

Jane Long Academy (6-12) Action Plan



August 14, 2024

School Action Plan- Needs Assessment

District philosophy and guiding framework:

Core Values

- All students can learn and reach his or her potential.
- Effective teachers make the most difference in student academic performance.
- For every child to succeed, we must hold students and ourselves to high expectations.
- We value equity and commit to reducing inequalities inherent in the education system.
- We rely on clearly defined outcomes to guide our work and to which we hold ourselves accountable.
- We value parent engagement and community support.

Mission

The Houston Independent School District (HISD) empowers students to become critical thinkers, visionary leaders, and active contributors in their community, fostering a pathway to success for limitless opportunities in a competitive global landscape.

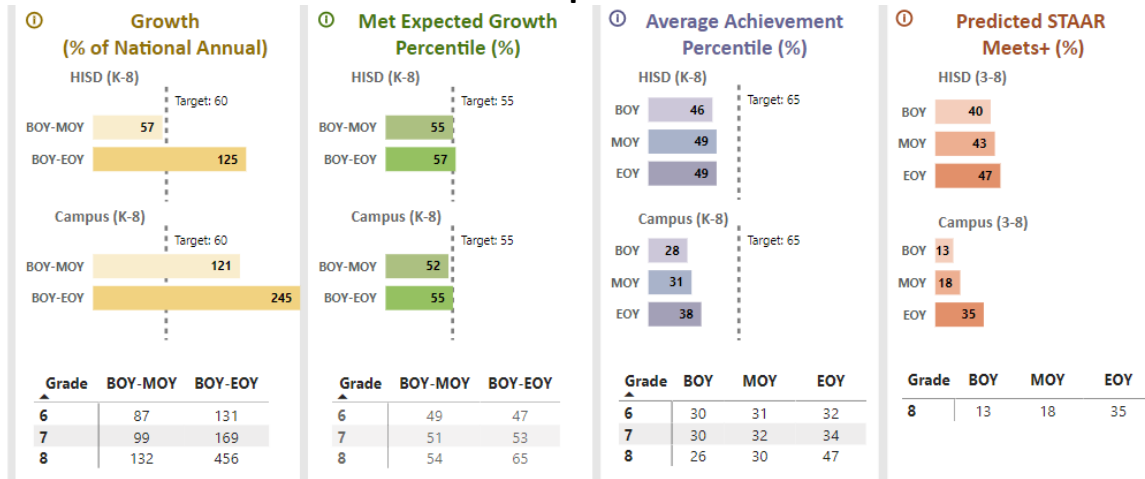
Needs related to student achievement data

Jane Long Academy (6-12) is a middle-senior high school in the Sharpstown area of Houston. Although we made achievements we remain below the district and state average for Meets. Therefore, we are developing systems to support consistent high-quality instruction. During the 2023-2024 school year, our students and staff worked aggressively to consistently provide clear, aligned, and rigorous instruction. However, 6th grade English Language Arts (ELA) data indicates a slight decrease in student Masters from 5.38% to 5%. Our 6th grade Mathematics data also showed a decline in student Approaches (54.84% to 53%) and from (6.99% to 6.49%) Masters. In addition, our 8th grade Social Studies data decreased in Meets (6.22% to 5%) and from .83% to .01% in Masters. For high school, our US History decreased in Approaches (100% to 96%), Meets (81.48% to 78%) and Masters (51.85% to 48%).

