

2024-2025 Action Plan

Wisdom High School

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School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs Related to Student Achievement

In the academic year of 2023-2024, Wisdom High School demonstrated full participation in the STAAR EOC online administration. The performance breakdowns for English I, English II, Algebra I, Biology, and U.S. History were as follows: 24% approaches, 12% meets, and 0% masters in English I; 37% approaches, 22% meets, and 0% masters in English II; 65% approaches, 14% meets, and 1% masters in Algebra I; 77% approaches, 21% meets, and 10% masters in Biology; and 85% approaches, 20% meets, and 18% masters in U.S. History.

Wisdom HS STAAR EOC 2023-2024

STAAR Assessment	Did Not Meet %	Approaches %	Meets %	Masters %
English I	76%	24%	12%	0%
English II	63%	37%	22%	0%
Algebra I	35%	65%	14%	1%
Biology	23%	77%	21%	10%
U.S. History	15%	85%	20%	18%

STAAR Summer Assessment 2024	All Students # Tested	Did Not Meet %	Approaches %	Meets%	Masters%
Algebra I	97	65 %	35%	3%	1%
Biology	33	61%	39%	9%	3%
English 1	231	89%	11%	3%	0%
English 2	264	84%	16%	9%	0%
US History	41	44%	56%	7%	7%

In the academic year 2022-2023, the school demonstrated varied performance metrics regarding the STAAR EOC assessments. Specifically, the performance breakdowns for English I, English II, Algebra I, and Biology were as follows: 25% approaches, 13% meets, and 2% masters in English I; 30% approaches, 15% meets, and 0% masters in English II; 45% approaches, 13% meets, and 5% masters in Algebra I; and 49% approaches, 15% meets, and 2% masters in Biology; and 78% approaches, 36% meets, and 16% masters in U.S. History.

Wisdom HS STAAR EOC 2022-2023

STAAR Assessment	Did Not Meet	Approaches	Meets	Masters
English I	75%	25%	13%	2%
English II	70%	30%	15%	0%
Algebra I	55%	45%	13%	5%
Biology	51%	49%	15%	2%
U.S. History	22%	78%	36%	16%

In contrast, regarding student performance outcomes, Wisdom HS experienced substantial leadership changes driven by the necessity to align the campus with innovative academic measures that the district superintendent has charted. These changes have focused on implementing evidence-based instructional systems and practices to foster positive student academic achievement in performance outcomes. Thus, in comparing the 2023-24 school year to the 2022-23 school year spring STAAR EOC assessments, there was a notable reduction in the number of students who "Did Not Meet" standards: English II decreased by 7%, Algebra I by 20%, Biology by 28%, and U.S. History by 7%. Furthermore, there were improvements in student assessment performance outcomes: English II saw an 8% increase in Approaches and a 7% increase in Meets from 2022-23 to 2023-24. Algebra I showed a 19% increase in Approaches and a 1% increase in Meets during the same period. Biology demonstrated a 28% increase in Approaches, a 6% increase in Meets, and an 8% increase in Masters. U.S. History showed a 6% increase in Approaches and a 2% increase in Masters from 2022-23 to 2023-24. These gains underscore significant improvements across STAAR EOC assessments.

STAAR EOC Assessment	2023 Approaches %	2024 Approaches %	Variation	2023 Meets %	2023 Meets %	Variation	2023 Masters %	2024 Masters %	Variation
English I	25	24	-1	13	12	-1	2	0	-2
English II	29	37	8	15	22	7	0	0	0
Algebra I	46	65	19	13	14	1	5	1	-4
Biology	49	77	28	15	21	6	2	10	8
U.S. History	79	85	6	36	20	-16	16	18	2

While there were notable improvements in STAAR EOC assessment data overall, there was a decline of -1% in Approaches, -1% in Meets, and -2% in Masters categories for English I from 2022-23 to 2023-24. Similarly, Algebra I showed a -4% decrease during the same period. Particularly concerning was a -16% decrease in the Meets category for U.S. History from 2022-23 to 2023-24. These trends highlight the need to enhance proficiency in Meets and Masters levels across subjects, emphasizing overall growth and achievement.

