.

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

Throughout the 2024-2025 school year, 80% of EB students will be successful in their English Language Arts and Reading courses with consistent progress monitoring.

By June 2025, 34% of students will grow one level of Proficiency, as defined by the SY23-24 composite to SY24-25 composite on TELPAS.

By May 2025, 60% of EB teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the SPOT, as measured by the monthly average SPOT score for second semester.

By May 2025, 95% of eligible EB students complete the TELPAS assessment annually, with no lapses in compliance as evidenced by no reported incidents of ineligible students testing or eligible students not testing to TEA.

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

Administrators will facilitate meeting(s) to share the student-level data and goals with campus staff and teachers.

Administrators will provide professional development to provide teachers with support on best practices and strategies for embedding scaffolds and accommodations into lessons to best support EB students.

Administrators will identify which teachers are serving EBs during which class periods to ensure they are observing teachers during instruction for EBs by reviewing class rosters.

Administrators will establish strong and clearly defined systems on respective campus for identification, enrollment, scheduling, and monitoring coding for all EB students.



School Action Plan 2024-2025

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

Teachers will monitor effective use of customized lessons designed using the HISD lesson internalization protocol and informed by targeted classroom observations by campus leaders.

Teachers will review potential emergent bilingual list provided by multilingual department for identifying students who need to test EB identification assessment before district snapshot date.

Teachers will internalize the accommodations for their EB students and modify the lesson as needed during PLC and Demo Day to meet the individual academic needs of each student based on their EB Instructional Level.

Teachers will consistently deliver lessons that address the accommodations established for the students' EB Instructional Level.



School Action Plan 2024-2025

Key Action Three: Campus improves English proficiency for Emergent Bilingual students.			
STAFF DEVELOPMENT	Who: All instructional faculty, staff, and administrators.		
	What: Delivering lessons that have effective and appropriate scaffolds and accommodations built into the lesson for the students' EB Instructional Level.		
	When: Pre-Service, District PD days, PLC, Demo days, and planning times throughout all content areas during the 2024-2025 school year.		
	Where: In all classrooms and educational settings at Houston MSTC High School.		
BUDGET	Proposed Item	Description	Amount
	Staff development	Internal Professional Development	\$0
	Materials/resources	NES provided materials.	\$0
	Purchased services	None	\$0
	Other	None	\$0
	Other	None	\$0
	TOTAL		\$0
	Funding sources: NES campus budget.		