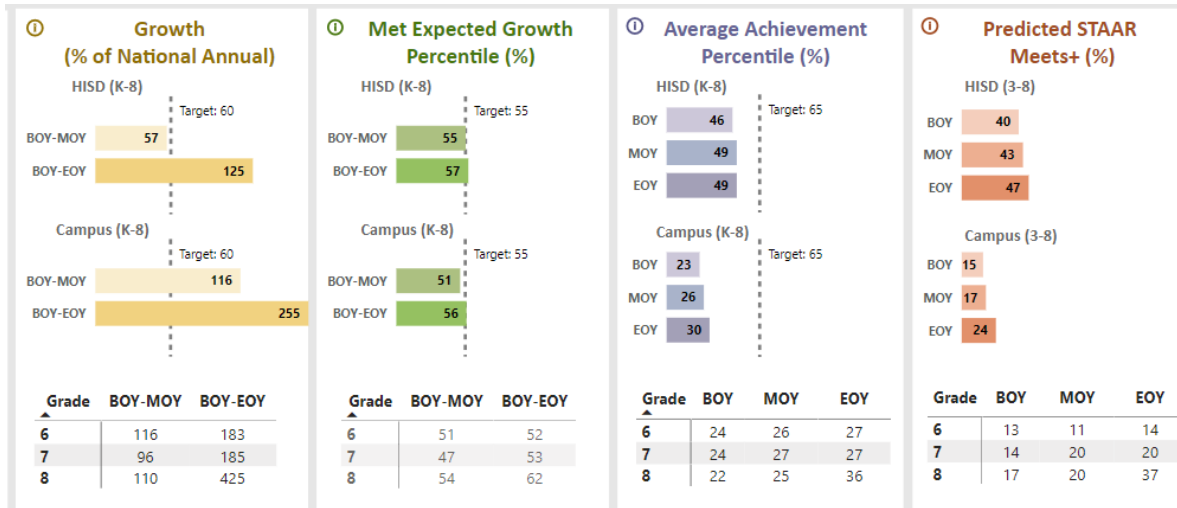
TELPAS: 3-Year Performance Data SY2023-2024

Levels	Year		
	2024-2025	2023-2024	2022-2023
Beginning		64	75
Intermediate		270	281
Advanced		167	154
Advanced High		46	56
Total		547	566

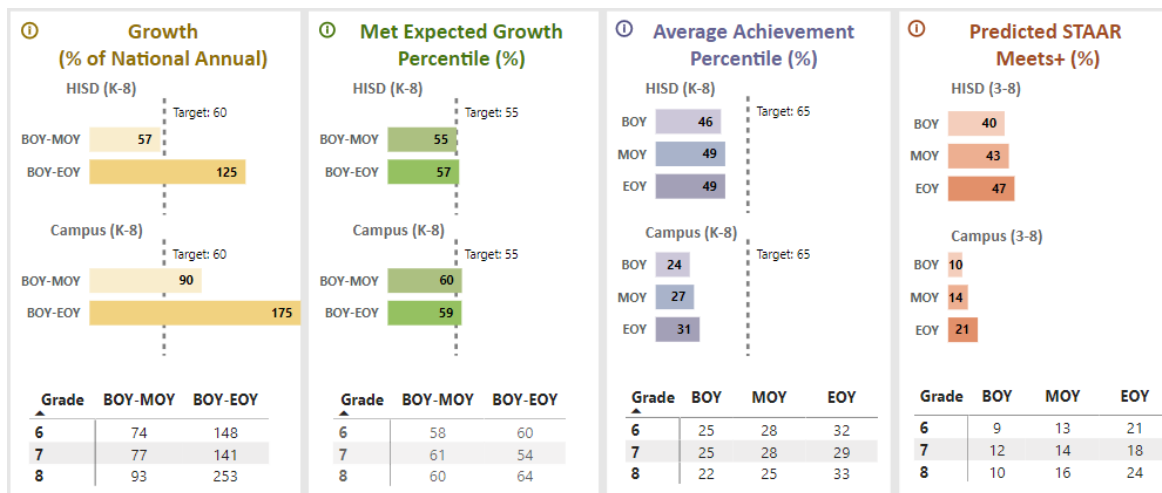
Science NWEA Map Data SY2023-2024



English Language Arts NWEA Map Data SY2023-2024



Mathematics NWEA Map Data SY2023-2024



STAAR Data SY2023-2024

Subject	Meets	+/-	Masters	+/-	HISD Meets	State Meets
ELA – 6 th	(24.19%) 26%	1.81	(5.38%) 5%	-.38	49	55
ELA – 7 th	(17.62) 28%	10.38	(6.19%) 11%	5.19	47	52
ELA – 8 th	(17.01%) 22%	4.99	(5.81%) 6%	.19	49	54
Math – 6 th	(19.36%) 23%	3.64	(6.99%) .05%	-6.49	32	37
Math – 7 th	(12.14%) 21%	8.86	(2.91%) 7%	4.09	29	32
Math – 8 th	(24.09%) 45%	20.91	(5.46%) 14%	8.54	36	41
Sci – 8 th	(10.79%) 12%	1.21	(1.25%) 2%	.75	35	42
SocStu – 8 th	(6.22%) 5%	-1.22	(.83%) .01%	-.73	24	31
English I	(45.10) 50%	4.90	(3.92%) 7%	3.08	44	54
English II	(68%) 89%	21	(0%) 5%	5	49	60
Biology	(34.88%) N/A		(4.65%) N/A		54	58
US History	(81.48%) 78%	-3.48	(51.85%) 48%	-3.85	63	69
Algebra I	(36.84%) 47%	10.16	(7.02%) 25%	17.98	39	45

