

# **2025-2026 Action Plan**

**Wisdom High School**

**Reginald Bush**

# School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

## Needs Related to Student Achievement

During the **2024–2025 academic year**, Wisdom High School fully participated in the STAAR 2.0 online assessments for the second year. The campus demonstrated growth in both student participation and performance outcomes across all subjects. The performance breakdowns for English I, English II, Algebra I, Biology, and U.S. History were as follows:

- **English I:** 31% Approaches, 20% Meets, 3% Masters
- **English II:** 46% Approaches, 31% Meets, 2% Masters
- **Algebra I:** 77% Approaches, 46% Meets, 27% Masters
- **Biology:** 78% Approaches, 40% Meets, 16% Masters
- **U.S. History:** 88% Approaches, 62% Meets, 42% Masters

## Wisdom HS STAAR EOC 2024-2025

| STAAR Assessment | Did Not Meet | Approaches | Meets | Masters |
|------------------|--------------|------------|-------|---------|
| English I        | 69%          | 31%        | 20%   | 3%      |
| English II       | 54%          | 46%        | 31%   | 2%      |
| Algebra I        | 23%          | 77%        | 46%   | 27%     |
| Biology          | 22%          | 78%        | 40%   | 16%     |
| U.S. History     | 12%          | 88%        | 62%   | 42%     |

During the academic year 2023-2024, the school demonstrated varied performance metrics regarding the STAAR EOC assessments. Specifically, the performance breakdowns for English I, English II, Algebra I, Biology, and US. History in 2023-2024 were as follows:

- English I: 24% approaches, 12% meets, and 0% masters
- English II: 37% approaches, 22% meets, and 0% masters
- Algebra I: 65% approaches, 14% meets, and 1% masters
- Biology: 77% approaches, 21% meets, and 10% masters
- US History: 85% approaches, 20% meets, and 18% masters

## 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%     |

## Comparison to 2023–2024 STAAR EOC Results

| Subject    | English I |      |        | English II |      |        | Algebra 1 |      |        | Biology |      |        | U.S. History |      |        |
|------------|-----------|------|--------|------------|------|--------|-----------|------|--------|---------|------|--------|--------------|------|--------|
| Year       | 2024      | 2025 | Change | 2024       | 2025 | Change | 2024      | 2025 | Change | 2024    | 2025 | Change | 2024         | 2025 | Change |
| Approaches | 24%       | 31%  | +7%    | 37%        | 46%  | +9%    | 65%       | 77%  | +12%   | 76%     | 78%  | +2%    | 85%          | 88%  | +3%    |
| Meets      | 13%       | 20%  | +7%    | 23%        | 31%  | +8%    | 22%       | 46%  | +24%   | 30%     | 40%  | +10%   | 37%          | 62%  | +25%   |
| Masters    | 2%        | 3%   | +1%    | 1%         | 2%   | +1%    | 8%        | 27%  | +19%   | 10%     | 16%  | +6%    | 18%          | 42%  | +24%   |

### → Key Gains:

- Major growth in Meets & Masters across all subjects, especially Algebra I (+32% Meets, +26% Masters) and U.S. History (+42% Meets, +24% Masters).
- English I, while improving, remains the lowest-performing area (only 20% Meets and 3% Masters).

### 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 and increasing students' achievements during the 2025-2026 academic year by retaining effective human capital through staff retention.

### Staff Retention:

As of June 2025, at least 85% of teachers, learning coaches, teacher apprentices, and the Instructional Leadership Team (ILT) indicated their intent to return for the new academic year 2025-2026.

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) Evaluations:

The final Independent Review Team (IRT) average score for Wisdom High School in 2024-2025 school year stands at 10.95, indicating an improvement in the quality of instruction provided to students compared to 2023-24 school year. The campus has undergone four rounds of IRT evaluations, with notable improvements observed throughout each round compared to the previous year as shown in the table.