Interim Data 2023

Interim Fall 2023 Data			
Subject	Meets	Masters	Growth Status
Math	17%	8%	Proficient
Reading	25%	6%	Proficient

Moreover, Wisdom High School's student demographic indicates a sizable portion of emergent bilingual and/or multilingual learners. In the 2022-2023 school year, 83% of students were identified as emerging bilinguals (English Learners), demonstrating an increase from the previous year. However, there was an overall decline in language growth, attributed to language acquisition.

The school faced additional challenges with the arrival of newcomer students from Central and South America, necessitating strong tier one instruction with differentiated and scaffolded supports to ensure objective mastery for all learners.

Special Education Components:

There is a need to ensure that students with disabilities meet their annual goals by providing specially designed instruction (SDI) that targets the impact of their disabilities through the development of effective Present Levels of Academic Achievement and Functional Performance (PLAAFP) that support the conception of well-aligned Individualized Education Program (IEP) goals and objectives.

Indicators of Success:

- 80% of Special Education (SPED) students demonstrate academic growth, evidenced by Mid-Year (MOY) interim and End-of-Year (EOY) data from the STAAR EOC and STAAR Alternative.
- 100% of teachers consistently document Special Education and 504 accommodations in PowerSchool's accommodation charts weekly, while maintaining work samples by EOY
- 100% academic progress monitoring aligned with weekly progress reports and report cards.
- There will be no less than a 95% attendance rate among Special Education students throughout the academic year, tracked and monitored regularly.

Given these findings, there is a pressing need for targeted interventions to address student achievement gaps, particularly in STAAR EOC and Interim assessments, and to support the diverse needs of the student population, including emergent bilingual and newcomer students, as well as students with disabilities.

Needs Related to Improving the Quality of Instruction:

For the upcoming academic year, Wisdom High School anticipates employing 150 teachers. Among these:

- 85% will possess 3-5 years of teaching experience.
- 10% will have more than 10 years of experience.
- 5% will be new teachers

Recruitment and Retention Efforts: Wisdom High School prioritizes recruiting highly effective teachers for the NES model. Recruitment strategies include job fairs, internal NES transfers, and district referrals, particularly seeking individuals experienced with the LSAE model.

Academic Excellence and Instructional Goals:

In the pursuit of academic excellence aligned with the HISD Destination 2035, Wisdom High School is committed to delivering high-quality instruction for the 2024-2025 academic year.

Staff Retention:

As of April 2024, at least 80% of teachers, learning coaches, teacher apprentices, and the Instructional Leadership Team (ILT) are expected to return for the upcoming academic year. The 5-10% teachers who have left Wisdom High School are due to retirement, district relocation, internal transfers, or career changes.

Independent Review Team (IRT) Evaluation:

The current Independent Review Team (IRT) average score for Wisdom High School stands at 9.85, indicating a need to enhance the quality of instruction provided to students. The campus has undergone three rounds of IRT evaluations, with notable improvements observed throughout each round.

IRT Observations:

The table below presents the IRT observation data for Wisdom High School during the 2023-24 academic year:

2023-24 Wisdom High School IRT Observations				
IRT Rounds	Domain 1	Domain 2	Domain 3	IRT Score
Round 1	1.7	1.2	2.3	5.20
Round 2	1.7	1.8	2.0	5.38
Round 3	1.9	4.2	3.4	9.55
Round 4	2.1	4.4	3.3	10.08

2023-24 Wisdom High School Teacher Proficiency Screener							
Levels	Unsatisfactory	Progressing 1	Progressing 2	Proficient 1	Proficient 2	Exemplar 1	Exemplar 2
Percent	1.6%	23.3%	40%	27.5%	4.1%	1%	2.5%

The IRT data places Wisdom High School in the lower quartile of the targeted distribution, indicating a misalignment between the daily quality of instruction and students' achievement data.

Principal MOY Screener:

Components	Score	Rating
Quality of Instruction (IRT Round 2)	5.38	Progressing 2
Student Achievement (MOY STAAR Interim)	4	Proficient 1

During the mid-year screener, the principal received a Progressing 2 in quality of instruction but achieved Proficient 1 in students' achievements. The teachers who were observed in each IRT were generally representative of the entire campus, placing the campus in the lower quartile according to the distribution curve.