- The red cells indicate percentages below either HISD or state averages.

Needs related to improving quality instruction

Jane Long Academy (6-12) quality of instruction score board indicated the following:

IRT 1	8.16667
IRT 2	12
IRT 3	13.625
IRT 4	9.375
Average of the highest two (2) IRT Scores	12.8125
Day to Day Coaching	19

This data indicates that we need to increase the consistency of high-quality instruction provided throughout the school year. IRT 4 was not indicative of the progress. There was a significant decrease from IRT 3 to IRT 4. We also need specific expectations, systems and procedures that support instruction that was not created, clearly defined with accountability measures. The New Education System (NES) was established and supported by the district; however, the leadership team and staff were continuously evolving with new hires throughout the school year. In addition, there was a high influx of new and novice educators to the campus in all positions which resulted in an extensive learning curve for most of the staff.

System evaluation (philosophy, processes implementation and capacity

Due to leadership changes and capacity, amid aligning to NES, the staff and students did not fully understand and implement the model's expectations. Clear processes, systems of accountability and distributive leadership plan were not thoroughly embedded throughout the campus. The lack of a common vision, mission and core values is being addressed through our ongoing professional development beginning from August Pre-Service.

Philosophy

Jane Long Academy (JLA) prescribes to excellence by nurturing and shaping future medical practitioners. As a 6-12 Pre-TECH dual enrollment middle high school we embrace the Core Values of HSID as we promote the mission and vision of our district. During the 2023-2024 school year the staff had challenges understanding and adapting to the NES Model and district-wide expectations. Staff turn-overs, reduction and recruitment hurdles

stifled the students from receiving the high-quality education they deserve. Ending the 2023-2024 school year and beginning this school year with the Employee Value Proposition, set a firm foundation for expectations and accountability in which all staff members choose to adhere to daily.

Processes/Systems

Measurable processes and systems were designed by the leadership team with the support of teacher-leaders. The Staff, Student and Parent, Learning Coach, Teacher Apprentice and Office Support Staff Handbooks were all created to clarify systems and expectations. During the 2023-2024 school year there was no evidence to support systems outside of those embedded in the NES Model. The district provide tools and training to support the model however, the campus culture and conditions were not established in a manner that could easily support framework. Cadences, systems and procedures have been communicated and staff are being consistently supported with the full implementation.

Capacity

Jane Long Academy’s staff capacity is a crucial aspect of organizational development and ensuring the academic success of our students. To accomplish this goal, we consistently provide employees with the necessary knowledge, skills and resources to enhance their performance, productivity and professional growth. Specifically, we provide numerous PLCs and training opportunities to help staff master and apply new concepts through interactive, iterative steps that gradually deepen and solidify their learning. We tier our staff and provide individual support by offering group settings for staff to apply what they have learned from their work. Lastly, we bring together individuals with similar challenges to learn from one another and build capacity.

Key tools that we implement in the Campus-wide Sync for Success-AM, Action Board-AM Instructional Huddle, PM-Operational Huddle, Campus-wide PM Huddle and the bi-monthly Accountability meetings.