**IRT Observations:**

The table below presents the IRT scores for Wisdom High School during the 2023-24 and 2024-25 academic years:

| 2 Years Wisdom High School IRT Scores |          |          |        |
|---------------------------------------|----------|----------|--------|
| IRT Rounds                            | IRT 2024 | IRT 2025 | Change |
| Round 1                               | 5.20     | 6.6      | +1.4   |
| Round 2                               | 5.38     | 10.4     | +5.02  |
| Round 3                               | 9.5      | 9.6      | +0.1   |
| Round 4                               | 10.08    | 11.5     | +1.42  |
| Average Round                         | 9.5      | 10.95    | +1.7   |

The IRT data places Wisdom High School in the middle quartile of the targeted distribution. Also, it demonstrated significant growth between Round 2 (2024: 5.38 → 2025: 10.4) and demonstrates alignment of ILT coaching and classroom execution.

**Teachers’ Performance Levels:**

| 2 Years Wisdom High School Teacher Performance Levels |                |               |               |              |              |            |            |
|-------------------------------------------------------|----------------|---------------|---------------|--------------|--------------|------------|------------|
| Levels                                                | Unsatisfactory | Progressing 1 | Progressing 2 | Proficient 1 | Proficient 2 | Exemplar 1 | Exemplar 2 |
| 2024 Percent                                          | 1.6%           | 23.3%         | 40%           | 27.5%        | 4.1%         | 1%         | 2.5%       |
| 2025 Percent                                          | 0%             | 2%            | 18%           | 52%          | 18%          | 10%        | 0%         |

→ Clear teacher quality growth: Majority now rated **Proficient or higher (80%)** compared to 31.6% in 2024.

Interim Data 2025

| STAAR Interim Data (2024-2025) |               |               |
|--------------------------------|---------------|---------------|
| Subject                        | Percent Meets | Growth Status |
| Math & Reading                 | 53.50%        | Proficient    |

This interim data reflects improvement compared to prior years, showing alignment with STAAR EOC gains.

Demographics & Student Needs

- **83%** of Wisdom HS students are Emerging Bilinguals (EB).
- Over **1,300 EB students**, with many newcomers from Central & South America.
- More than **30 spoken languages** are represented on campus.

→ **Implication:** Tier One instruction must include scaffolds, language support, and rigorous grade-level work for equitable access.

Special Education Components:

- **Focus:** Ensure specially designed instruction (SDI) through 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 2025-2026 academic year, Wisdom High School anticipates employing 124 teachers. Below is the description of our teacher’s workforce.

Teacher Workforce 2025–2026:

- 124 teachers projected.
- **85%** have 3–5 years’ experience.
- **10%** have 10+ years’ experience.
- **5%** are 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.

Principal MOY Screener:

| Components                              | Score  | Rating        |
|-----------------------------------------|--------|---------------|
| Quality of Instruction (IRT Round 2)    | 8.5/15 | Progressing 1 |
| Student Achievement (MOY STAAR Interim) | 4/8    | Proficient 1  |

During the mid-year screening, the principal received a Progressing 1 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) serves a culturally diverse community in Southwest Houston. With students representing 87+ countries and 30+ spoken languages, Wisdom HS remains true to its mission as *“The World Comes to Learn.”*

Entering its third year under the New Education System (NES), the campus continues its focus on:

- **High-quality Tier One instruction** with scaffolds for EB and newcomer students.
- **Rigorous grade-level work** that promotes higher-order thinking skills.
- **On-the-spot coaching** by the ILT, aligned with LSAE model practices.

**Data-driven cycles** (STAAR Interim in Fall, STAAR 2.0 in Spring) to progress monitor and inform instruction.

Summary:

Wisdom High School has made historic academic gains in Meets and Masters performance levels from 2024 to 2025, particularly in Algebra I and U.S. History. Teacher effectiveness has also significantly improved, moving the campus from a predominantly “progressing” workforce to a proficient/exemplar staff profile. However, English I and EB language growth, closing the gaps between student demographics, increasing students’ attendance and the graduation rate remain priority focus areas for 2025–2026. In addition, Wisdom High School 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 will receive on-the-spot feedback through meaningful coaching from the Instructional Leadership Team (ILT). The principal will continue to guide and coach the ILT team based on their capacity and experience. Student achievements remain the top priority 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, human capital, school culture, and processes to implement the NES systems to increase school results to an A rating.