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

Margaret Long Wisdom High School (Wisdom) is in the culturally diverse Southwest portion of Houston, Texas. Students at Wisdom represent over eighty-seven countries and speak more than twenty different spoken languages. Known as a campus where the World Comes to Learn that supports more than 1,600 students who are newcomers to the English Language. The teachers and staff are committed to ensuring its parents that their students will acquire the English Language with proficiency and fluency. Given that Wisdom is entering its second year under the New Education System, it remains committed to providing a safe learning environment and will continue to provide a high-quality curriculum and a belief that all students can learn. By engaging students in grade-level and rigorous work, students can think critically and use higher-order thinking skills in all classes. All students will be able to demonstrate their learning in each class. All teachers get on-the-spot feedback through meaningful coaching from the Instructional Leadership Team (ILT). The principal will guide and coach the ILT team based on their capacity and experience. Student achievement data will be progress measured using the STAAR Interim in the Fall and STAAR 2.0, the following Spring. Wisdom will use strong systems around leadership, staff capacity, culture, and processes, and implement these systems to increase school results.

School Action Plan Template

KEY ACTION ONE	<p>Key Action</p> <p>Strengthen the leadership density of Wisdom High School</p>
	<p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> By October 2024, 70% of the teachers will demonstrate proficiency as demonstrated on the HISD SPOT observations. This percentage will increase to 100% by May 2025. 100% of Tier III teachers will be visited weekly by appraisers until they reach a score of proficient and above and have student success data to support student achievement progress The average score of the SPOT observations conducted by school leaders by February 2025 will be at least 11 The average score of the SPOT observations conducted by school leaders by May 2025 will be at least 12 By November 2024 50% of PLCs will be teacher led- based on strategies to improve student achievement by internalizing lessons, reviewing data and utilization of high-quality instructional strategies. This will increase to 75% by February 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"> ILT will internalize lessons, develop and model effective PLC planning for teachers to support the development of teacher leaders. The objectives of the PLC will be aligned with student data and support high quality instruction starting in August 2024 through May 2025. ILT (Instructional Leadership Team) will participate in calibration sessions with district leadership to align the campus expectations of high-quality instruction to support teachers to be effective in the classroom, starting in October 2024. ILT will train teachers in the LSAE instructional model before the first day of school. Instructional support from campus and district administrators will continue throughout the 2024-2025 school year. ILT will coach and model regularly and continue providing opportunities for peer observations who exhibit effective practices in the SPOT Observations. ILT will calendar out specific support for novice teachers, including coaching, Real-Time Feedback, PBGL (Practice Before Going Live), and Next Steps. ILT will provide bite-sized

actionable feedback to teachers a minimum of three times per week during PLC and Demo Day

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

- Teacher leaders and effective practitioners will internalize lessons and participate in calibration sessions with the campus ILT (Instructional Leadership Team) and district leadership to align the campus expectations of high-quality instruction to support teachers to be effective in the classroom, starting in October 2024.
- Teachers in the LSAE instructional model will attend appropriate training before the first day of school. Instructional support from campus and district administrators will continue throughout the 2024-2025 school year.
- During PLC, the objectives of the PLC will be aligned with student data and identify areas of support for individual teachers and departmental weekly starting in August 2024 through May 2025.
- Teachers will be receptive to coaching and modeling and continue availing opportunities for peer observations who exhibit effective practices in the SPOT Observations.
- Teachers who are new to the model/profession will receive support from the ILT regularly. Teachers will be receptive to the support which will include coaching, Real-Time Feedback, PBGL (Practice Before Going Live), and the Next Steps. Teachers will follow through and incorporate the feedback during the internalization of lesson plans during planning.