School Action Plan

KEY ACTION ONE	Key Action: Grow our staff's capacity to provide the highest quality of instruction.
	Indicators of success: October 2024 <ul style="list-style-type: none">60% of the scores on Spot Observations conducted on/before October 2023 will be proficient or higher. January 2025 <ul style="list-style-type: none">75% of the scores on the Spot Observations conducted by the IRT Team on/ before January 2025 will be proficient or higher. March 2025 <ul style="list-style-type: none">85% of the scores on Spot Observations conducted by the IRT Team on/before March 2025 will be proficient or higher. May 2025 <ul style="list-style-type: none">90% of the scores on the Spot Observation conducted by the IRT Team on/before May 2025 will be proficient or higher.80% of the teachers will be proficient or higher in delivery of high-quality instruction as measured by Dimension 2.1 through 2.5 (Instruction on the T-Tess Rubric.
	Specific actions – school leaders <ul style="list-style-type: none">Train and support staff on the NES model during Pre-Service week and on professional development days.Create a data-driven professional development calendar that is supported by the Action Plan.

	<ul style="list-style-type: none"> • Train teachers on the HISD- student engagement strategies. • Train teachers on the HISD- student scaffolding strategies. • Train teachers on the Spot Observation Form and walk with administrators and lead-teachers to calibrate. • Provide ongoing on-the-spot coaching, written feedback and HISD Spot Observation form to support instruction.
	Specific actions – staff <ul style="list-style-type: none"> • Implement the strategies and provided during professional development, observations and instructional coaching. • Attend and actively participate in professional development to improve instructional delivery. • Prepare for PLCs and actively participate to improve instructional delivery.

Key Action One			
Staff Development	Who: Administrative Team		
	What: Pre-Service Week Professional Development Planning, Daily PLC schedule and monitoring, feedback on PLCs, Spot Observation, Teacher Coaching Cycle		
	When: Ongoing		
	Where: Learning Labs throughout campus		
Budget	Proposed Item	Description	Amount
	Staff development		
	Materials/Resources		
	Purchased services		
	Other		
	Other		
		TOTAL	
	Funding Sources		

School Action Plan

KEY ACTION TWO	Key Action: Jane Long Academy (6-12) will improve Special Education instruction and service delivery.
	Indicators of success: October 2024 <ul style="list-style-type: none"> • Spot Observation data with Special Education teachers will be at or above 75% proficiency.

- 100% of the newly enrolled students with IEPs will have information verified and accurately reflected in the ARD tracker within one week of their enrollment, with bi-weekly checks to monitor accuracy.
- The principal/assistant principal will ensure timely and full attendance at 100% of ARD meetings, actively participating in discussions to enhance student support as evidenced by the ARD minutes and ARD participation.

January 2025

- 85% of the Spot Observation data with Special Education teachers will be at or above 10 (proficient).
- 100% Compliance to IEPs for the semester from internal audits.
- By the end of the first semester, 100% of the campus ARDs are held on or before the deadline.

March 2025

- 95% of the Spot Observation data with Special Education teachers will be at or above 12 (Proficient II).

May 2025

- 95% of the Spot Observation data with Special Education teachers will be at or above 12 (Exemplar).
- 100% Compliance to IEPs for the semester from internal audits.
- By the end of the 2024-2025 school 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.
- 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.

Specific actions – school leaders

- Monitor the Campus Compliance Dashboard in EasyIEP.
- Review records of newly enrolled students and begin services if the student has an IEP.
- Maintain campus tracker to ensure all ARDs are held on time and with the required members.
- Schedule and review IEP quarterly with district rubric and checklist.
- Assess all IEPs of returning students during the summer of 2024 and conduct ARD meetings to ensure proficiency.
- Conduct SPED staff professional development on high-quality instruction as outlined in the instructional characteristics and spot observation.
- Provide special education resource for all NES 6th-8th grade ELA and Mathematics courses.
- Regularly audit IEP implementation for each student from the Sped Case worker documentation.

Specific actions – staff

- Implement the use of HISD special education department rubric to assess the instructional proficiency of an IEP.
- Facilitate bi-monthly Accountability meetings with Case Load Manager to document the progress of IEPs being strictly adhered, including all accommodations and modifications needed with curriculum, assessments and/or daily assignments.
- Educate teachers and staff on student IEPs and effectively/consistently implement the IEP daily as required by law.
- Complete all ARD documentation on/before the deadlines.

	<ul style="list-style-type: none"> Attend and actively participate in ARD meetings.
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Key Action TWO			
Staff Development	Who: Administrative Team		
	What: Improve Special Education Instruction and Service Delivery		
	When: Ongoing		
	Where: N/A		
Budget	Proposed Item	Description	Amount
	Staff development		
	Materials/Resources		
	Purchased services		
	Other		
	Other		
		TOTAL	
	Funding Sources		

School Action Plan Template

KEY ACTION THREE	Key Action: Jane Long Academy (6-12) will strengthen the leadership density of our staff.		
	Indicators of success		
	October 2024		
	<ul style="list-style-type: none"> Create a staff survey that will establish interest in campus/district leadership opportunities for both teachers and leaders from at least 10% of the staff. 10% of the teacher-leaders will facilitate Professional Development and/or PLCs. 35% of the leadership team will have facilitated Professional Development and/or PLC. A minimum of five (5) campus leadership roles will be crated/expanded to provide opportunities to increase leadership density. Establish Professional Development Calendar to include a minimum of 2 opportunities that directly impact the building the capacity of administrators, teachers and/or certification. 		
	January 2025		
	<ul style="list-style-type: none"> 10% or more of eligible staff will have established a leadership position on campus or in the district. 50% or more of the staff will participate in the Professional Development opportunities for the Teacher and ESL certifications. 		
	March 2025		

	<ul style="list-style-type: none"> • 20% or more of eligible staff will have established a leadership position on campus or in the district. • 75% or more of the staff will participate in the Professional Development opportunities for the Teacher and ESL certifications.
	<p>May 2025</p> <ul style="list-style-type: none"> • 25% or more of eligible staff will have established a leadership position on campus or in the district. • 50% of the eligible staff will have completed their application to the HISD Teacher Leader Academy and/or Aspiring Leader Academy. • 50% or more of the staff will have completed their ESL certification process. • 50% or more of the staff will have completed their teacher certification process.
	<p>Specific actions – school leaders</p> <ul style="list-style-type: none"> • Use the HISD leadership rubric as a base to train teachers on the Employee and Leader Valuation Proposition. • Use the HISD leadership rubric as a base to assess teacher mid-year and end-of-year on the leadership rubric. • Train administrators and teacher-leaders on levels of leadership model and on leadership competencies during summer leadership training. • Select teacher leaders from throughout the year and build their capacity through professional development on the NES Model, LSAE model, DYAD and on improving the quality of instruction. • Create a survey to identify leadership interest of the staff and review to identify needs.
	<p>Specific actions – staff</p> <ul style="list-style-type: none"> • Complete the leadership survey. • Learn and lead the campus in support of the culture of high performance. • Serve on the School-based Leadership Team. • Serve as model leaders/teachers and exemplify the culture of high instructional performance. • Apply and interview for campus and district leadership opportunities.

Key Action Three			
Staff Development	Who: Administrative Team		
	What: Building Leadership Capacity		
	When: Ongoing		
	Where:		
	Proposed Item	Description	Amount
	Staff development		

Budget	Materials/Resources		
	Purchased services		
	Other		
	Other		
		TOTAL	
	Funding Sources		

School Action Plan Template

KEY ACTION FOUR	Key Action: Jane Long Academy (6-12) will support Emergent Bilingual students.
	Indicators of success October 2024 <ul style="list-style-type: none"> • Increase the number of students that master the DOL by receiving a S2 or A by 10%. • 40% of the students will Meet Expectations on their Unit Assessment. • Increase number of students using the Summit K-12 platform by 50%. • PEIMS snapshot, 100% of students identified as potential EB students defined by Home Language Survey indicators are tested and appropriately coded. • PEIMS snapshot, 100% of new to HISD students, defined as those completing the Home Language Survey, who are identified as EB after the EB Identification Test are placed in a bilingual or ESL classroom unless parents waive services. March 2025 <ul style="list-style-type: none"> • Increase the number of students that master the DOL by receiving a S2 or A by 25%. • 65% of the students will Meet Expectations on their Unit Assessment. • Increase the number of students using Summit K-12 platform by 60%. May 2025 <ul style="list-style-type: none"> • Increase the number of students that master the DOL by receiving a S2 or A by 35%. • 75% of the students will Meet Expectations on their Unit Assessment. • Increase the number of students using Summit K-12 platform by 70%. • 10% percent of Emergent Bilingual students who did not meet on STAAR English I and/or English II EOC in Spring of 2024, will meet passing standard. • 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.
	Specific actions – school leaders <ul style="list-style-type: none"> • Facilitate PLC with staff on providing supports for Emergent Bilingual students. • Identify student's composite ratings on TELPAS for 2023-2024 school year, percent of students who met reclassification criteria, and have the interim target for English Language Proficiency standard internalized. • Facilitate meeting(s) to share the student-level data and goals with campus administrators, staff, and teachers. • Review the EB spot form guidance document and the lesson internalization protocol with all administrators and teachers to clarify all instructional expectations, set norms, and calibrate.

	<ul style="list-style-type: none"> Identify which teachers are serving EBs during which class periods to ensure they are observing teachers during instruction for EBs by reviewing class rosters. Conduct at least two EB spot forms per week on teachers who have students with Emergent Bilingual students. Monitor effective use of customized lessons designed using the HISD lesson internalization protocol and informed by targeted classroom observations by campus leaders. Establish strong and clearly defined systems on respective campus for identification, enrollment, scheduling, and monitoring coding for all EB students. Ensure documentation, timelines, and coding align with federal and state guidelines. Review potential emergent bilingual list provided by multilingual department for identifying students who need to test EB identification assessment (PreLAS/LAS links) before district snapshot date.
	<p>Specific actions – staff</p> <ul style="list-style-type: none"> Actively participate in PLC on providing supports for Emergent Bilingual students. Understand student-level data and set goals. Review the EB spot form guidance document and the lesson internalization protocol to clarify all instructional expectations, set norms, and calibrate.

Key Action Four			
Staff Development	Who: Administrative Team		
	What: Building Leadership Capacity		
	When: Ongoing		
	Where:		
Budget	Proposed Item	Description	Amount
	Staff development		
	Materials/Resources		
	Purchased services		
	Other		
	Other		
		TOTAL	
	Funding Sources		

2024-2025 Student Achievement Goals

As a result of the preceding actions, student academic proficiency will increase. Specifically, Jane Long Academy establishes the following student achievement goals:

Goal 1: Reading Proficiency

Goal 1a: In the 2024-2025 school year, Jane Long Academy Middle School students will grow to 35% of the students will be at Meets or higher for STAAR English Language Arts.

Goal 1b: In the 2024-2025 school year, 60% (BOY to EOY) Jane Long Academy Middle School students will meet the Expected Growth percentile in Reading as measured by the NWEA MAP assessments.

Goal 2: Mathematics Proficiency

Goal 1a: In the 2024-2024 school year, Jane Long Academy Middle school students will grow to 30% of the students will be at Meets or higher for STAAR Mathematics.

Goal 1b: In the 2024-2025 school year, 65% (BOY to EOY) Jane Long Academy Middle School students will meet the Expected Growth percentile in Mathematics as measured by the NWEA MAP assessments.

Goal 3: Science Proficiency

Goal 1a: In the 2024-2024 school year, Jane Long Academy Middle school students will grow to 20% of the students will be at Meets or higher for STAAR Science.

Goal 1b: In the 2024-2025 school year, 60% (BOY to EOY) Jane Long Academy Middle School students will meet the Expected Growth percentile in science as measured by the NWEA MAP assessments.

Goal 4: Critical Thinking Skills

60% or more of Jane Long Academy students in grades 6-12 will be proficient in critical thinking as measured by the district end-of-year Art of Thinking exams.

2024-2025 Indicators of Success

Indicator of Success #1:

By May of 2025, 90% of the teacher Spot Observations conducted by the IRT Team will result in proficient or higher rating.

Indicator of Success #2:

By May of 2025, 95% of the teacher Spot Observations conducted will result in proficient or higher rating.

Indicator of Success #3:

By May of 2025, 100% of the IEPs, will include specific, clear, and measurable goals tailored to each of the student's unique needs, as verified through random quarterly reviews.

Indicator of Success #4:

By May of 2025, 25% or more of the eligible staff will establish leadership positions (or duties) on campus or in the district.

Indicator of Success #5:

By May of 2025, 80% of the Emergent Bilingual students will meet the expectations on their unit assessment (Mathematics/English)/

Indicator of Success #6:

By May of 2025, 10% of the Emergent Bilingual students who did not Meet the expectation on STAAR English I and/or English II EOC in the Spring of 2024 will meet the passing expectation.