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|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>KEY<br/>ACTION<br/>ONE</b> | <b>Key Action One</b> <i>(Briefly state the specific goal or objective.)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                               | <b>Improve staff capacity to provide high quality instruction</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                               | <b>Indicators of success</b> <i>(Measurable results that describe success.)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                               | <ul style="list-style-type: none"> <li>80% of the scores on spot observations conducted on IRT 2 will be proficient or higher, that percentage will increase to 90% by May 2026</li> <li>80% of the teachers will average 6 Points or higher on Engage and Deliver and Monitor and Adjust as defined by MOY SPOT averages by January 2026, that point average will increase to 7 points by May 2026</li> <li>IRT 1 and 2 scores will average at or above 9.5 and will increase 10.5 by IRT 4 May 2026</li> <li>By May 2026, 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</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                               | <b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                               | <ul style="list-style-type: none"> <li>Instructional Leadership Team (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 2025 through May 2026.</li> <li>ILT 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 2025.</li> <li>ILT will train teachers in the LSAE and non LSAE instructional model before the first day of school. Instructional support from campus and district administrators will continue throughout the 2025-2026 school year.</li> <li>ILT will coach and model regularly and continue providing opportunities for peer observations who exhibit effective practices in the SPOT Observations.</li> <li>ILT will calendar out specific support for novice teachers, including real time coaching, feedback, PBGL (Practice Before Going Live), and Next Steps. ILT will provide bite-sized action steps for the teachers.</li> </ul> |
|                               | <b>Specific actions – staff</b> <i>(What specific action steps will the staff take to accomplish the objective?)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

- Teacher leaders and effective practitioners will internalize lessons and participate in calibration sessions with the campus ILT and district leadership to align the campus expectations of high-quality instruction to support teachers to be effective in the classroom, starting in August 2025
- Teachers in the LSAE and non LSAE instructional model will attend appropriate training before the first day of school. Instructional support from campus and district administrators will continue throughout the 2025-2026 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 2025 through May 2026.
- 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 real time coaching, 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: Staff Development

Who: Instructional leaders and all 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, daily demonstration of lessons in PLCs, Monday Campuswide PLC

When: During daily PLC, weekly Demo Day, Rapid Fire observations, and regularly after SPOT Observations

Where: On campus and in the classrooms

### Key Action One: Budget

| Proposed item       | Description                                                                                                           | Amount |
|---------------------|-----------------------------------------------------------------------------------------------------------------------|--------|
| Staff development   | Develop leaders, teacher leaders and teachers on the characteristics and components of HQI (high quality instruction) |        |
| Materials/resources | Human Capital                                                                                                         |        |
| Purchased services  |                                                                                                                       |        |
| Other               |                                                                                                                       |        |
| Other               |                                                                                                                       |        |
| <b>TOTAL</b>        |                                                                                                                       | 0      |

| <b>KEY<br/>ACTION<br/>TWO</b> | <b>Key Action Two</b> <i>(Briefly state the specific goal or objective.)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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|                               | <b>Improve English Proficiency for Emergent Bilingual Students</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                               | <b>Indicators of success</b> <i>(Measurable results that describe success.)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                               | <ul style="list-style-type: none"> <li>By June 2026, at least 34% of students will grow 1 level of proficiency as defined as SY 2024-2025 Composite to 2025-2026 composite on TELPAS</li> <li>By EOY 40% of the Emergent Bilingual (EB) students will show 1 level language acquisition (reading, listening, speaking, or writing) growth on the TELPAS Assessment</li> <li>EB 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</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                          |
|                               | <b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                               | <ul style="list-style-type: none"> <li>ILT will provide guidance and clarity to teachers on the revised state accountability system for the 2025-2026 school year to better understand the impact of student achievement in all three Domains during the pre-service and PLCs.</li> <li>ILT will conduct data PLCs to review assessment data and support teachers in creating an action plan to meet the goals.</li> <li>ILT will utilize District Curriculum Resources 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.</li> <li>ILT will implement with fidelity the Summit K-12 as an initiative for all ELDA classes.</li> <li>ILT will train teachers to utilize MRS strategies with fidelity to increase student academic discourse and student engagement.</li> <li>ILT will maintain a data wall to track progress regularly at BOY, MOY, and EOY.</li> </ul> |
|                               | <b>Specific actions – staff</b> <i>(What specific action steps will the staff take to accomplish the objective?)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                               | <ul style="list-style-type: none"> <li>Teachers will attend training on the revised state accountability system for the 2025-2026 school year to better understand the impact of student achievement in all three Domains during the pre-service and PLCs.</li> <li>Teachers will attend data PLC to review assessment data and create an action plan to meet the student goals.</li> <li>Teachers will attend training on how to utilize District Curriculum 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.</li> <li>ELDA Teachers will implement with fidelity the Summit K-12 as an initiative for all ELDA classes.</li> </ul>                                                                                                                                                                                                                                                 |