	Key Action One: Strengthen the leadership density of Wisdom High School		
Staff Devel.	Who: Instructional leaders, Teacher Leaders. Novice Teachers		
	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 demo day		
	When: During daily PLC, weekly Demo Day, and regularly after spot checks		
	Where: on campus and in the classrooms		
Budget	Proposed item	Description	Amount
	Staff development	Develop leaders, teacher leaders and teachers on the characteristics and components of HQI (high quality instruction)	\$0
	Materials/resources	Human Capital	\$)
	Purchased services	N/A	
	Other	N/A	
	Other	N/A	
	TOTAL		\$0
Funding sources: NES			

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

Improve English Proficiency for Emergent Bilingual Students

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

- By October 2024, 70% of the teachers will implement effective instructional strategies to support the instruction of EB students such as visuals, sentence stems, and gestures and demonstrate proficiency as demonstrated on the HISD SPOT observations in the Engage and Deliver Domain. This percentage will increase to 100% by May 2025.
- Emergent Bilingual students in English Language Development and Acquisition (ELDA) classes will work 45 minutes a week on Summit K-12 to support closing gaps, comprehension support and vocabulary enrichment
- By the EOY, 50% of the EB students will show 1-level language acquisition growth on the TELPAS Assessment
- By June 2025 34% of students will grow 1 level of proficiency as defined as SY 2023-2024 Composite to 2024-2025 composite on TELPAS

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

- Instructional Leadership Team (ILT) will provide guidance and clarity to teachers on the revised state accountability system for the 2024-2025 school year to better understand the impact of student achievement in all three Domains during the pre-service and PLCs.
- ILT will conduct data PLCs to review assessment data and support teachers in creating an action plan to meet the goals.
- ILT will utilize District Curriculum Resources and Lead4ward Field guides to train teachers how to understand and rigorously teach the TEKS (Tier-1 instruction) that students must master to meet or exceed standards during pre-service and PLCs.
- ILT will implement with fidelity the Summit K-12 as a campus-wide initiative for all ELDA classes.

	<ul style="list-style-type: none"> • ILT will train teachers to utilize MRS strategies with fidelity to increase student academic discourse and student engagement. • ILT will maintain a data wall to track the progress regularly at BOY, MOY, and EOY.
	<p>Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> • Teachers will attend training on the revised state accountability system for the 2024-2025 school year to better understand the impact of student achievement in all three Domains during the pre-service and PLCs. • Teachers will attend data PLCs to review assessment data and create an action plan to meet the student goals. • Teachers will attend training on how to utilize District Curriculum Resources and Lead4ward Field guides to understand and rigorously teach the TEKS (Tier-1 instruction) that students must master to meet or exceed standards during pre-service and PLCs. • ELDA Teachers will implement with fidelity the Summit K-12 as a campus-wide initiative for all ELDA classes. • Teachers will receive training on how to utilize MRS strategies with fidelity to increase student academic discourse and student engagement. • Teachers will maintain a data wall to track the progress regularly in their classroom during BOY, MOY, and EOY.

	Key Action Two: Improve English Proficiency for Emergent Bilingual Students
Staff	Who: Instructional Leaders and Teachers
	What: Monitor and track data, provide data-driven instruction to students, identify the special populations in the classes, provide the appropriate accommodations and designated supports, conduct data PLCs

	When: During Planning, Instruction, and PLC throughout the year		
	Where: Campus and Classroom		
Budget	Proposed item	Description	Amount
	Staff development	Continuous OnTrack training for all staff	\$0
	Materials/resources	OnTrack/Assessments	\$0
	Purchased services	N/A	
	Other	N/A	
	Other	N/A	
	TOTAL		\$0
	Funding sources: NES		

KEY ACTION THREE

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

Improve the quality of instruction for Special Education students

Indicators of success (Measurable results that describe success.)

- By the end of October 2024, Tier II and Tier III special education students will show a minimum of 15% growth on the STAAR Interim Assessment in Reading and Math. By EOY 2025, the Tier II and Tier III special education students will increase to 20% on STAAR Assessment in Reading.
- By MOY (January) 95% of parent notifications will be completed during the 10-day notification period. By EOY (May) 100% of parent communications will be completed during the 10-day notification period.
- By MOY (January) the Special Education Audit score will be a 90% or above. By EOY (May) the Special Education Audit score will be at 100%.
- The Quality of Instruction for Special Education as outlined by the Houston ISD Special Education Rubric will receive a rating of Proficient or above by May 2025.
- By the end of the 2024-2025 school year, each special education teacher will receive at least one classroom observation per week and feedback will align in part to the previous weeks coaching action steps.

