

2024-2025 Action Plan

High School for Law & Justice

Dr. Steven Shetzer



School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data:

- Increase Masters scores in Algebra I, English I, and English II

| Subject | 2022 | 2023 | 2024 |
|------------|------|------|------|
| Algebra I | 40% | 13% | 27% |
| English I | 20% | 22% | 25% |
| English II | 17% | 12% | 10% |

- HSLJ needs to regain the number of students who are scoring at the Meets and Masters levels on STAAR Algebra I EOC.

Needs related to improving the quality of instruction:

- IRT Feedback: Leverage engagement strategies to effectively check for understanding (multiple-response strategies)
- SPOT Observation Average (Domain II: Instruction): The average score in Domain II from October 2023 to April 2024 is 4.75.

System evaluation (philosophy, processes, implementation, capacity):

- CCMR – implement solid system for TSI and IBCs so that by students’ junior year they are complete.
- Special Education – need for IEP and ARD training for Special Education teacher, training on IEP implementation in general and special education classes.

School Action Plan Template

Key Action – Improve Special Education Instruction

HSLJ has a small Special Education population and as a campus follows state and federal compliance requirements. HSLJ will continue to meet state and federal compliance requirements but will place more emphasis on improving the quality of instruction for Special Education students in general and special education classes.

Indicators of success

- The percentage of “instructionally proficient” IEPS as measured by a rubric and as reviewed by an independent Special Education team will increase from 49% in May 2024 to 80% in May 2025.
- 60% of the scores on SPOT observations conducted in the Special Education classroom will be proficient or higher overall by December 2024. That percentage will increase to 80% by May 2025.
- Maintain Special Education compliance in EasyIEP system at 100%, including ARDs, progress monitoring, documentation of accommodations, and successful implementation of IEP goals and objectives.

Specific actions – school leaders

- Conduct Special Education teacher professional development on high-quality instruction.
- Conduct training on the implementation of IEPs for all teaching staff, with a focus on IEP goals and accommodations.
- Train Special Education staff on using Goalbook to create IEP goals and objectives.
- Leadership team will develop a schedule for weekly observation and feedback using the SPOT observation form to ensure quality instructional delivery and purposeful support.
- Schedule and review at least 25% of all HSLJ IEPs quarterly with the rubric and checklist.

Specific actions – staff

- Implement the use of HISD Special Education department rubric to assess the instructional proficiency of an IEP.
- Attend monthly PLC meetings with the Special Education Department Chair and Instruction Leader to ensure IEPS are being met, including all accommodations and modifications needed with curriculum, assessments, and/or daily assignments.
- Complete all required paperwork for ARD meetings and documentation of IEP implementation PRIOR to the ARD meeting.
- Implement the use of Goalbook to write IEP goals and objectives.
- Attend ARD meetings and bring evidence of high-quality instruction to share with the ARD committee.

KEY ACTION ONE

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|---------------------|---|--------------------|---------------|
| | Key Action One: | | |
| Staff Devel. | Who: All HSLJ faculty | | |
| | What: <ul style="list-style-type: none"> • IEP Implementation (all) • Writing an IEP and conducting ARDs (SPED Dept. Chair and SLC Teacher) | | |
| | When: August Pre-Service | | |
| | Where: HSLJ | | |
| Budget | Proposed item | Description | Amount |
| | Staff development | | |
| | Materials/resources | | |
| | Purchased services | | |
| | Other | | |
| | Other | | |
| | TOTAL | | \$0.00 |
| | Funding sources: | | |

Key Action – Grow staff capacity to provide the highest quality instruction.

HSLJ's average score on the 2023-2024 IRTs was a 10. Based on feedback from the 2023-2024 IRTs, HSLJ will grow staff capacity to provide the highest quality instruction through purposeful professional development and on-the-spot coaching.

Indicators of success

- HSLJ teachers will score 4 out of 6 points in Engage and Deliver and 3 out of 4 points in Monitor and Adjust on SPOT observations by February 2025.
- 70% of the scores on SPOT observations conducted by November 2024 will be proficient or higher overall; that percentage will increase to 90% by May 2025.
- HSLJ will score 11 or higher by IRT visit #2; that score will increase to 12 by IRT visit #4.
- 90% of students are visibly and actively engaged in effective learning using engagement strategies by December 2024.

Specific actions – school leaders

- Conduct teacher professional development on high-quality instructional strategies.
 - Professional development is tied directly to HISD's ready characteristics that include effective lesson objectives and demonstrations of learning, multiple response strategies for student engagement, good "first" instruction, scaffolding, and differentiation.
- Provide on-the-spot coaching and provide written feedback at least twice per month to every teacher.
- Train teachers on the HISD SPOT form and schedule walks with teachers to visit other classrooms to observe instruction.
- Create a schedule for monthly instructional rounds to calibrate and monitor improvements of instructional delivery as a team.

Specific actions – staff

- Internalize and annotate lesson plans on a weekly basis.
 - Annotated lessons should indicate intentional scaffolding, differentiation, and multiple-response strategies.
- Participate in at-bats during PLC meetings to focus on specific strategies that can be implemented in the classroom.
- Implement strategies shared during professional development and PLC meetings.
- Participate and provide feedback during instructional rounds.

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| | Key Action Two: | | |
| Staff Devel. | Who: All HSLJ Faculty | | |
| | What: <ul style="list-style-type: none"> • HISD Ready Characteristics • Student engagement strategies • Internalizing and annotating a lesson plan • Training on SPOT form | | |
| | When: August Pre-Service | | |
| | Where: HSLJ | | |
| Budget | Proposed item | Description | Amount |
| | Staff development | | |
| | Materials/resources | | |
| | Purchased services | | |
| | Other | | |
| | Other | | |
| | TOTAL | | \$0.00 |
| Funding sources: | | | |

Key Action – Improve STAAR EOC Masters scores in English I, English II and Algebra I.

In 2024, 25% of the students scored MASTERS level on the English I EOC; 27% of the students scored at the MASTERS level on the STAAR Algebra I EOC; and 10% of the students scored MASTERS level on the English II EOC. HSLJ will increase the number of students scoring at the MASTERS level on the STAAR Algebra I, English I, and English II EOC.

Indicators of success

- By January 2025, 30% will score at the MASTERS level (potential) on the STAAR Algebra I Interim; 25% on the STAAR English I Interim; and 25% on the STAAR English II Interim.
- By May 2025, HSLJ will see a 10% increase in the number of students scoring at the MASTERS level on STAAR Algebra I, English I, and English II EOC.

Specific actions – school leaders

- Design master schedule to support study lab time four days a week during the school day.
- Schedule students in APEX STAAR review for extra support.
- Create a data tracking system for teachers to use for demonstration of learnings, quizzes, and assessments.

Specific actions – staff Ensure at bats are implemented during instruction.

- Using data points (DOLs, quizzes, assessments), scaffold instruction as needed.
- Implement the use of Khan Academy pathways.
- Emphasizing high quality instruction through first instruction and intervention opportunities through differentiated practice.

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| | Key Action Three: | | |
| Staff Devel. | Who: Algebra Teacher; HSLJ Administration | | |
| | What: <ul style="list-style-type: none"> Using Khan Academy to provide English I, Algebra I, and English II intervention and enrichment | | |
| | When: August Pre-Service | | |
| | Where: HSLJ | | |
| Budget | Proposed item | Description | Amount |
| | Staff development | | |
| | Materials/resources | | |
| | Purchased services | | |
| | Other | | |
| | Other | | |
| | TOTAL | | \$0.00 |
| Funding sources: | | | |

Key Action – College, Career, and Military Readiness

HSLJ will ensure that 100% of HSLJ students graduate college, career, or military ready as defined by TEA's standards.

Indicators of success

- 100% of 12th grade students that have not met the TSI requirements for Math and/or ELA will be enrolled in Texas College Bridge.
- By the end of the 2024-2025 school year, 75% of current 11th grade students will meet CCMR requirement.
- The number of students earning CCMR through dual enrollment will increase by 50%.

Specific actions – school leaders

- Train teacher in CCMR indicators and how their class impacts student CCMR.
- All campus leadership will be trained on using AP potential reports.
- Math Instructional Leader will work with Algebra II teachers to incorporate the TSI-like questions in their lessons.
- Provide opportunities for every 11th grade student who has not passed TSI to take TSI throughout their junior year.
- Build a master schedule that includes Texas College Bridge for 12th grade students who did not meet the TSI requirements for Math and/or ELA.

Specific actions – staff

- Algebra II teachers will align TSI standards with TEKS and use TSI type questions and verbiage in daily lessons, when appropriate.
- Algebraic Reasoning and English IV teachers will implement inclusion of Texas College Bridge in their daily lessons.
- Teachers will work with identified students during Study Lab to support completion of the Texas College Bridge curriculum by February 2025.

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|---------------------|--|--------------------|---------------|
| | Key Action Four: | | |
| Staff Devel. | Who: HSLJ Faculty, HSLJ Administration | | |
| | What: <ul style="list-style-type: none"> • Train on CCMR indicators | | |
| | When: August Pre-Service | | |
| | Where: HSLJ | | |
| Budget | Proposed item | Description | Amount |
| | Staff development | | |
| | Materials/resources | | |
| | Purchased services | | |
| | Other | | |
| | Other | | |
| | TOTAL | | \$0.00 |
| | Funding sources: | | |