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|  | <ul style="list-style-type: none"> <li>Teachers will receive training on how to utilize MRS strategies with fidelity to increase student academic discourse and student engagement.</li> <li>Teachers will maintain a data wall to track progress regularly in their classroom during BOY, MOY, and EOY.</li> </ul> |
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| Key Action Two: Staff Development                                                                                                                                                                             |                                           |        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|--------|
| 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                                                                                                                                                                                   |                                           |        |
| Key Action Two: Budget                                                                                                                                                                                        |                                           |        |
| Proposed item                                                                                                                                                                                                 | Description                               | Amount |
| Staff development                                                                                                                                                                                             | Continuous OnTrack training for all staff |        |
| Materials/resources                                                                                                                                                                                           | OnTrack/Assessments                       |        |
| Purchased services                                                                                                                                                                                            |                                           |        |
| Other                                                                                                                                                                                                         |                                           |        |
| Other                                                                                                                                                                                                         |                                           |        |
| TOTAL                                                                                                                                                                                                         |                                           |        |

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| <b>KEY<br/>ACTION<br/>THREE</b> | <b>Key Action Three</b> <i>(Briefly state the specific goal or objective.)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                                 | <b>Improve the quality of instruction for Special Education Students</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                                 | <b>Indicators of success</b> <i>(Measurable results that describe success.)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                 | <ul style="list-style-type: none"> <li>• By the end of January 2026, Special Education students will meet the State target of 19% in ELA and 23% in Math on the STAAR Reading and Math TEA Interim Assessments</li> <li>• 90% of Special Education Teachers will be Proficient or above as defined by a MOY SPOT average of 9 or greater by January 2026 that percentage will increase to 100% by May 2026.</li> <li>• By the end of the academic 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.</li> <li>• By the end of the first semester, the campus ensures that a regular audit of IEP data tracking reveals that 90% or more of the tracked data points align with the goals and progress indicators specified in the IEPs.</li> </ul>                                                                                                                                                                                                                                                                     |
|                                 | <b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                                 | <ul style="list-style-type: none"> <li>• ILT will develop a tracking tool for teachers and students to track student data and progress.</li> <li>• 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.</li> <li>• ILT will create a culture of data and progress for the campus to track academics, behavior, and attendance.</li> <li>• ILT will attend SPED compliance document training sessions facilitated by campus personnel.</li> <li>• ILT will engage in SPED calibration walks starting in September, conducting them twice per quarter to oversee classroom SPED/504 accommodation implementation.</li> <li>• ILT will regularly participate in SPED PLC meetings led by the SPED Department Chairperson, focusing on data, accommodations, and instructional strategies.</li> <li>• ILT will ensure that the SPED Department Chairperson oversees the implementation accommodations, uses accommodations charts, and monitors the development of progress monitoring reports.</li> </ul> |
|                                 | <b>Specific actions – staff</b> <i>(What specific action steps will the staff take to accomplish the objective?)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                 | <ul style="list-style-type: none"> <li>• Teachers will use a tracking tool for the SPED students to monitor student data and progress.</li> <li>• Teachers will follow a calendar of specific dates for progress monitoring for the</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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|  | <p>Fall and Spring Semester. SPED Teachers will collaborate during PLC to discuss data and interventions for individual students.</p> <ul style="list-style-type: none"> <li>Teachers will support a culture of data and progress for the campus to track academics, behavior, and attendance.</li> <li>Teachers will attend SPED compliance document training sessions facilitated by HISD and campus.</li> <li>Teachers will engage in SPED calibration walks starting in September, conducting them twice per quarter to oversee classroom SPED/504 accommodation implementation.</li> <li>Teachers will regularly participate in SPED PLC meetings led by the SPED Department Chairperson, focusing on data, accommodations, and instructional strategies.</li> <li>Teachers will implement accommodations, use accommodations charts, and monitor the development of progress monitoring reports.</li> </ul> |
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| Key Action Three: Staff Development                                                                                                                                                 |                                                                                                   |        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--------|
| 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                                                                                                                       |                                                                                                   |        |
| Where: Classrooms and SPED Dept at Wisdom HS                                                                                                                                        |                                                                                                   |        |
| Key Action Three: Budget                                                                                                                                                            |                                                                                                   |        |
| Proposed item                                                                                                                                                                       | Description                                                                                       | Amount |
| Staff development                                                                                                                                                                   | Developing and implementing effective IEP and Progress monitoring for special education students. |        |
| Materials/resources                                                                                                                                                                 | Human Capital and SPED resources                                                                  |        |
| Purchased services                                                                                                                                                                  |                                                                                                   |        |
| Other                                                                                                                                                                               |                                                                                                   |        |
| Other                                                                                                                                                                               |                                                                                                   |        |
| TOTAL                                                                                                                                                                               |                                                                                                   |        |