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

- Instructional Leadership Team (ILT) will develop a tracking tool for teachers and students to track student data and progress.
- ILT will develop a calendar of specific dates for progress monitoring for the Fall and Spring Semester. Collaborate with teachers during PLC to discuss data and interventions for individual students.
- ILT will create a culture of data and progress for the campus to track academics, behavior, and attendance.
- ILT will attend SPED compliance document training sessions facilitated by HISD.
- ILT will engage in SPED calibration walks starting in September, conducting them twice per

	<p>quarter to oversee classroom SPED/504 accommodation implementation.</p> <ul style="list-style-type: none"> • ILT will regularly participate in SPED PLC meetings led by the SPED Department Chairperson, focusing on data, accommodations, and instructional strategies. • ILT will ensure that the SPED Department Chairperson oversees the implementation accommodations, uses accommodations charts, and monitors the development of progress monitoring reports.
	<p>Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> • Teachers will use a tracking tool for the SPED students to monitor student data and progress. • Teachers will follow a calendar of specific dates for progress monitoring for the Fall and Spring Semester. SPED Teachers will collaborate during PLC to discuss data and interventions for individual students. • Teachers will support a culture of data and progress for the campus to track academics, behavior, and attendance. • Teachers will attend SPED compliance document training sessions facilitated by HISD and campus. • Teachers will engage in SPED calibration walks starting in September, conducting them twice per quarter to oversee classroom SPED/504 accommodation implementation. • Teachers will regularly participate in SPED PLC meetings led by the SPED Department Chairperson, focusing on data, accommodations, and instructional strategies. • Teachers will implement accommodations, use accommodations charts, and monitor the development of progress monitoring reports.

	Key Action Three: Improve the quality of instruction for Special Education students
Staff Devel.	Who: Instructional Leaders, SPED Dept, and Teachers
	What: Closing the achievement gap and federal compliance for SPED through instruction HQI and strong instruction using IEP accommodations within classroom and during testing; PLC.
	When: Monthly common assessment, STAAR Interim, STAAR Testing, NWEA
	Where: Classrooms and SPED Dept at Wisdom HS

Budget	Proposed item	Description	Amount
	Staff development	Developing and implementing effective IEP and Progress monitoring for special education students.	\$0
	Materials/resources	Human Capital and SPED resources	\$0
	Purchased services	N/A	
	Other	N/A	
	Other	N/A	
	TOTAL		\$0
	Funding sources: NES		

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

- Create a high-performance culture for students and staff

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

- The campus will maintain a weekly attendance rate of 90% by Grade Level (9-12) This attendance will increase to 92% and above by EOY (May 2025).
- 90% of staff will not use more than 10 state personal leave days in one year or violate unpaid leave guidelines outlined in board policy
- The campus will decrease the number of NGs by 30% by the end of the semester (December) and continue to maintain the 30% decrease through EOY (May 2025)
- Wisdom HS leadership will utilize an internally developed teacher tracker with fidelity, documenting 100% of classroom visits to best support calibration amongst the team and targeted areas of support for teachers
- By May 2025, all Tier II leaders will achieve a score of 19/25 or higher on the LEAD Day to Day Coaching Rubric and will be rated Effective 25+ on the LEAD Executive Leadership Rubric

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

- Instructional Leadership Team (ILT) will monitor attendance reports by the ADA period to identify absent students.
- ILT will monitor teachers' daily attendance submission for students by period for accuracy.
- ILT will create an attendance committee, in August 2024, with appropriate stakeholders using the 3-5-7 attendance monitoring guide for each semester. At 3 student absences, the parents will receive a phone call, at 5 absences there will be a home visit, and at 7 absences the student and parent will sign an attendance contract.
- ILT will create attendance trackers along with attendance committee by August 2024, to monitor the attendance throughout the year for staff.
- In August 2024, the ILT will create systems with stakeholders to reward students and staff with 100% attendance per cycle.

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

- All teachers will take attendance daily with fidelity during the ADA period in a timely fashion.
- All teachers will submit daily attendance by period accurately.
- All teachers will track attendance weekly and make parent phone calls at 2/3 student absences and maintain a communication log.
- All teachers will daily promote 100% attendance in all classes with students to thereafter be rewarded per cycle.

	Key Action Four: Create a high-performance culture for students and staff		
Staff Devel.	Who: Instructional Leaders, Counselors, SIRS, Wrap Around, Mentors. Teachers and Staff		
	What: Increase students' attendance through a systemic approach using parent letters, home visits and parent conferences. Build incentives related to student interest.		
	When: Daily and Weekly during the ADA period, PLCs, faculty meetings, and through community communication		
	Where: Campus, Classrooms, and Home Visits		
Budget	Proposed Item	Description	Amount
	Staff development	Developing systems and supporting the attendance goal (90%)	\$0
	Materials/resources	Human Capital and District Attendance Support	\$0
	Purchased services	N/A	
	Other	N/A	
	Other	N/A	
	TOTAL		\$0
	Funding sources: NES		

Key Action

The campus will increase the number of students who are TSI ready in both Math and English

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

- 88% of our seniors will achieve a post college readiness point as outlined in CCMR rubric
- By June 2025 70% of students enrolled in CTE courses with available Industry-Based Certifications (IBCs) will pass and earn the certification this will be an improvement of the 23-24 percentage of 57%
- 100 % of Seniors that do not have a CCMR indicator will be enrolled in Texas College Bridge (TCB) Math/English and 90% of Cohort 2025 Seniors enrolled in TCB will successfully complete the assigned courses.

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

- Administrators will track the student Industry Based Certifications (IBC) progress in the fall and the spring
- Administrators will audit and track student CCMR status and progress towards CCMR point accumulation
- Administrators will meet monthly to review CCMR data
- Administrators will monitor the CCMR analyzer on A4E

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

- All teachers will provide an opportunity for eligible students to take program related Industry Based Certification (IBC) exams in both the fall and the spring
- All teachers will prepare students in their programs to obtain a CCMR point by providing high quality instruction.
- Teachers will track the progress of their students to ensure they are progressing towards obtaining a CCMR point.

	Key Action Five: The campus will increase the number of students who are TSI ready in both Math and English		
Staff Level.	Who: Instructional Leaders and Teachers		
	What: Ensure teachers are prepared to provide high quality instruction to students to prepare them to meet the requirements to obtain a CCMR point. Leaders and teachers will regularly track student progress towards obtaining a CCMR point.		
	When: During daily PLC, weekly during Demo Day and monthly during leadership meetings.		
	Where: on campus and in the classrooms		
Budget	Proposed item	Description	Amount
	Staff development	Develop leaders, teacher leaders and teachers on the characteristics and components of HQI (high quality instruction) that will allow students to obtain a CCMR point.	\$0
	Materials/resources	Human Capital	\$)
	Purchased services	N/A	
	Other	N/A	
	Other	N/A	
	TOTAL		\$0
	Funding sources: NES		

Campus Ultimate Goals

- By January 2025, 30% of the Emergent Bilingual (EB) students will grow one level on Summit K-12, and by March 2025, 40% of EB students will show a growth of 1 level on Summit K-12.
- By December 2024, the percentage of EB students will increase in Meets in English I from 8% to 15% in English II from 9% to 15% on the Interim STAAR Assessment. By May 2025, the percentage of EB students will increase in Meets in English I to 20%; in English II to 20%; and in Algebra 1 to 30%.
- By December 2024, 10% of students will earn a score of Master and 20% of students will earn a score of meets based on the Interim STAAR Assessment for English I, English II, and Algebra I. By EOY 2025, 15% of students will earn Master and 30% will earn meets in Domain 1 of student achievement based on STAAR EOC.
- By December 2024, 25% of STAAR re-testers will be at the Approaches Level and above. This will increase to 30% on STAAR at the EOY.
- By the MOY, the campus will achieve a minimum of 90% attendance rate among Special Education students. By EOY the campus will achieve a minimum of 95% attendance rate among Special Education Students.
- By December 2024, there will be a 25% decrease in the number of truancy referrals. This will decrease to 50% by the end of the school year (May 2025).