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| <b>KEY<br/>ACTION<br/>FOUR</b> | <b>Key Action Four</b> <i>(Briefly state the specific goal or objective.)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                                | <b>Improve Post Secondary opportunities for Graduating Seniors</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                | <b>Indicators of success</b> <i>(Measurable results that describe success.)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                | <ul style="list-style-type: none"> <li>● By June 2026, 90% 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 24-25 percentage of 88%.</li> <li>● 100 % of Seniors that do not have a CCMR indicator will be enrolled in Texas College Bridge (TCB) Math/English and 90% of Cohort 2026 Seniors enrolled in TCB will successfully complete the assigned courses and requirements to obtain a CCMR point.</li> <li>● 80 % of eligible graduating seniors will be enrolled in Dual Credit. Advanced Placement, Texas Success Initiative (TSI), and Career Technical Education (CTE) Industry Based Certification Courses.</li> </ul> |
|                                | <b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                | <ul style="list-style-type: none"> <li>● ILT and Counselors will track the student Industry Based Certifications (IBC) progress in the fall and the spring</li> <li>● ILT and Counselors will audit and track student CCMR status and progress towards CCMR point accumulation</li> <li>● ILT and Counselors will meet monthly to review CCMR data using the A4E analyzer.</li> </ul>                                                                                                                                                                                                                                                                                                                                                           |
|                                | <b>Specific actions – staff</b> <i>(What specific action steps will the staff take to accomplish the objective?)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                                | <ul style="list-style-type: none"> <li>● All CTE, IBC teachers will provide an opportunity for eligible students to take program related Industry Based Certification (IBC) exams in the spring of 2026.</li> <li>● All CCMR teachers will ensure that students are prepared to perform at the proficient level on all college entrance exams and industry certification tests.</li> <li>● All CCMR teachers will track the progress of their students to ensure they are progressing towards obtaining a CCMR point.</li> </ul>                                                                                                                                                                                                                |

### Key Action Four: Staff Development

Who: Instructional Leaders, Teachers, and Counselors

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, teachers, and counselors will regularly track student progress towards obtaining a CCMR point.

When: During daily PLC, monthly during leadership meetings, CCMR tracking meetings

Where: On campus and in the classrooms

### Key Action Four: 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. |        |
| Materials/resources | Human Capital                                                                                                                                                          |        |
| Purchased services  |                                                                                                                                                                        |        |
| Other               |                                                                                                                                                                        |        |
| Other               |                                                                                                                                                                        |        |
| <b>TOTAL</b>        |                                                                                                                                                                        |        |

Funding sources: