HOUSTON INDEPENDENT SCHOOL DISTRICT

2023-2024

Campus Improvement Plans

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Campus Improvement Plans

2023-2024 Key Actions/Indicators of Success

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001 Austin High School Key Actions 2023-2024

Key Action 1: Increase staff capacity to provide the highest quality instruction in reading and writing for all students using specific high-leverage strategies.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: 60% of teachers will receive a proficient rating using the spot observation rubric by September 30. Teachers will have a minimum of one observation conducted by their instructional leader every week.

Indicator of Success 2: 35% of all students will score on grade level in reading and math on the NWEA MOY assessment, and that number will increase to 50% by May 2024, as noted on the EOY.

Indicator of Success 3: 10% of special education students will score at grade level in the NWEA MOY assessment and 25% by May 2024.

Key Action 2: Increase staff capacity surrounding sheltered instruction practices.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Austin HS currently serves an emerging bilingual population that makes up 35% of its total enrollment, and 85% of those students are long-term EB students.

Indicator of Success 2: Historically, EB students have not shown progress in the Listening and Speaking domains over the last 5 testing cycles preventing them from progressing on the TELPAS.

Indicator of Success 3: EB students have also underperformed on other standardized and nationally normed assessments. Less than 20% of them perform on grade level in reading or math.

Key Action 3: Increase student engagement by implementing multiple response strategies every 4-8 minutes in all classes.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 60% of scores on spot observations conducted in October using the Spot Observation Form will be proficient or higher. The percentage of teachers scoring proficient or higher on spot observations using the Spot Observation Form will increase to 70% by December 2023.

Indicator of Success 2: 60% of students will pass state-aligned and rigorous common assessments every three weeks.

Indicator of Success 3: 90% of students will be visibly and actively engaged in effective learning using multiple response strategies by December 2023.

Key Action 4: Increase the SpEd team's compliance and instructional capacity by realigning skills and systems.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: Maintain SpEd compliance in the EasyIEP system at 100%, including ARDS, Progress Monitoring, Documentation of Accommodations, and successful implementation of IEP goals and objectives.

Indicator of Success 2: Increase STAAR Spring EOC 2024 overall SpEd student achievement at the Meets and Masters level from 27% (40 students) and 9% (13 students) by systematically increasing the number of Meets and Masters in all EOC Campus Benchmark Assessments (CBA) to:
- 30% (5 more students) Meets and 10% (2 more students) Masters on the October CBA.
- 35% (12 more students) Meets and 12% (5 more students) Masters on the December CBA.
- 37% (16 more students) Meets and 15% (9 more students) Masters on the February CBA.
- 40% (20 more students) Meets and 20% (17 more students) Masters on the April CBA and 2024 SPRING STAAR EOC.

Indicator of Success 3: 100% of Co-Teachers will: participate in content PLC, lead differentiated learning for Sp.Ed. students, and continuously track Sp.Ed. IEP goals for the assigned caseload throughout the school year.

002 Bellaire High School Key Actions 2023-2024

Key Action 1: Close the gaps that exist between the different demographic groups within our high school community.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Classroom instruction that includes MRS strategies to assess mastery of learning as evidenced by SPOT observation data. 75% of classroom observations document a MRS strategy

Indicator 1: 50% of PLC meeting documents will include evidence of formative assessment analysis.

Indicator 2: Students taking the NWEA will show an average of a 6 point increase in test scores from Fall to Spring.

Increased number of African-American, Hispanic, and Economically Disadvantaged students in advanced coursework as measured by the AP class enrollment and AP exam performance.

Indicator 3: By the end of the 2023-24 school year, the percentage of first-time African-American English II testing students at Meets will increase 3% (63% - 66% year-over-year) and the Hispanic English II testing students at Meets will increase 3% (55% - 58% year-over-year).

Key Action 2: Intentional action steps towards engaging more students in positive experiences on campus that boost self-efficacy, integrity, and self-esteem.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Development of new partnerships that will help implement high-interest support groups on campus

Indicator 1: Completion rates and/or graduation rates data

Annual dropout rate data

Indicator 2: Attendance data

Mobility rate, including longitudinal data

Indicator 3: Discipline records

Student surveys and/or other feedback

Key Action 3: Support current teachers in their practice and provide them with the resources and climate of ongoing learning needed to retain teachers.

Strategic Priorities:

Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Reduced teacher turnover going into 2024-25

Indicator 1: Reduced teacher turnover going into 2024-25.

Indicator 2: Increased teacher capacity in the classrooms as both instructional leader and social and emotional support facilitator.

Indicator 3: High leadership attendance at recruitment events

Key Action 4: Elevate the partnership between the school and the Bellaire PTO. Increase the school's FACE certification from the gold level to the platinum level by May 2024.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Increase the school's FACE certification from the gold level to the platinum level by May 2024.

Indicator 1: Complete FACE Parent Walkthrough & Establish Parent Goal

Submit PTO ByLaws to FACE Department

Indicator 2: Host 2 Honoring Families Event

2 Linked to Learning Events

Indicator 3: Parents present at Parent EXPO

7 school led parent/school initiatives

Key Action 5: Increase the number of students earning a CCMR indicator

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: The number of IBC certifications earned by students will increase 12 percent.

Indicator 1: The number of students receiving a CCMR point in math from the TSI will increase 10 percent.

Indicator 2: The number of students receiving a CCMR point in reading from the TSI will increase 8 percent.

Indicator 3: 60% of students enrolled in On Ramps Chemistry will earn a CCMR point through successfully completing and passing both the high school and UT portions of the course.

Key Action 6: Grow staff capacity to provide the highest quality instruction..

Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Analysis of Spot Observations will show evidence of the use of different co-teach strategies with no one strategy being utilized in more than 40% of observations

Indicator 1: 80% of the teachers will be proficient or higher in the delivery of purposeful instruction as measured by that section in the Spot Observation rubric

Indicator 2: Spot Observation evidence indicates that students are required to read, write, speak, or think the entire lesson.

Key Action 7: Increase the year-over-year attendance rate.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Indicator of Success 1: The number of students absent at 2nd period will decrease by .2% each grading cycle for six (6) cycles

Indicator 1: EOY year-over-year attendance rate will increase from 91.4 to 91.9%

Indicator 2: The number of students in need of floating credit restoration will be less than 33% per semester.

Key Action 8: Establish new courses to align with pathway complete status.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Establish new courses to align with pathway complete status.

Indicator 1: * The number of IBC certifications earned by students will increase 12 percent.

Indicator 2: * The number of students receiving a CCMR point in math from the TSI will increase 10 percent.
* The number of students receiving a CCMR point in reading from the TSI will increase 8 percent.

Indicator 3: * 60% of students enrolled in On Ramps Chemistry will earn a CCMR point through successfully completing and passing both the high school and UT portions of the course.

003 Northside High School Key Actions 2023-2024

Key Action 1: 95% of students will earn a CCMR point by graduation.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: By December, 60% of 9th graders will sit for the TSI.

Indicator of Success 2: Increase the number of certifications by each CTE teacher by 10% by May 31st.

Indicator of Success 3: Increase the graduation rate by 20% by June 2024.

Indicator of Success 4: Increase by 20% the number of students attaining college readiness via Accuplacer, PSAT, SAT by June 2024.

Indicator of Success 5: 100% of PAP classes should be accountable for 95% STAAR passing rate by the end of the 2023-2024 school year.

Indicator of Success 6: Increase in STAAR scores for ESL students by 5 % by the end of the 2023-2024 school year.

Key Action 2: Increase the number of students who Approach, Meet or Master on STAAR in all subjects.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: The number of students who score Approaches, Meets or Masters on STAAR in all subjects will increase by 12% by the end of the 2023-2024 school year.

Indicator of Success 2: By May 2024, the number of students who qualify for college algebra will increase by 20%.

Indicator of Success 3: The number of students passing STAAR Algebra I will increase by 10% by the end of the2023-2024 school year.

Key Action 3: Ensure teachers provide the highest quality instruction daily.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 65% of core teachers will rate an average of proficient on a minimum of 4 spot observations by December 2023, this percentage will increase to 75% by February 2024.

Indicator of Success 2: Student performance CFUs of exit tickets/DOL will be STAAR 2.0 aligned higher order thinking (HOT) strategies with 80% of students averaging 70% or higher weekly by December 2023, increasing to 85% of students averaging 75% or higher by February 2024.

004 Furr High School Key Actions 2023-2024

Key Action 1: Increase the overall literacy proficiency of students by implementing the school-wide literacy (L.E.A.R.N.) framework that reinforces vocabulary acquisition, background knowledge, and comprehension, through the Science of Reading.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: In the 2023-2024 school year, implement a successful comprehensive literacy framework (L.E.A.R.N) that encompasses reading, writing, listening, speaking, and critical thinking skills across 100% of core and non-core content areas.

Indicator of Success 2: By October 2023 - 60%, February - 2024 80%, and by June 2024 - 100%, successful implementation of targeted reading and writing intervention and enrichment opportunities, as measured using the HISD SPOT Coaching Form, offering additional support through differentiated instruction (Monitor & Adjust Block), for 100% of students in 100% of the core content areas.

Key Action 2: Successfully implement the Monitor & Adjust (M&A) Block to provide differentiation and intervention for students.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By September 2023, 80% of teachers will implement the Monitor & Adjust Block as evidenced from the HISD On the Spot Coaching Walkthrough Forms.

Indicator of Success 2: By December 2023 - 70%, and by June 2024 - 80% of all core teachers will receive a proficient score of 3 on the Purposeful Instruction portion of the HISD SPOT Coaching Forms.

Indicator of Success 3: By October 2023, a minimum of 60% of all retesters will meet the approaches performance level on campus assessments and the mock exam.

Key Action 3: Improve instruction in co-teach/inclusion classrooms by enhancing employee competency.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: 100% of classrooms that provide co-teach support will reflect effective use of one of the six co-teaching models as evidenced by the HISD SPOT Coaching Form.

Indicator of Success 2: All classes assigned to students with disabilities will effectively deliver and meticulously document required accommodations, leading to the achievement of Individualized Education Program (IEP) goals and measurable academic advancements for every student.

Key Action 4: Grow staff capacity to provide high quality instruction.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: 70% of the scores on spot observations conducted in December by an independent review team will be proficient or higher; that percentage will increase to 80% in May 2024.

Indicator of Success 2: 80% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by that section in the teacher evaluation rubric. [The Principal and Assistant Principals will evaluate all teachers using the new evaluation system.]

006 Jones High School Key Actions 2023-2024

Key Action 1: Coaching teachers to improve the quality of instruction that is aligned to mastery and supports a high-performance culture. Increase the number of student performance and at the mastery level in all E.O.C.'s.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Conduct professional development on data review, and use of the data to identify and support students to reach mastery level - use a 3 tier system aligned to STAAR 2.0. The training, support, feedback, and coaching will be provided by data specialists and administrators.

Indicator 1: Students demonstrate progress on unit common assessments- data increase by 5% on spiral reviews such as teachers created exit tickets, checkpoints etc. 50% of teachers are rated proficient on 1.1 by December 2023.

Indicator 2: 100% of the teachers utilize instructional strategies playlist provided by lead4ward as evidence of learning. For example: Connect 4 Thinking, Show, Tell and Teach, Tabletop Tweet, etc evident in spot observation form section "purposeful instruction,

Indicator 3: By using Lead4ward HEAT MAPS we will demonstrate progress from MOY to EOY. Specifically on traditionally low performing T.E.K.S. and on the T.E.K.S. that are yet mastered; by 30% on M.O.Y. assessments, and target 70% on the E.O.C. assessment.

Indicator of Success 2: Data-Driven Decisions: Success is indicated when data is actively used to inform and guide decisions and actions. Data Documentation is well-documented with metadata and descriptions. Success is indicated by comprehensive data documentation on CANVAS.

Indicator 1: Collaborate and coach teachers on analyzing the data and developing an action plan based on a 3 tier system to address different levels of preparedness of the students.

Indicator 2: Monitor the data tracking system on a three weeks basis, align the data collection to the student learning objectives. Needs improvement, developing, proficient, accomplished, or distinguished .

Key Action 2: Raise the percentage of students earning industry-based certifications for CTE pathways (I.B.C.)

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Monitor students' progress via module analyzer as well as the certification database to make sure that at least 80% are certified by the end of senior year.

Indicator 1: By October 2023 the spot-on observations will indicate 25% completion on the CCMA certification modules have been successfully completed. This percentage will increase to 80% by February 2024.

Indicator 2: Student performance on modules is calendared throughout the year, data tracking performed by the CTE teachers will then ensure an increase in the number

of students who are industry certified from 51% to 61% by senior year.

Indicator 3: Nurse, student, Health Science teacher engage in data conversations by end of each grading cycle to individually develop a plan of action to complete online modules or interventions. This action provides students an strategy to increase number of graduating seniors who will be certified in Phlebotomy by 20%

Key Action 3: To provide high school students with hands-on training and knowledge in the field of Heating, Ventilation, and Air Conditioning (HVAC) through a specialized PTECH (Pathways in Technology Early College High School) program

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Regularly assess the effectiveness of the curriculum, instructional methods, and student outcomes through evaluations, feedback, and performance tracking. Partner with Momentum for mentorship opportunities.

Indicator 1: Ensure a diverse and inclusive student body by actively encouraging applications from underrepresented groups, evident in the application process submitted through School Choice application.

Indicator 2: 100% of the students and families in PTECH program meet quarterly with the PTECH coordinator to discuss academic growth that is monitored on a six-week basis.

Indicator 3: Business Partners attend quarterly advisory meetings to calendar opportunities to provide students with a strong foundation in HVAC skills, expose them to real-world scenarios, and connect them with potential career opportunities in the industry. Evidence of mentorships, field experiences, and completion of HCC HVAC courses with C or higher.

Key Action 4: Raise the number of students who are college ready - specifically the number of students who are T.S.I. ready.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: To best prepare students for the level of rigor necessary for college courses; students will participate in a diagnostic. Diagnostic test advice staff on the appropriate intervention on digital platforms. T-TESS Dimensions 2.5 Monitor and Adjust

Indicator 1: Track the data of the number of students who achieve the 4000 or higher scale score on S.T.A.A.R. in English 2 and Algebra 1 to secure exemption from T.S.I. testing. Potentially enroll into English 1301/1302 and Math 1314.

Indicator 2: Calendar the testing dates, monitor the progress of students who test on a six-week cycle on TSI for 11th and 12th graders.

Indicator 3: 100% of the students have attempted TSI by the end of May 2024. The data is utilized as a baseline for interventions in College Prep ELA and College Prep Math teachers. 90% completion of Texas College Bridge platform.

Key Action 5: By the end of the 2023-2024 school year, 25% of students with disabilities will achieve the "meets" level of proficiency or higher on the English Language Arts (ELA) and Math sections of the State of Texas Assessments of Academic Readiness (STAAR) exam.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Collaboration with the special education chair, EOC teachers and Graduation Coach to embed additional APEX intervention courses.

Indicator 1: Maintain 100% compliance for all required documents and services. Including IEPs, ARD meetings, Progress Trackers, Progress Reporting, Related Services, Modifications, and Accommodations.

Indicator 2: Monitor to ensure 80% of students receiving Special Education services will show at least 2 years progress in their learning from the Beginning of the year (BOY) to the end of the year (EOY) using the NWEA assessment

007 Kashmere High School Key Actions 2023-2024

Key Action 1: Improve the quality of first-time instruction in all core content classrooms.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Success will indicated by an increase of teacher performance on SPOT observations, and increased student achievement on NWEA.

Indicator 1: 50% of teachers will have a monthly average of proficient or better on spot observations by the end of December 2023. This percentage will increase to 70% by the end of May 2024.

Indicator 2: 50% of students will meet their growth target on the Reading, Reading Fluency, and Math universal screeners by the middle of year (MOY) assessment. This percentage will increase to 70% by the end of year (EOY) assessment.

Key Action 2: Develop a system of support for students with disabilities, Emergent Bilingual and 504 accommodations to ensure access to standards-aligned content, a high-quality learning environment, and individualized support and resources.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Indicators of success will manifest through an increase in student achievement on NWEA/TELPAS assessments, particularly for students in special populations.

Indicator 1: 50% of special education students will see an increase in their performance on the MOY (Middle of Year) NWEA and 60% of special education students will see an increase on the EOY (End of Year) NWEA.

Indicator 2: 25% of EB students will increase their TELPAS from the previous school year
Teachers will give benchmark in November and December to gauge student growth in their lowest area (Listening, Speaking, Reading, Writing).

Key Action 3: Increase the Postsecondary Readiness for all students by offering students opportunities to successfully participate in SAT, ACT, TSI, PSAT and CCMR indicators.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Success for this key action will be evident through an increase in the number of students meeting CCMR indicators.

Indicator 1: 80% of all Students taking the PSAT/SAT will increase their math and reading scores by an average of 25 points. Students passing their PSAT or

SAT score with a 920 will be moved into PreAP/AP

Indicator 2: 80% of the students taking the ACT will score a 15 or higher.

Indicator 3: Increase the amount of 10th grade students taking the TSI assessment. TSIA and OnRamps data will be collected to show readiness.

008 Lamar High School Key Actions 2023-2024

Key Action 1: In support of HISD's core value #2, we will grow staff capacity to plan for and provide high quality first line instruction that meets the Lamar Instructional Cycle - flipped lesson design with 90-minute apprenticeship using a facilitated guided practice to develop complex understanding and an independent practice to demonstrate mastery of the lesson objective before the end of each class period.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 100% of appraisers will facilitate weekly planning with their assigned Subject Area Team using the Lamar planning protocol, in alignment with the expectations for Spot Observations.

Indicator of Success 2: 100% of teachers will attend and productively engage in weekly Subject Area Team planning, facilitated by the appraiser using the Lamar planning protocol, in alignment with the expectations for Spot Observations.

Indicator of Success 3: 100% of lessons will align to the curriculum objectives for the course (IB MYP, IB DP, IB CP, TEKS) .

Indicator of Success 4: 100% of Planning Protocol documents will include evidence of formative assessment review.

Indicator of Success 5: 100% of teachers will earn proficiency or higher on Spot Observations no later than December.

Indicator of Success 6: 90% of teachers placed on a support plan will earn proficient or higher on Spot Observations before the end of the first semester.

Indicator of Success 7: 90% of students will demonstrate 70% or better mastery on the daily lesson objective.

Key Action 2: In support of HISD's core values #1, 3 and 5, we will improve CCMR outcomes for students by providing high quality academic advising, instruction that specifically aligns for stronger performance in Algebra 1, Industry Based Certifications and other avenues for earning CCMR

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: 100% of students will be provided a one-on-one Student Led Conference with their Academic Dean and parent (when available)

to ensure the most rigorous coursework and aligned academic course sequence, as well as education on the value of earning College and Career Readiness.

Indicator of Success 2: 90% of first time testers will earn Approaches or better on Algebra 1 STAAR EOC or Algebra 1 STAAR ALT EOC by the end of 9th grade. 40% of re-testers will earn Approaches or better at the first retest administration.

Indicator of Success 3: 100% of rising seniors who have not earned a CCMR point will demonstrate college and career readiness through successful completion of Texas College Bridge.

Indicator of Success 4: 100% of students in our Business pathway will earn the Microsoft Office Specialist: Expert (950) for Word, Excel and/or PowerPoint, and complete no less than 3 courses in the 4-year course pathway.

Key Action 3: Improve outcomes for students who are designated for support through language acquisition services, specifically improve TELPAS outcomes for EB students by providing daily structured lessons to accelerate expressive language.

Indicator of Success 1: All EB students with more than two years in U.S. schools will grow by one or more proficiency levels in no less than three of the four language acquisition domains.

Indicator of Success 2: All EB students identified as ADV or AH in three of four language acquisition domains during the 2022-23 school year will be reclassified by the end of the 2023-24 school year.

Key Action 4: Improve attendance and reduce physical altercations to support a safe and productive school environment by targeting students who are chronically engaging in single period absences.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being

Indicator of Success 1: Improve ADA from 92.81% to 95% or greater for the 2023-24 school year.

Indicator of Success 2: Reduce incidents of fighting/mutual combat by 50% from 37 incidents in 22-23 to less than 18 incidents in 23-24.

009 Wisdom High School Key Actions 2023-2024

Key Action 1: Closing the achievement gap in Algebra 1, English I, and English II for students receiving special education services in the general classroom.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Closing the achievement gap in Algebra 1, English I, and English II for students receiving special education services in the general classroom.

Indicator 1: By September 19, 2023, all special education students will have a baseline Beginning of the Year (BOY) result for the NWEA Map K-12 (Map) test for math, reading and language arts. Fifty percent of special education students BOY results will determine that they are on grade level in math, reading, and language arts. By the Middle of the Year (MOY) Map results will show that 70% of special education students will have growth in math, reading, and language arts, and by the End of the Year (EOY), 90% of special education students will show achievement growth on the Map in math, reading, and language arts.

Indicator 2: Out of 45 Walkthroughs 60% of Sped Teachers, co-teachers, and general educations teachers will have a rating of at least a 2 for student engagement by September 28, 2023. By November 15, 2023, 80% of Sped Teachers, co-teachers, and general educations teachers will have a rating of 2.5 on walkthroughs, and by January 25, 2024, 100% of Sped Teachers, co-teachers, and general educations teachers will have a rating of a 3 in student engagement. Sped Teachers, co-teachers, and general educations teachers will continue to have a rating of 3 by the end of the school year.

Indicator 3: Forty percent of students served in the general population will achieve a score of Accelerated or Enriched (AE) on the Demonstration of Learning (DOL) by September 30, 2023; 60% of special education students will score AE on the DOLs by November 30, 2023; 80% of the same student group will score AE on the DOLs, and by May, all special education students in the general setting will score AE on the DOLs.

Key Action 2: Increase student engagement in all classrooms

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Increase student engagement in all classrooms

Indicator 1: Out of 100 walkthroughs 75 % of all teachers will receive a "proficient or higher" in planning that includes well-organized lesson with an alignment to the Learning Objectives (LO) and Demonstration of Learning (DOL) by September 2023, and the percentage increases to 90% by December and 100% by March.

Indicator 2: Out of 80 walkthroughs of any classroom by September, 75% of teachers will have a "proficient or higher" on the Texas Teacher Evaluation and Support System (TTESS) for achieving expectations to support all students with high levels of academic and social-emotional success and the percentage will increase to 90% by December and increase to 100% by March.

Indicator 3: Out of 90 walkthroughs of classrooms by September 30, 2023, 75% of teachers will use multiple response strategies to increase student participation. By December, the percentage increases to 90%, and the percentage increases to 100% by March.

Key Action 3: Increase student literacy instruction in all content areas

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Increase student literacy instruction in all content areas

Indicator 1: 70% of all teachers will use all 4 domains during instruction by September, and the percentage increases to 80% by October, 90% by December and 100% by March.

Indicator 2: 70% of all teachers will use the prescribed literacy protocol per cycle to support student literacy in 4 domains during instruction by September, and the percentage increases to 80% by October and 90% by December and 100% by March.

Indicator 3: 70% of all teachers will use a reading or writing element in either their "Do Now" or "DOL" that supports student literacy by September, and the percentage increases to 80% by October and 90% by December and 100% by March.

Key Action 4: Increase instructional leadership effectiveness in identifying instructional execution gaps, generating quality teacher action steps, and clear and concise communication systems to teachers around high leverage moves for maximum impact to improve student outcomes.

Strategic Priorities:
Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Increase instructional leadership effectiveness in identifying instructional execution gaps, generating quality teacher action steps, and clear and concise communication systems to teachers around high leverage moves for maximum impact to improve student outcomes.

Indicator 1: Increase instructional leadership effectiveness in identifying instructional execution gaps, generating quality teacher action steps, and clear and concise communication systems to teachers around high leverage moves for maximum impact to improve student outcomes.

Indicator 2: Daily After School Huddles to Progress Monitor Department/Campus Wide Leadership Coaching action steps, alignment, Internalization, and implementation. By the end of the 2023-24 school year, leadership will meet daily in after school huddles to evaluate the effectiveness of leadership coaching moves and measure impact and align through weekly calibration walks.

Indicator 3: By the end of the Fall Semester, out of 90 observation forms, leaders will have a 90% alignment in ratings on observation forms across all instructional leadership team members. Literacy Protocols will also be reviewed during Walkthroughs teacher meetings.

Key Action 5: Build and maintain a strong environment for culture and community.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Cultivating Team HISD Talent

Indicator of Success 1: Build and maintain a strong environment for culture and community.

Indicator 1: * Staff and Community Surveys

Indicator 2: * Panorama Survey Data

Indicator 3: * Student advocacy meetings with organizational leads

Key Action 6: Recruit and Retain Effective Teachers and Leaders

Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Recruit and Retain Effective Teachers and Leaders

Indicator 1: * By the end of the 2023-24 School Year, Wisdom HS will retain 75% of its proficient professional staff. (teachers and leadership team)

Indicator 2: * By the end of the 2023-24 school year, Wisdom HS will continue its professional development learning series through workshops to build leadership capacity. We will increase the opportunities for LCs (Learning Coaches) and TAs (Teaching Apprentices).

Key Action 7: Improve the parental engagement of the campus in support of improve social and academic outcomes for all communities represented.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Improve the parental engagement of the campus in support of improve social and academic outcomes for all communities represented.

Indicator 1: * By the end of the 2023-24 school year, Wisdom HS will increase the number of parent engagement events with direct contact with the families from 6 to 10 events. Success will be measured by sign-in sheets and customer satisfaction surveys.

Indicator 2: * By the end of the 2023-24 school year, Wisdom HS will increase the number of community partnerships by 15 percent. Success will be measured by the number of partnerships procured at the end of the school year

Key Action 8: Curriculum will be vetted and aligned to the state standards in call classrooms.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Curriculum will be vetted and aligned to the state standards in call classrooms.

Indicator 1: * By the end of the 2023-24 school year, 100% of teachers and instructional support will be trained and executed weekly lesson internalization protocols.

Indicator 2: * As a NES-A campus, Wisdom HS will participate in weekly demo days to model effective instructional practices

Indicator 3: * Walkthrough Data at the 8 or higher scoring range for MRS. Effective execution by teachers and instructional supports.

010 Madison High School Key Actions 2023-2024

Key Action 1: Increase high quality tier 1 instruction to increase student performance on campus, district and state assessments.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: High quality of instruction impacts student achievement. By May 2024, the percentage of students reaching approaches on the EOC ELA 1 exam will increase from 44% to 54%; ELA 2 will increase from 46% to 56%; Algebra 1 will increase from 51% to 61%. The percentage of students reaching "meets" will increase from 24% to 34% on ELA 1, from 26% to 36% on ELA 2, and 17% to 27% on the Algebra 1 EOC.

Indicator 1: By May 2024, EOY Conference period, 80% of Madison HS teachers will average "proficient" or higher based on the district spot observations and their T-Tess formal observation.

Indicator 2: By December 2023, LSAE model will be impactful and allow for differentiation of instruction. Students in need of small group instruction will stay with the teacher the last 45 minutes of class to receive more focused instruction.

Key Action 2: Facilitate data driven instructional meetings aligned to campus goals for improving student achievement.

Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency

Indicator of Success 1: By April 2024, students will show an increase measure of success on previously low performing TEKS through the implementation of campus created quizzes that encompass spiraled standards.

Indicator 1: ELA 1, ELA 2, and Algebra 1 teacher data will be documented each 6 weeks indicating an increase percentage of students reaching the proficient criteria on district exams by 5% each grading cycle.

Indicator 2: ELA 1, ELA 2, and Algebra 1 teachers will modify district slide decks as needed to fit the need of their students including reviewing spiral material to ensure students get an opportunity to master missed standards.

Key Action 3: Implement high-quality campus CCMR tracking system to ensure 71% of all seniors earn the required CCMR point.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: By May 2024, 71% of seniors or 271 seniors will graduate with 1 CCMR point which is an increase of 5% from the graduating class of 2023.

Indicator 1: By September 2023, 85% of all Seniors will be enrolled in a CTE (Career and Technical Education), dual credit, or Advanced Placement course where they

can earn a CCMR point by obtaining an Industry Based Certification (IBC), college credit, or a score of three or better on the advanced placement test.

Indicator 2: By December 2023, we will evaluate the CTE academic programs and make the necessary adjustments to the Spring semester master schedule to ensure success in earning a CCMR point for at least 71% of our students.

Indicator 3: By April 2024, we will conduct a comprehensive evaluation of CCMR initiatives implemented throughout the year. We will review individual students' progress toward achieving our goal of 71% and provide the necessary support where needed.

Key Action 4: Close the English language acquisition learning gap of Emergent Bilingual students to increase student performance on campus, district and state assessments.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: By June 2024, the percentage of EBs that progress at least one proficiency level will increase from 32% to 40%, as measured by the state TELPAS assessment; the number of EBs that reclassify (exit) the ESL program will increase from 9 students to 15.

Indicator 1: By January 2024, all campus teachers will participate in Content-Based Language Instruction professional learning to learn and implement EB best practices such as: understanding the Proficiency Level Descriptors (PLDs), language objectives, structured conversations, sentence stems, visuals, etc.

Indicator 2: By February 2024, all EB students will have taken a practice TELPAS exam.

011 Milby High School Key Actions 2023-2024

Key Action 1: Grow teacher capacity to provide highest quality instruction.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: By December 2023 60% of spot observations conducted by school administrators will be proficient or higher. By March of 2024 the percentage will increase to 80%.

Indicator 1: By December 2023 60% of spot observations conducted by school administrators will be proficient or higher. By March of 2024 the percentage will increase to 80%.

Indicator 2: By May 2024 80% of teachers will be proficient or higher in the delivery of high quality instruction as measuerd by the teacher evaluation rubric.

Indicator of Success 2: By May 2024 80% of teachers will be proficient or higher in the delivery of high quality instruction as measuerd by the teacher evaluation rubric.

Indicator 1: By December 2023 60% of spot observations conducted by school administrators will be proficient or higher. By March of 2024 the percentage will increase to 80%.

Indicator 2: By May 2024 80% of teachers will be proficient or higher in the delivery of high quality instruction as measuerd by the teacher evaluation rubric.

Key Action 2: Teachers attend PD on LSAE instructional model and literacy and how to teach students who are behind in proficiency.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Prior to the first day of school, all teachers will analyze school leadership report card and complete course binder, the first semester pacing calendar, and the first 2 months of lesson plans based on data collected. Adjustments will be made during PLC based on data.

Indicator 1: Prior to the first day of school, all teachers will analyze school leadership report card and complete course binder, the first semester pacing calendar, and the first 2 months of lesson plans based on data collected. Adjustments will be made during PLC based on data.

Indicator 2: By December 2023 100% of teachers will have completed at least 1 at-bats during a PLC

Indicator 3: By May 2024 campus performance will increase from 36% to 40% at grade level as measured in meets in EOC assessments.

Indicator of Success 2: By December 2023 100% of teachers will have completed at least 1 at-bats during a PLC

Indicator 1: Prior to the first day of school, all teachers will analyze school leadership report card and complete course binder, the first semester pacing calendar, and the first 2 months of lesson plans based on data collected. Adjustments will be made during PLC based on data.

Indicator 2: By December 2023 100% of teachers will have completed at least 1 at-bats during a PLC

Indicator 3: By May 2024 campus performance will increase from 36% to 40% at grade level as measured in meets in EOC assessments.

Indicator of Success 3: By May 2024 campus performance will increase from 36% to 40% at grade level as measured in meets in EOC assessments.

Indicator 1: Prior to the first day of school, all teachers will analyze school leadership report card and complete course binder, the first semester pacing calendar, and the first 2 months of lesson plans based on data collected. Adjustments will be made during PLC based on data.

Indicator 2: By December 2023 100% of teachers will have completed at least 1 at-bats during a PLC

Indicator 3: By May 2024 campus performance will increase from 36% to 40% at grade level as measured in meets in EOC assessments.

Key Action 3: Establish, maintain and monitor systems that will lead campus to high-performing culture.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency

Indicator of Success 1: Attendance will maintain above 92%.

Indicator 1: CCMR will exceed 83%.

Indicator 2: Observations will increase from 2 per semester to a minimum of 2 per week for every teacher.

Indicator 3: Graduation: maintain graduation rate above 95%.

Indicator of Success 2: CCMR will exceed 83%.

Indicator 1: Attendance will maintain above 92%

Indicator 2: Observations will increase from 2 per semester to a minimum of 2 per week for every teacher.

Indicator 3: Graduation: maintain graduation rate above 95%.

Indicator of Success 3: Observations will increase from 2 per semester to a minimum of 2 per week for every teacher.

Indicator 1: Graduation: maintain graduation rate above 95%.

Indicator 2: Student Achievement: increase by at least 3% in all Special Populations as measured by all STAAR EOC meets scores.

Indicator of Success 4: Graduation: maintain graduation rate above 95%.

Indicator 1: Student Achievement: increase by at least 3% in all Special Populations as measured by all STAAR EOC meets scores.

Indicator 2: Observations will increase from 2 per semester to a minimum of 2 per week for every teacher.

Indicator 3: Attendance will maintain above 92%

Indicator of Success 5: Student Achievement: increase by at least 3% in all Special Populations as measured by all STAAR EOC meets scores.

Indicator 1: Observations will increase from 2 per semester to a minimum of 2 per week for every teacher.

Indicator 2: Attendance will maintain above 92%

Indicator 3: Graduation: maintain graduation rate above 95%.

012 Heights High School Key Actions 2023-2024

Key Action 1: Increase teacher-student engagement through the incorporation of multi-response strategies and Kagan strategies.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By November 2023, 75% of teachers will score a 2 or higher on multiple response strategies as measured by SPOT observation data. By March this percentage will increase to 90%.

Indicator of Success 2: By October 2023, 80% of teachers will implement Kagan strategies as evidenced by lesson plans and SPOT observations.

Indicator of Success 3: Student performance in classrooms will increase as measured by a 10% decrease in failure rates as measured each semester.

Key Action 2: Increase teacher to student feedback and progress monitoring in the math classroom.

Strategic Priorities:
Increasing Organizational Efficiency

Indicator of Success 1: By November 2023, 75% of teacher observations conducted will be proficient or higher in the areas of checking for understanding and giving students feedback using the SPOT observations forms. This will increase to 90% by March 2024

Indicator of Success 2: By October of 2023, 80% of teachers will use the "aggressive active monitor protocol" as observed by classroom observations.

Indicator of Success 3: Student achievement will improve 10% points on the NWAE assessment at MOY and EOY

Key Action 3: Improve the quality of instruction in co-teach/inclusion classrooms by growing staff capacity.

Indicator of Success 1: By October of 2023, all inclusion classes will use One Teach, One Assist; Station Teaching or Alternative Teaching in each class period.

Indicator of Success 2: Students served in special education will show on year of growth on the MOY and EOY assessment in reading.

Indicator of Success 3: Office referrals for classroom disruption will decrease as measured by ISS and OSS placements.

Key Action 4: Ensure 100% of HHS students graduate college, career, or military ready as defined by TEAs standards.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: All 12th grade students that have not meet TSI requirements for math or ELA, will be enrolled in Texas College Bridge.

Indicator of Success 2: The number of student meeting the CCMR requirement for AP/IB exams will increase from 32% to 40% by the end of the 2024 school year.

Indicator of Success 3: The number of students earning an industry based certification will increase from 45% to 70% by the end of the 2024 school year.

Indicator of Success 4: By the end of the 2024 school year, 70% of current 11th grade students will meet CCMR criteria

013 Community Services Key Actions 2023-2024

Key Action 1: Increase staff capacity to provide the highest quality of instruction with rigor and fidelity.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: 70% of teachers will be proficient or higher in delivery of high-quality instruction as measured by TEKS alignment of LO and DOL, higher levels of questioning, content Acquisition, and application during classroom walks and SPOT observations.

Indicator of Success 2: By December 2023, 50% of teachers will receive proficient in student engagement using Multiple Response Strategies that have been observed during SPOT observations and walk-throughs. By May of 2024, this will increase to 85%.

Key Action 2: Implementation of Special Education services and instruction with fidelity in our homebound, residential facility and hospital setting.

Strategic Priorities:
Increasing Organizational Efficiency

Indicator of Success 1: 80% of Special Education Teacher SPOT Observations will be rated as proficient by December 2023 and increase to 90% by May 2024.

Indicator of Success 2: By August 2023, all teachers will be training on the Co-teaching Models. By October 2023, 80% of our teachers will adopt the parallel teaching, station teaching and team-teaching models during instruction. By May of 2024, the models will be increased to 95% of instructional time.

Key Action 3: Develop and implement a streamlined system for cross-campus curriculum.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By September 2023, 100% of our teachers will be trained on how to embed Multiple Response Strategies within TEKS aligned instruction utilizing district curriculum.

Indicator of Success 2: By August 2023, 100% of our teachers will align the curriculum with the district/state standards along with the scope and

sequence as noted within their weekly lesson plans.

Indicator of Success 3: By December 2023, 70% of our teachers will be proficient in successful implementation of the curriculum as noted through ratings from SPOT Observations and walk-throughs. By May of 2024, this percentage will increase to 90%.

Key Action 4: Increasing support through writing and reading for our Emerging Bilingual population of students.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: By November 2023, 50% of our Emerging Bilingual students will increase their fluency in reading and writing through text and writing assignments within the ESOL and ELDA curriculum. This will increase to 70% by May 2024, evidence by classroom writing samples.

Indicator of Success 2: By May 2023, at least 15% of students (Emerging Bilinguals) will score at the intermediate level on TELPAS reading assessment during the 2023-2024.

014 Sterling High School Key Actions 2023-2024

Key Action 1: Enhance student growth and achievement data, as assessed through mid-year and end-of-year growth assessments, as well as state assessments. The goal is for students to demonstrate at least one grade level of improvement by the conclusion of the Fall Semester, as determined by NWEA and STAAR Assessments.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: By May 2024, our campus aims to enhance teacher capacity and student achievement by implementing targeted professional development workshops for teachers, focusing on innovative teaching strategies, differentiated instruction, and immediate embedded response to intervention, resulting in a measurable 15% increase in student performance on the NWEA

Indicator 1: At the end of the Fall semester, 70% of students will successfully attain a one-grade level advancement, as indicated by their Beginning of Year (BOY) NWEA grade level data.

Indicator 2: According to NWEA End of Year (EOY) data, 95% of students should have growth that is one times their grade level by May 2024.

Indicator 3: Additionally, by May 2024, all students must engage in bi-weekly NWEA screening assessments, and we aim for full participation, targeting a 100% attendance rate.

Key Action 2: Create a safe and secure learning environment that focuses on the social, emotional, and cultural needs of every student.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency

Indicator of Success 1: A significant decrease in ISS and OSS incidents compared to baseline data, ideally achieving the targeted 20% reduction.

Indicator 1: Observable improvements in the quality of relationships between teachers and students, including better communication, trust, and mutual understanding.

Indicator 2: Comparing NWEA assessment scores before and after implementing the restorative framework to see if there are any statistically significant improvements in academic performance.

Indicator 3: Conduct a needs assessment within the first 6 weeks of school amongst students and staff to determine their needs as it relates to building a positive school culture, climate, and morale.

Key Action 3: Teachers and leaders will implement the LSAE Instructional model with fidelity and the goal of closing the achievement gaps.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Teachers and leaders will implement the LSAE Instructional model with fidelity and the goal of closing the achievement gaps.

Indicator 1: Instructional leaders will provide weekly feedback and utilize the spot observation protocol to coach and develop teachers, teacher apprentices, and learning coaches.

Indicator 2: Teachers and leaders will be trained on the appraisal rubric to ensure effective instructional practices according to district and campus expectations.

Indicator 3: Teachers will participate in at-bats at least once a month and receive feedback from their administrators and peers.

015 Waltrip High School Key Actions 2023-2024

Key Action 1: Develop leadership density through instructional coaching and feedback.

Strategic Priorities:
Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Success for this key action will be reflective increased Walkthrough scores for purposeful instruction.

Indicator 1: 50% of TTESS Walkthrough forms scored using the district rubric will have a proficient rating or higher in Domain 2 - Instruction by December 2023 and increase to 70% proficiency in May 2024.

Indicator 2: Alignment of leadership calibration walks will increase by 10% quarterly (12 calibrated walks each quarter), with an alignment rate of at least 92% by the 3rd quarter (May 2024).

Indicator 3: Leadership Perception survey will increase satisfactory or above ratings by staff from MOY to EOY by 20% in the areas of: timely instructional coaching, consistent Walkthroughs, and quality of instructional coaching.

Key Action 2: Improve quality of first instruction by growing teacher capacity through coaching and feedback.

Strategic Priorities:
Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Success will be evident by an increase of effectiveness of first taught instruction.

Indicator 1: 50% of TTESS Walkthrough forms scored using the district rubric will have a proficient rating or higher in Domain 2 - Instruction by December 2023 and increase to 70% proficiency in May 2024.

Indicator 2: Increase overall student achievement at the Meets and Masters level from 39% and 10% in EOC Core Areas, respectively, to:
- 42% Meets (96 more students) and 12% Masters (49 more students) on the October campus benchmark exams.
- 44% Meets (141 more students) and 14% Masters (94 more students) on the December mid-way campus benchmark
- 47% Meets (211 more students) and 16% Masters (139 more students) on the February campus benchmark exams.
- 50% Meets (276 more students) and 18% Masters (199 more students) on the April campus benchmark and 2024 SPRING STAAR EOC.

Indicator 3: 50% of teachers will embed appropriate and frequent MRS strategies by November 2023, increasing to 75% by March, and 100% by May 2024.

Indicator of Success 2: Success will be evident by an increase of effectiveness of monitoring and tracking student performance over time.

Indicator 1: Increase the number of students proficient in reading, writing, listening, and speaking domains in TELPAS % students making gains.
- 9th: from 24% to 30% (Dec. as measured in Summit K-12) and 40% by EOY TELPAS
- 10th: from 39% to 42% (Dec. as measured in Summit K-12) and 45% by EOY TELPAS - 11th: from 36% to 40% (Dec. as measured in Summit K-12) and 45% by EOY TELPAS - 12th: from 19% to 25% (Dec. as measured in Summit K-12) and 35% by EOY TELPAS

Indicator 2: * Increase CCMR accountability from 60% to 70% through:
- AP: Increase the 3+ score on AP exams from 412 exams to 550 exams through students' consistent success in College Board Unit Assessment of 70%+ by December 2023 and 85% April 2024.
- TSI: Increase the number of all students who are TSI ready from 35 students to 75 students by December 2023, 100 students by April 2024, 135 students by June 2024, so they can successfully complete Dual Credit and Dual Enrollment courses.
- IBC: Increase the overall Industry Based Certifications (IBCs) attained through CTE courses by all students from 271 students to 350 students by December 2023, to 400 students by May 2024.
- TCB - 100% of 24 students will receive a CCMR point by May 2024.

Key Action 3: Increase SpEd team's compliance and instructional capacity through realignment of skills and systems.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Success will be evident by an increase of student achievement on district/state assessments.

Indicator 1: Increase and maintain SpEd compliance in EasyIEP system from 98% to 100%, including ARDS, Progress Monitoring, and Documentation of Accommodations, and successful implementation of IEP goals and objectives.

Indicator 2: Increase STAAR Spring EOC 2024 overall SpEd student achievement at the Meets and Masters level from 19% (52 students) and 5% (12 students), by systematically increasing the number of Meets and Masters in all EOC Campus Benchmark Assessments (CBA) to:
- 21% (5 more students) Meets and 6% (4 more students) Masters on the October CBA.
- 23% (11 more students) Meets and 7% (7 more students) Masters on the Dec. CBA.
- 26% (19 more students) Meets and 8% (10 more students) Masters on the Feb. CBA.
- 30% (29 more students) Meets and 9% (13 more students) Masters on the April CBA,
and 2024 Spring STAAR EOC.

Indicator 3: 50% of TTESS Walkthrough forms scored using the district rubric will have a proficient rating or higher in Domain 2 - Instruction by December 2023 and increase to 70% proficiency in May 2024.

016 Washington High School Key Actions 2023-2024

Key Action 1: Create an invigorating learning environment that values high quality of instruction for all learners.

Strategic Priorities:
Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Campus indicators of success for engaging high quality instruction will be reflective high rating for purposeful instruction on SPOT observations and less students failing by the end of grading cycles.

Indicator 1: Out of 80 spot observation for classrooms by the four members of the building leadership team in November, 70% of teacher receive a "2" or higher in the criterion of Purposeful Instruction.

Indicator 2: Student's favorable responses on the Panorama EOY Survey to questions concerning the quality of instruction they received will increase from 64% to 70%.

Indicator 3: Based on data from campus 3 and 6 week monitoring protocols, we will ensure our students have higher daily attendance and no more than 15% of students failing by the end of the grading cycle.

Key Action 2: Improve campus based systems to increase average student attendance, campus safety, and Special Education compliance.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being

Indicator of Success 1: Indicators for this key action will increased student attendance as well as improve student behavioral management.

Indicator 1: By the end of the school year, the students daily average attendance will increase to 90% according to our HISD Connect system.

Indicator 2: By the end of the school year, the number of out of school suspensions will decrease by 25% according to the discipline management system in HISD Connect.

Indicator 3: Increase SpEd compliance to 100%, including timely ARDS, Progress Monitoring in EasyIEP, and Documentation of Accommodations in HISD Connect, and successful implementation of IEP goals and accommodations in the classroom.

Key Action 3: Prepare all students for success in a global society.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: To show success for preparing students for success in a global society will be reflective by increasing students college and career readiness.

Indicator 1: Student performance on Industry-Based Certifications (IBCs) will increase to 70% or better by the May 2024 reporting period. (Certifications may include: Plant Science, Animal Science, and Engineering).

Indicator 2: 85% of students will participate in eligible Post Secondary Testing including, but not limited to TSI, SAT, AP, and ASVAB.

Indicator 3: The percentage of students being College/Career/Military Readiness as measured in Domain 1 will increase to 85% or better.

017 Westbury High School Key Actions 2023-2024

Key Action 1: We are continuing to adjust our tailored interventions to Emergent Bilingual student learning to make sure that their growth and achievement improves closer to the growth and achievement of their non-EB peers.
* We have implemented special intervention classes such as Reading, ESL Practical Writing, and specialized ESL sections of core classes in addition to the tiered ESL English courses to ensure EBs and migrant students are receiving high quality scaffolding and instruction to assist in mastery of the English TEKS.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: We are continuing to adjust our tailored interventions to Emergent Bilingual student learning to make sure that their growth and achievement improves closer to the growth and achievement of their non-EB peers.
* We have implemented special intervention classes such as Reading, ESL Practical Writing, and specialized ESL sections of core classes in addition to the tiered ESL English courses to ensure EBs and migrant students are receiving high quality scaffolding and instruction to assist in mastery of the English TEKS

Indicator 1: The number of EB students that reach approaches or higher on English 1 and English 2 STAAR will increase by 1-2%.

Key Action 2: We will continue to work with caseworkers and the HISD Special Education team in ensuring IEPs meet student's needs, adjusting as necessary, and that our teachers and co-teachers are adhering to the requirements of the IEP while continuing to monitor student academic progress under the requirements of the IEP

Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency

Indicator of Success 1: We will continue to work with caseworkers and the HISD Special Education team in ensuring IEPs meet student's needs, adjusting as necessary, and that our teachers and co-teachers are adhering to the requirements of the IEP while continuing to monitor student academic progress under the requirements of the IEP.

Indicator 1: The number of identified SpEd students that reach

approaches or higher on STAAR will increase by 2%.

Key Action 3: Counselors and deans will work collaboratively to ensure that students are supported academically through appropriate course placement; students attend school daily and are engaged in active learning and participate in lessons.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Counselors and deans will work collaboratively to ensure that students are supported academically through appropriate course placement; students attend school daily and are engaged in active learning and participate in lessons.

Indicator 1: Student attendance will increase from 94.4% for the 2022-2023 school year to 94.5% for the 2023-2024 school year

Key Action 4: Our overall goal is to reduce teacher turnover. To that end, we will focus on improving the professional environment for our educators. We will improve instructional and behavior skills for all new and returning staff by creating and training teachers and instructional leaders using the Westbury Way to create high levels of consistency and proficiency around: threshold, warm-up, seating charts, class procedures, use of times, attention-getters, giving directions, multiple response strategies, active monitoring, grading in the moment and closure.

Strategic Priorities:
Increasing Organizational Efficiency

Indicator of Success 1: Our overall goal is to reduce teacher turnover. To that end, we will focus on improving the professional environment for our educators. We will improve instructional and behavior skills for all new and returning staff by creating and training teachers and instructional leaders using the Westbury Way to create high levels of consistency and proficiency around: threshold, warm-up, seating charts, class procedures, use of times, attention-getters, giving directions, multiple response strategies, active monitoring, grading in the moment and closure.

Indicator 1: The number of new hires for 2024-2025 will be less than 20

Indicator 2: Recruitment will focus on high quality, experienced educators

Key Action 5: Increase the number of parent visits by 20% for 2023-24 over 2022-2023.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Cultivating Team HISD Talent

Indicator of Success 1: Increase the number of parent visits by 20% for 2023-24 over 2022-2023.

Indicator 1: * Title 1 sign in sheets show an increase in parent participation when compared to

the previous school year.
* Teacher, Counselors and Administrator Logs demonstrate frequent contact and communication

Indicator 2: *Create a focus group of 6-8 parents to complete the FACE Walkthrough to observe classrooms and provide feedback to the campus.
* Parent participation with the campus PTO and the number of attendees at the Husky Food Market approaches 10% of the parent population. *
* Electronic communications are sent regularly to parents. *

Indicator 3: * The campus website will maintain pertinent campus information to include Family and Community Engagement Information

Key Action 6: Our approach to data-driven instruction and assessment is two-part. The first driver is to Improve teacher capacity to demonstrate consistent effective
foundational instructional skills following the lesson cycle progression known as the "Westbury Way" with high level of consistency and proficiency to include skills such as:
threshold, warm-up, seating charts, class procedures (materials/cellphones) use of timers, attention getters, transitions, giving directions, multiple response strategies,
active monitoring/grading in moment, and closure/exit.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: By August 18, 2023, skills modules will be developed by campus leaders and teachers for each identified Westbury Way skill.
* Modules will be taught in 45-60 minute mini-lessons during the week of Aug 21-25, 2023 to all teachers by a leader/teacher pair using a lesson plan format, at bat opportunities, and providing a digital resource one-pager with links to the lesson and resources.
* By December 15, 2023, 50% of teachers will demonstrate consistent implementation of classroom routines and instructional procedures during spot observations consistent with Proficient I.
* This percentage will increase to 80% by May 15, 2024.
* All English and identified Math teachers will be trained to use NES curriculum, DOL assessments, and LSAE model by the Aug 28, 2023.
* All core content PLCs will be trained to utilize district-aligned data protocols and apply them to DOLs and common assessments to disaggregate data, drive lesson planning, and differentiate practice within 90-minute lesson cycle by the end of 1st grading cycle; all non-core PLCs will be trained and apply strategies aligned to NES model by end of 1st semester to apply in 2nd semester.

* Using 1st grading cycle DOLs and BOY assessments, 75% of core-content instructional staff will utilize data from DOLs to drive instruction and impact student success through meaningful reteach/intervention.
* This percentage will increase to 95% by December 2023. By the end of the first semester, 80% of students will be fluent in the use of data trackers in the core content classroom and be able to speak to their own performance and progress.
* Student scores for the English, Math and Science BOY, MOY and EOY exams will increase at least 0.5 grade levels between each administration with EOY to show a more than 1.25 grade level increase overall from BOY.

Key Action 7: We seek to grow staff capacity to collect, analyze and utilize student data on a continuous basis to effectively to impact student success based on DOL and other district data to provide differentiated practice to students within a 90-minute lesson cycle.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Key Action 8: Teachers will use Canvas and other district-approved apps and hardware (Clevertouch Boards, etc.) to deliver seamless, engaging, and interactive lessons to their students during the 23-24 SY.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: The CET will use a check and balance spreadsheet to monitor teachers' purposeful use of Canvas features: posting announcements, uploading assignments and quizzes, and other vital components as indicated on the tracker.

Indicator 1: The campus CET will conduct an open lab for teachers three times a week that provides a forum for asking and answering questions, introduces new ways to implement Canvas and other district-approved apps that leverage students' prior knowledge, motivate them to action, ensure comprehension, and enhance student agency and self-efficacy.

Key Action 9: The CET will use a check and balance spreadsheet to monitor teachers' purposeful use of Canvas features: posting announcements, uploading assignments and quizzes, and other vital components as indicated on the tracker.

Strategic Priorities:
Transforming Academic Outreach, Increasing Organizational Efficiency

018 Wheatley High School Key Actions 2023-2024

Key Action 1: Build staff capacity to provide high-quality, Tier I instruction.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: During Campus and District Quick-Walks and On-Spot Observations, 75% of teachers will be rated proficient or higher in the delivery of instruction by December 2023 and 85% or higher will be rated proficient by May 2024.

Indicator of Success 2: Increased percentage of students' proficiency levels on Formative and Summative Assessments by a minimum of 10% quarterly. (LSAE model, DOL, BOY, MOY, EOY)

Key Action 2: Ensure that students maintain an "on-track" status towards high school completion/graduation within four years of initial enrollment.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 90% of the 9th grade class will have earned at least six (6) credits towards graduation by the end of their freshman year, as measured by semester grade posts and student transcripts.

Indicator of Success 2: 90% of 10th and 11th grade students who start their year credit deficient will have successfully made up classes that they failed (maximum of 2 classes, or one credit), as measured by credit recovery courses and student transcripts within one school year (before the beginning of the following school year).

Key Action 3: Promote a positive school culture that will support the physical, social, emotional, and behavioral health of all students and school staff.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Increase the student attendance rate by a minimum of 3% to 92% at EOY.

Indicator of Success 2: Decrease the student discipline rate by a minimum of 5% to 170 infractions at EOY.

Indicator of Success 3: Teachers and staff will have improved mental, emotional, social, and behavioral health which will lead to a sense of community and support within the school as measured by using a self-assessment tool or survey.

Indicator of Success 4: Increase in staff/teacher attendance rate at EOY.

019 Worthing High School Key Actions 2023-2024

Key Action 1: Ensure English I, II, Art of Thinking and Algebra 1 teachers implement the LSAE model and offer on grade level purposeful instruction for all tier 1 instruction with fidelity.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Out of a minimum of 80 spot on observations conducted quarterly by the leadership team, 55% of the ratings by leaders will be within one proficiency level of each other. This percentage will increase in alignment to 60% by the end of January, 65% by the end of March, and 70% by the end of May.

Indicator 1: 6 out of 11 teachers (55%) will receive 1.5 pts or higher based on the LSAE model indicator and 2pts or higher based on purposeful instruction indicator by the end of October 2023.

Indicator 2: 7 out of 11 teachers (64%) will receive 1.5 pts or higher on the quality of instruction indicator and 2pts or higher based on purposeful instruction indicator by the end of January 2024.

8 out of 11 teachers (72%) will be rated as proficient I or higher in providing Tier 1 instruction during spot observations conducted in March by the campus leadership team; that percentage will increase to 9 out of 11 teachers (81%) by May.

Indicator 3: Based on a tiered forced curve in October, 55% of overall teachers' performance ratings on spot on observations will be within one proficiency level of their student performance data (NWEA MAP and Texas state assessments). This percentage will increase to 60% by the end of January and 70% by the end of May.

Key Action 2: Increase the level of student engagement to stimulate academic discourse in Math, English, Science and Art of Thinking classes with a focus on the use of multiple response strategies to check for student mastery.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Out of 160 spot observations conducted on classrooms quarterly, 13 out of the 27 teachers (48%) will receive 2pts or higher on the use of multiple response strategies under the engagement indicator by the end of October. This percentage will increase to 16 out 23 teachers (69%) by January, 17 out of 23 teachers (74%) by March, and 18 out of 11 teachers (78%) by May.

Indicator 1: 55% of students will be able to effectively annotate work when appropriate during spot observations by the end of October. This percentage will increase to 60% by January, 65% by March and 70% by May.

Indicator 2: 65% of students will participate in academic discourse utilizing multiple response strategies to ensure engagement. This percentage will increase to 70% by January, 75% by March and 80% by May.

Key Action 3: Using the LSAE Model, special education student growth in Algebra I, English I, and English II will increase by 10% from BOY to MOY. This will increase an additional 10% from MOY to EOY.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Out of a minimum of 250 spot on observations conducted quarterly by the leadership team, 55% of the ratings by leaders will be within one proficiency level of each other. This percentage will increase in alignment to 60% by the end of January, 65% by the end of March, and 70% by the end of May.

Indicator 1: Based on a tiered forced curve in October, 55% of overall teachers' performance ratings on spot on observations will be within one proficiency level of their student performance data (NWEA MAP and Texas state assessments). This percentage will increase to 60% by the end of January and 70% by the end of May.

Indicator 2: 2 of the 3 (67%) Co-Teachers will receive 1.5 pts or higher based on the LSAE model indicator and 2pts or higher based on purposeful instruction indicator by the end of October 2023.

020 Yates High School Key Actions 2023-2024

Key Action 1: Increase the quality of tier 1 instruction among teachers by building capacity during PLCs.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: By May 2024, the percentage of students reaching approaches on ELA 1 EOC will increase from 37% to 47%, ELA 2 EOC will increase from 44% to 54%, Algebra 1 EOC will increase from 52% to 62%.
By May 2024, the percentage of students reaching the meets level on the English 1 EOC will increase from 21 % to 31% and Algebra 1 EOC will increase from 13% to 23%.

Indicator 1: By December 2023, 70% of spot observation forms conducted by administrators will be proficient or higher indicating quality tier 1 instruction. Points will be allocated based on engaging multiple response strategies, implementation and alignment of DOL assignments, and best teaching practices.

Indicator 2: By December 2023, LSAE model will be impactful and allow for differentiation of instruction. Students in need of small group instruction will stay with the teacher the last 45 minutes of class to receive more focused instruction.

Indicator 3: By May 2024, 80% of Yates teachers will be at proficient or higher based on monthly spot observations.

Key Action 2: Increase average daily attendance rate from 84% to 90%

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Number of credits awarded to students will increase due to more passing grades and higher attendance.

Indicator 1: The number of credits denied due to 90% rule will decrease. In 2022-2023, 883 students accounted for 16,248 NGs. By May 2024, there will be less than 450 students with NGs.

Indicator 2: An increase of students classified in their grade cohort. Going into the 2023-2024 school year, 45 students should be classified as a senior but due to loss of credit, they are not. By December 2023, 15 students out of the 45 will be classified as a senior.

Key Action 3: Implement high-quality campus CCMR tracking system to ensure 80% of all seniors earn the required CCMR point. (The class of 2022, 19% of seniors met at least one criterion.)

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: By May 2024, 80% of seniors will graduate with 1 CCMR point which is an increase of 10% from the graduating class

of 2023.

Indicator 1: By September 2023, 85% of all seniors will be enrolled in a CTE (Career and Technical Education), dual credit, or Advanced Placement course where they can earn a CCMR point by obtaining an Industry Based Certification (IBC), college credit, or a score of three or better on the advanced placement test.

Indicator 2: By December 2023, we will evaluate the CTE academic programs and make the necessary adjustments for the Spring semester on the master schedule.

Indicator 3: By March 2024, we will conduct a comprehensive evaluation of CCMR to review individual students' progress.

Key Action 4: Improve campus safety and build trust and confidence with each stakeholder.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being

Indicator of Success 1: Favorable satisfaction ratings from staff, students and community regarding safety and wellbeing

Indicator 1: By May 2024, community survey will show at least an 80% satisfaction rating.

Indicator 2: By May 2024, discipline incidents will decrease from 571 out-of-school suspension and 214 in-school suspensions by at least 50%.

023 Sharpstown High School Key Actions 2023-2024

Key Action 1: Student achievement in Algebra I, English I, and English II will increase by a minimum as follows: Approaches (+10%) Meets (+5%) Masters (+2%) This goal was determined by analyzing our previous STAAR data and aligning our goals with the district's goals.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Progress in formative, interim and summative assessments.

Indicator 1: Progress in formative, interim and summative assessments.

Key Action 2: Discipline - incorporate SEL

Attendance - minimum ADA goal of 94%

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Measurable results

Indicator 1: Daily attendance monitoring for students and staff

Indicator 2: Incorporation of SEL to minimize discipline and increase positive student engagment

Key Action 3: PLC

Professional Development

Daily Walkthroughs

Coaching and Modeling

Exit ineffective teachers

Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Measurable results

Indicator 1: Increase student achievement scores

Indicator 2: Higher retention rates at the end of the 2023-2024 school year

Key Action 4: We will ensure our staff is aware of our priorities in our monthly staff meetings and weekly PLCs and campus newsletter. We will revisit our focus on effective PLC sessions and coaching and feedback of teachers through campus leadership , promoting and engaging in reflective conversations and step-backs on our progress periodically. Community and families will be notified of our focus in our weekly family newsletter, parent meetings, scholar grade level events, newsletter, and updates at parent and community events.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Measurable results

Indicator 1: Increase attendance at monthly FACE events

Key Action 5: Grow staff capacity to provide high quality math instruction and numeracy support across content areas.

Indicator of Success 1: Student performance on Algebra 1 STAAR will increase from 48% Approaches to 65% Approaches by Spring 2024.

80% of math teachers will utilize Lead4Ward strategies to increase student engagement as measured by SPOT observations.

Key Action 6: Grow staff capacity to provide high quality Language Arts instruction and literacy support across content areas.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Student performance on English (ELA 1 & 2) STAAR will increase from 34% Approaches to 50% Approaches by Spring 2024.

80% of teachers will utilize school-wide literacy playbook strategies as observed during SPOT observations.

The percentage of Emerging Bilingual students who grow at least one level of proficiency on TELPAS or exit the program will increase from 20% to 40%.

024 Scarborough High School Key Actions 2023-2024

Key Action 1: Increase the level of student/teacher engagement, through the use of multiple response strategies to demonstrate student growth of 15% in reading and math as measured on the NWEA Mapping BOY and EOY.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: An indicator of success for this key action will be reflected on an increase of teacher SPOT observation ratings and student engagement/active participation in daily lessons.

Indicator 1: Out of 51 classroom spot observations by the building leadership team, 60% of the observations will align with executive leadership calibration walks in the fall. This percentage increases to 80% by Spring 2024.

Indicator 2: Monthly tracking for 100% of teacher ratings in the area of Engagement on spot observations.

Indicator 3: Using Multiple Response Strategies, student participation will be at 60% by November. This number will increase to 80% by February.

Key Action 2: Increase campus overall CCMR accountability for 2024 graduates by 10 percentage points focusing on semester data trackers and increasing staff capacity.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Campus success will be reflected by increased in student achievement on AP exams, TSI assessments, and completion of IBCs.

Indicator 1: Students earning AP exam score of 3+ will increase by 50%

Indicator 2: Increase by 20% the number of students attaining college readiness via Accuplacer (TSI), PSAT, SAT, ACT, OnRamps

Indicator 3: Increase IBCs by 10% across all CTE campus programs.

Key Action 3: Improve proficiency in student writing across content areas as measured by Short Constructed Responses STAAR rubric for SCRs.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Campus success will be reflective on student achievement on STAAR EOCS, specifically on ECR and SCR.

Indicator 1: Based on Spring EOC composite results, the number of students who perform at Approaches will be at 60%, Meets at 25%, and Masters at 10%

Indicator 2: 50% of students will demonstrate mastery of SCR by earning a rating of 2 on SCR rubric across core content areas as evidenced by Fall Semester Finals.

Indicator 3: 70% of students will demonstrate mastery of SCR by earning a rating of 2 on SCR rubric across core content areas as evidenced by Spring Semester Finals.

Key Action 4: Increase the academic achievement of students that receive Special Education support services as specified on their IEP.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: The success of this key action plan at the campus will be evident in meeting all special education ARDs/IEP goals within the set deadlines, as well as the effective facilitation of student IEPs in classrooms. These actions will contribute to improved student achievement on the NWEA assessments.

Indicator 1: 100% of teachers will implement student's accommodations and meet all compliance documentation in the prescribed time frame (every six weeks).

Indicator 2: 100% of students will have updated IEP goals and progress monitored every six weeks.

Indicator 3: 80% of special education students with access to the general education core content will demonstrate an increase in their performance on the NWEA from BOY to MOY by 5%. 80% of special education students with access to the general education core content will demonstrate an increase in their performance on the NWEA from MOY to EOY by 5%.

025 Kinder High School for the Performing and Visual Arts Key Actions 2023-2024

Key Action 1: Increase student engagement through the use of multi-response strategies.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 70% of spot observations in October done by building leadership will receive a 2 or higher and it will increase to 85% by February 2024.

Indicator of Success 2: Master level performance in EOC's will improve by 10% in all subjects.

Indicator of Success 3: By May 2024, Master's level EOC performance in each area will improve by 10%:
Algebra 31% to 41%
Biology 68% to 78%
English I 57% to 67%
English II 43% to 53%
US History 84% to 94%

Key Action 2: Utilize data from PSAT, SAT, TSI to plan for in-class support and interventions in the Junior classes.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By the end of Junior year, 90% of students will have met the CCMR criteria. By the end of 2024, 80% of the junior class will have met the CCMR criteria by either satisfying SAT/ACT performance levels, scoring a 3 or higher on an AP exam, or performing at the appropriate level on the TSI.

Indicator of Success 2: Increase the enrollment in AP courses in Sophomore and Junior years by 10%. By the start of the 2023/24 school year, AP course offerings will be expanded to include AP Human Geography, serving 9th graders and AP Physics, serving juniors and seniors.

Indicator of Success 3: Increase the percentage of students getting a 3 or higher in their AP tests by 5 %. By the end of 2024, the percentage of students

scoring 3 or higher on their AP exam will increase by 5% from 75% to 80%.

Key Action 3: Plan and implement specific and aligned goals based on disability.

Strategic Priorities:
Increasing Organizational Efficiency

Indicator of Success 1: ARD committee meetings will occur on-time during the school year. All ARDs will be completed before May to ensure that students are not going the entire year without an update.
By the end of the 2023/2024 school year, 100% or ARD committee meetings will have been held in compliance with timelines and required documentation will be stored in EasyIEP.

Indicator of Success 2: Goals and accommodations will be appropriately matched to the student's need and disability. By the end of 2024, 90% students served under special education will pass their EOC exams.

Indicator of Success 3: Teachers will understand how to implement accommodations and employ instructional strategies that help students meet their goals. By the end of the first semester, 80% of spot observations will reveal a proficient rating in the area of "lessons are adjusted based on classroom response data".

Key Action 4: Social Emotional Learning is an integral part of education and human development. We will continue to maintain a supportive school environment with strong and positive relationships at all levels.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being

Indicator of Success 1: On the fall and spring survey results, 70 % of our students will have a favorable response to classroom climate. By December 2024, 80% of our students, an increase from 77%, will have a favorable response to classroom climate on the Panorama student feedback survey. By May 2024, that percentage will increase to 83%

Indicator of Success 2: On the fall and spring survey results, 70 % of our students will have a favorable response to classroom teacher student relationships By December 2024, 71% of our students, an increase from 68%, will have a favorable response to classroom teacher-student relationships on the Panorama student feedback survey. By May 2024, that percentage will increase to 73%

026 DeBakey High School Key Actions 2023-2024

Key Action 1: Increase student annual attendance from 97.3 to 98% for the 2023-24 school year.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 20% reduction in chronic absences as compared to School Year (SY) 2023

Indicator of Success 2: Increase in student attendance percentage rate by 6 week cycle compared to 2022-23 cycles.

Indicator of Success 3: 10% reduction in NGs (No Grade)

Key Action 2: Increase schools CCMR for the 2023-24 school year.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: CCMR from 96.3 % to 100% for the 2023-24 school year.

Indicator of Success 2: TSI Assessments results for Seniors.

Indicator of Success 3: SAT Results form 2022-23.

Indicator of Success 4: ACT Results from Summer 2023.

Indicator of Success 5: IB (Industrial Based) Certification results from 2022-23.

Indicator of Success 6: AP exam results from 2023-24.

Key Action 3: To increase student achievement in Algebra 1

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Increase STAAR Alg I - Approaches Level from 97 to 100%.

Indicator of Success 2: Increase STAAR Alg I - Meets Level from 75 to 80 %.

Indicator of Success 3: Increase STAAR Alg I - Masters Level from 37 to 45%.

Key Action 4: To increase student achievement in English II

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Increase STAAR EL II - Meets Level from 99 to 100%

Indicator of Success 2: Increase STAAR EL II - Masters Level from 48 to 53%

Indicator of Success 3: Results of NWEA MOY 10th. grade students 75%

Indicator of Success 4: Results of NWEA EOY 10th. grade students 100%

027 Chavez High School Key Actions 2023-2024

Key Action 1: Key Action (Briefly state the specific goal or objective.)
Increase the number of teachers who are highly effective in Tier I instruction.

When conducting our needs assessment at the end of the school year, the administrative team determined the need to address Tier I instruction and alignment on delivery of the lesson and student performance on the summative assessments. We disaggregated previous T-TESS data surrounding teacher efficacy in Domain 2 - Instruction - and determined there were gaps in how our teachers were being appraised and student performance.

Further analysis of multiple sources of quantitative and qualitative data indicated that teachers did not consistently deliver instruction that aligned and supported the objective, which then led to underperformance on summative assessments since students were not getting rigorous Tier I instruction.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Teacher Capacity

Indicator 1: 70% of teachers will receive an average of 6 points on Domain 2 of their On-Spot observations by December 2023 and will increase to 80% by May 2024.

Indicator 2: Students achieving Approaches, Meets, and Masters on Algebra I will increase from 73%, 39%, 17% to 76%, 42%, and 19% respectively.
Students achieving Approaches, Meets, and Masters on English I will increase from 50%, 34%, 4% to 55%, 36%, and 6% respectively.
Students achieving Approaches, Meets, and Masters on English II will increase from 54%, 35%, and 3% to 59%, 40%, and 5% respectively.
Students achieving Approaches, Meets, and Masters on Biology will increase from 74%, 25%, and 3% to 78%, 28%, and 5% respectively.

Indicator 3: Students achieving Approaches, Meets, and Masters on US History will increase from 89%, 52%, and 24% to 92%, 55%, and 28% respectively.
70% of students enrolled in a certification-eligible CTE course will earn the certification by May 2024. This will lead to an approximate increase of at least 10% increase in CCMR points for accountability.

Key Action 2: Raise the level of student/teacher engagement and discourse through the consistent use of multiple response strategies (MRS).

Data pulled from formal and informal observations indicated that student-to-teacher and student-to-student discourse was outweighed by direct instruction that limited opportunities for students to demonstrate their learning.

Chavez HS will increase student achievement by implementing purposeful and intentional inquiry questions and checks for understanding throughout the lesson cycle with the use of multiple response strategies (MRS).

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Instructional Planning

Indicator 1: * 70% of teachers will incorporate a variety of MRS strategies into each lesson cycle by December 2023.
* 95% of students will be actively engaged during implementation of MRS as evidenced through Spot walkthroughs.

Indicator 2: * 100% of teachers will effectively assess student responses during MRS and respond appropriately to student misunderstandings before moving on with the lesson.
* Student data for each common assessment in STAAR-tested courses will indicate an increase of 10% in performance levels (Approaches, Meets, and Masters) during the spring semester.

Indicator 3: * 70% of teachers will have earned at least 6 points in the Instruction Domain during a walkthrough by December 2023; this will increase to 80% by May 2024.
* 10% of EB students will meet state requirements on TELPAS.

Key Action 3: Implementation of backwards planning to support alignment of assessments to curriculum instruction.

During previous PLC planning sessions, teachers created lesson plans first instead of planning with the end in mind by creating common assessments to align their instruction. As a result, students were receiving assessments at the end of a unit with questions that were not aligned with how students were instructed on the material throughout the unit.

Furthermore, some teachers were relying on outdated forms of assessment, such as paper-based tests with scantrons, which did not allow students to practice taking assessments online like they would be for their summative assessments. Chavez HS will implement the usage of Cambium/OnTrack testing platform to align to the state assessment and provide students with multiple practice opportunities.

Strategic Priorities:
Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Instructional Coaching

Indicator 1: 100% of core content assessments will be created through Cambium or OnTrack beginning with Campus Common Assessment #1 in September. All non-core teachers will create performance tasks or projects.

Indicator 2: 100% of teachers will participate in lesson internalization which includes creating pre-planned questions, exemplars, learning extensions, possible student misconceptions and lesson checkpoints.

Indicator 3: 100% of teachers will participate in leading with data conversations to effectively close the gaps by sub populations on student performance as indicated below:

Key Action 4: Build teacher capacity through observation and feedback cycle.

Chavez HS administrators will prioritize monitoring instruction and providing feedback through coaching.

T-TESS data collected in 2022-2023 school year demonstrated that all Chavez HS teachers were proficient, but student achievement data demonstrated that

there was misalignment between ratings and STAAR scores.

Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Build teacher capacity through observation and feedback cycle.

Indicator 1: * Instructional leaders' calendars will reflect a minimum of two coaching sessions per week.
* All campus instructional leaders will conduct and document a minimum of 6 weekly coaching walks and be prepared to discuss during instructional administrative meetings.

Indicator 2: * On average, the congruence measure between our first walkthrough and our first common assessment will be within 2-3 points.
* On average, the congruence measure between our second walkthrough and our second common assessment will decrease to 1-2 points.
* On average, the congruence measure between our second walkthrough and our second common assessment will decrease to 0-1 points.

034 High School for Law and Justice Key Actions 2023-2024

Key Action 1: Successfully implement learner-centered strategies to improve the quality of instruction using the walkthrough form.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Out of 26 walkthroughs of any classroom, 80% of teachers will be initiating (as measured on walkthrough form) collaborative group work by October 2023. The percentage will increase to 90% initiating or higher by February 2024 and at least 75% demonstrating by April 2024.

Indicator of Success 2: Out of 26 walkthroughs of any classroom by 80% of teachers will be initiating (as measured on walkthrough form) writing to learn by October 2023. The percentage will increase to 90% initiating or higher by February 2024 and at least 75% demonstrating by April 2024.

Indicator of Success 3: Out of 26 walkthroughs of any classroom, 80% of teachers will be initiating (as measured on walkthrough form) questioning by October 2023. The percentage will increase to 90% initiating or higher by February 2024 and at least 75% demonstrating by April 2024.

Key Action 2: Increase academic achievement in math for Algebra 1, TSI Math and SAT Math.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 80% of the teachers will be proficient or higher in implementing feedback as measured by the walkthrough form rubric in the planning domain of the teacher evaluation rubric by October 2023. This percentage will increase to 90% or above by March 2024.

Indicator of Success 2: Out of 26 walkthroughs of any classroom, 80% of students will be engaged (as measured on the walkthrough form) by October 2023. The percentage will increase to 90% or higher by April 2024.

Key Action 3: Increase academic achievement in the Mastery component for EOC English 1 and EOC English 2.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 80% of the teachers will be proficient or higher in implementing rigorous direct instruction at grade level as measured by the walkthrough form rubric in the planning domain of the teacher evaluation rubric by October 2023. This percentage will increase to 90% or above by

March 2024.

Indicator of Success 2: Out of 26 walkthroughs of any classroom, 80% of students will be engaged (as measured on the walkthrough form) by October 2023. The percentage will increase to 90% or higher by April 2024.

Key Action 4: Increase meaningful student engagement through the use of multiple response strategies.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By October 2023, 80% of teachers will be initiating the turn-talk strategy to increase student collaboration. The percentage will increase to 85% by February 2024 and at least 75% demonstrating by April 2024.

Indicator of Success 2: By October 2023, 80% of teachers will be initiating use of response cards to increase student engagement/understanding. The percentage will increase to 85% by February 2024 and at least 75% demonstrating by April 2024.

Indicator of Success 3: Coach and provide feedback to teachers regularly using walkthrough form observation characteristics.

Indicator of Success 4: By October 2023, 80% of teachers will be initiating table-talk strategy to increase student collaboration. The percentage will increase to 85% by February 2024 and at least 75% demonstrating by April 2024.

036 Westside High School Key Actions 2023-2024

Key Action 1: Key Action (Briefly state the specific goal or objective.)

The TEA accountability measure for students at Westside High School in Domain III - Closing the Gaps will grow from 78% to 82%.

Strategic Priorities:
Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: The percentage of students passing the English I End of Course (EOC) exam will increase from 70% to 76% at the Approaches level, 54% to 60% at the Meets level, and from 14% to 20% at the Masters level by Spring 2024.

Indicator 1: The percentage of students passing the English II EOC exam will increase from 72% to 78% at the Approaches level, 56% to 62% at the Meets level, and from 8% to 14% at the Masters level by Spring 2024.

Indicator 2: The percentage of students passing the US History EOC exam will increase from 96% to 98% at the Approaches level, 76% to 81% at the Meets level, and from 45% to 50% at the Masters level by Spring 2024.

Indicator 3: The percentage of students enrolled in college level / college prep English and Social Studies courses (DC English, OnRamps, DC USH, Bridge, AP Language, AP Literature, AP USH) will increase from 17% to 25%.

The percentage of students meeting the benchmark for College Career and Military Ready (CCMR) points in the area of English Language Arts and Reading on the SAT/ ACT/TSIA2 will increase from 53% to 60%.

Key Action 2: Key Action (Briefly state the specific goal or objective.)

We are incentivizing attendance and school engagement (i.e. clubs, athletics, and organization) from all of our students through a competition style system, which build character and community for all students and staff.

Strategic Priorities:
Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: CAMPUS CULTURE AND CLIMATE

Indicator 1: Attendance goal will be to grow from 90% to 92% as a total campus

Indicator 2: All students are in class during the first 15 minutes and last 15 minutes of each class

Indicator 3: There will be an increase in students joining clubs, athletics, and school organizations

Key Action 3: Key Action (Briefly state the specific goal or objective.)
The leadership team will implement strategies that support high-quality instruction and teacher growth for retention and future recruitment.

Strategic Priorities:
Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: STAFF QUALITY, RECRUITMENT, AND RETENTION

Indicator 1: 100% of PLCs use a common template to record the meeting's minutes . Curriculum Directors meet weekly with the leadership team to review best instructional practices to deliver to their departments

Indicator 2: The master schedule is structured so that the majority of teachers have common planning time

Indicator 3: We offer a new-to-blue affinity group to provide quality relationship-building and instructional practice for our newest staff members

We exceed state percentages for retaining high-quality teachers/staff

Key Action 4: Key Action (Briefly state the specific goal or objective.)
The Principal will host Coffee with the Principal Parent meetings each quarter for the 2023 - 2024 school year.Our campus will invite parents to community events such as Open House, Back to School Bash, classes, and/or College Center events each semester for the 2023 - 2024 school year.

Our campus will host and invite parents to workshops on accessing technology (student grades), homework help, technology, assessment, school policies and procedures, and life after high school.

Families who participate will be recognized/celebrated.

Campus will plan an engagement for students and families that will assist with relationship building among families, teachers, and staff.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Parent and Community Engagement

Indicator 1: Open House (20%) and College Night (30%)

Indicator 2: Bash and Coffee with the Principal

Indicator 3: Measure: Call out reports and attendance trackers

Key Action 5: Campus leadership and staff will prioritize high quality instruction to increase student proficiency in mathematics, reading, and writing across the curriculum.

Strategic Priorities:
Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: Campus leadership and staff will prioritize high quality instruction to increase student proficiency in mathematics, reading, and writing across the curriculum.

Indicator 1: The percentage of students passing the Algebra 1 End of Course (EOC) will increase from 70% to 75% at the Approaches levels, 26% to 31% at the Meets level, and from 8% to 14% at the Masters level by Spring 2024.

The percentage of students enrolled in college level / college prep math courses (OnRamps, DC Math, Bridge AP Stats, AP Calculus) will increase from 13% to 25%.

The percentage of students meeting the benchmark for College Career and Military Ready (CCMR) points in math on the SAT/ACT/TSIA2 will increase from 42% to 47%.

The percentage of students passing the English I End of Course (EOC) exam will increase from 70% to 76% at the Approaches level, 54% to 60% at the Meets level, and from 14% to 20% at the Masters level by Spring 2024.

Indicator 2: The percentage of students passing the English II EOC exam will increase from 72% to 78% at the Approaches level, 56% to 62% at the Meets level, and from 8% to 14% at the Masters level by Spring 2024.

The percentage of students passing the US History EOC exam will increase from 96% to 98% at the Approaches level, 76% to 81% at the Meets level, and from 45% to 50% at the Masters level by Spring 2024.

Indicator 3: The percentage of students obtaining Advanced High on Texas English Language Proficiency Assessment System (TELPAS) will increase from 11% to 16% at the 9th grade level, 23% to 29% at the 10th grade level, 20% to 26% at the 11th grade level, and 31% to 36% at the 12th grade level in Advanced High on the Spring 2024 TELPAS Composite Score.

The percentage of students enrolled in college level / college prep English and Social Studies courses (DC English, OnRamps, DC USH, Bridge, AP Language, AP Literature, AP USH) will increase from 17% to 25%.

The percentage of students meeting the benchmark for College Career and Military Ready (CCMR) points in the area of English Language Arts and Reading on the SAT/ACT/TSIA2 will increase from 53% to 60%.

Key Action 6: We will provide training on how to implement 1:1 technology in a way that drives rigor rather than substituting traditional methods.

Strategic Priorities:
Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: We will provide training on how to implement 1:1 technology in a way that drives rigor rather than substituting traditional methods.

Indicator 1: 100% of students will bring their computers to school every day.

Indicator 2: 95% of teachers will use technology in a way that drives rigor rather than substituting traditional teaching methods.

Indicator 3: 5% decrease in response time for computer repairs.

Key Action 7: Campus leadership will use clear, consistent written protocols, procedures, and processes to lead the Special Education Team to positively impact special needs student academic outcomes.

Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Campus leadership will use clear, consistent written protocols, procedures, and processes to lead the Special Education Team to positively impact special needs student academic outcomes.

Indicator 1: Lead team members use agendas and tracking tools for their instructional responsibilities including observation/feedback cycles, PLCs, and data meetings.

Indicator 2: Weekly calendars show scheduled time for observations/feedback of classroom instruction, PLCs, ARD meetings, and key data submissions.

039 T.H. Rogers Middle School Key Actions 2023-2024

Key Action 1: Key Action:

To reduce the achievement gap in Masters level STAAR Reading and Math scores between student groups, align the assessment results with the NWEA MAP assessments, and maintain strong early literacy skills among kindergarten and 1st grade students.

Strategic Priorities:
Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Student Achievement

Indicator 1: Increase the percentage of AA and H students scoring at the Masters level on STAAR Reading and Math by 10% over the previous year to significantly reduce the disparity of STAAR Reading and Math Masters Level performance between student groups.

Indicator 2: Increase the percentage of AA and H students scoring at the Masters level on STAAR Reading and Math to increase alignment between STAAR and NWEA MAP assessment results, leading to more consistent student performance across all grade levels.

Indicator 3: Maintain greater than 95% of kindergarten and first-grade students scoring at/above the benchmark in literacy as measured by the DIBELS assessment.

Key Action 2: Key Action

Increase participation in our school's Sunshine Committee.

Implement two morale and culture-building activities quarterly.

Enhance the effectiveness of on-the-spot coaching and its impact on teacher professional development.

Continue to use daily Pulse Checks and SPOT Observations as a coaching model that aligns with instructional goals.

Strategic Priorities:
Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Indicators of success

Key Action 3: Goal: To maintain and enhance the school's A rating, further strengthen teacher retention, and adapt recruitment strategies to continue attracting high-quality staff

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Indicator of Success

Key Action 4: Key Action

The objective is for the school to build proper avenues of communication and education so that these chat groups share more accurate and positive information.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Indicators of success

041 Attucks Middle School Key Actions 2023-2024

Key Action 1: Implement Carnegie math curriculum in all classrooms with the intent to increase the percentage of students mastering grade level TEKS.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Indicator of Success 1: 80% of students meet the normative growth expectations on the NWEA spring assessment

Indicator 1: 50% of all students will score at the approaches level on the benchmark assessment administered in December. This will increase to 65% on the spring STAAR assessment.

Indicator 2: 25% of all students will score at the meets level on the benchmark assessment administered in December. This will increase to 40% on the spring STAAR assessment.

Indicator 3: 15% of all students will score at the masters level on the benchmark assessment administered in December. This will increase to 20% on the spring STAAR assessment.

Key Action 2: Implementation of high-quality instructional strategies in all classrooms across all content areas to support an increase in TEKS mastery.

Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Spot observations will be conducted by the instructional leadership team. As a result 80% of all students will meet normative growth expectations on the NWEA spring assessment.

Indicator 1: 80% of the teaching staff will show Proficient 1 or higher on the use of high-quality instructional strategies by December of 2023 as measured by the" purposeful instruction" section of the spot observation form.

Indicator 2: 90% of the teaching staff will show Proficient 1 or higher on the use of high-quality instructional strategies by May 2024 as measured by the" purposeful instruction" section of the spot observation form.

Indicator 3: 90% of the teachers will be Proficient 1 or higher in the delivery of high-quality instruction as identified and measured on the teacher evaluation rubric by the end of year conferences conducted in April of 2024.

Key Action 3: Ensure the effective implementation of accommodations and modifications identified in students' Individualized Education Plans (IEPs) in order to increase TEKS mastery for special education students.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: 90% of the students identified through Sped will demonstrate growth through progress monitoring on each IEP goal, prior to interim assessment given in December..

Indicator 1: 20% of students receiving special education services will score at the approaches level or higher on the interim assessment in December. This will increase to 40% on the Spring STAAR assessment.

Indicator 2: 15% of students receiving special education services will score at the meets level or higher the interim assessment in December. This will increase to 20% on the Spring STAAR assessment.

Indicator 3: 10% of students receiving special education services will score at the masters level on the interim assessment in December. This will increase to15% on the Spring STAAR assessment.

Key Action 4: Increase student academic achievement and time-on-task by increasing attendance to 93%. than 3 days

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency

Indicator of Success 1: Average daily attendance for each grade level will be 93% or higher each day.

Indicator 1: All students with three or more absences will be required to attend a mandatory attendance meeting which includes campus leadership, campus teachers, the student, and the student's parent.

Indicator 2: Each grade level will manitain 93% or higher ADA

042 Black Middle School Key Actions 2023-2024

Key Action 1: Build leadership and coaching capacity of the leadership team (administrators and department chairs) through calibration and live coaching.

Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Through calibration of Admin and Dept. chairs on the SPOT/TTESS form, coupled with live coaching protocols, a conducive environment will be fostered, aiming to enhance teacher performance and significantly boost student achievement levels as measured by the EOY NWEA.

Indicator 1: As a result of Admin and Dept. chairs being calibrated within 2 points on the total SPOT/TTESS form by the end of October on weekly calibration walks and 1 point by the end of March, student achievement will increase 1.8 grade levels by the EOY NWEA.

Indicator 2: Admin-By the end of October Administrators will be trained in the live coaching protocol, as a result of live coaching, the average score for the teachers in each department will improve by at least one scoring category as measured by T-TESS, between October and March. By the end of October Dept. Chairs will be trained in the live coaching protocol, as a result of live coaching, the average score for the teachers in each department will improve by at least one scoring category as measured by T-TESS, between October and March.

Indicator 3: PLCs will become more uniform across content areas as a result of Administrators collaborating and calibrating the campus-wide instructional deliverables from PLC to PLC (LO/DOL alignment, Instructional Commitments). By October, 50% of PLC work will be led by campus administrators and by the end of March, 80% will be led. Effectiveness of the work will be measured by increased scores on spot observations and student growth on NWEA MOY and EOY.

Key Action 2: Improve Tier 1 instruction for SPED students through both content-specific planning in Math and RLA and SPED specific planning in SPED Dept PLC time.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Special Education (SPED) strategies, involving interventions, small group instructions, and specially designed instructions, will be meticulously implemented to target a .7-year increase in NWEA MAP testing scores in Reading and Math from the beginning to the middle of the year and 1.4 year increase from NWEA BOY to NWEA EOY. A collaborative effort between teachers and co-teachers aims to effectively engage SPED students, utilizing Multiple Response (MR) strategies extensively to enhance engagement and promote higher-level thinking, ultimately aiming for a significant increase in students meeting STAAR assessment standards in Math and Reading Language Arts (RLA).

Indicator 1: Overall SPED student scores will increase by .7 years between BOY and MOY on Reading and Math NWEA MAP testing through the use of Interventions, SGI and specially designed instruction, and an overall increase of 1.4 years between BOY and EOY

Indicator 2: Teachers and co-teachers will work together to implement strategies in first instruction to engage 100 % of SPED students. Effective MRS will be used in 60% of reading and math classes by October. By February, 75% of RLA and Math teachers will use MRS a minimum of 4 times per class to engage SPED students and promote higher level thinking.

Indicator 3: Overall SPED students scoring at the Meets level on STAAR will increase from 14% to 24% in Math and 19% to 29% in RLA.

Key Action 3: Improve intervention through data analysis and practice.

Strategic Priorities:
Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: To bolster student achievement, math and RLA teachers, expanding to include 8th-grade science and history teachers, will meticulously tier students and differentiate activities following the LSAE model, targeting a .7 and 1.4 grade-level increase in MOY and EOY NWEA scores, respectively, with a focal enhancement of STAAR Meets level scores in identified areas.

Indicator 1: 60% of math and RLA teachers tier students and differentiate activities after weekly analysis of DOLs, in line with the LSAE model by October 2023. Campus expansion will include 8th grade science and history teachers by February 2024.

Indicator 2: Tier 2 and Tier 3 student achievement will increase .7 grade levels by the MOY NWEA; student achievement will increase 1.4 grade levels by the EOY NWEA.

Indicator 3: Student achievement will increase by 15% as measured by Meets level on STAAR in April 2024. Focus areas based on preliminary data: 6th (38% to 44%)and 7th Math (39% to 45%), 6th ELA (52% to 60%).

043 Burbank Middle School Key Actions 2023-2024

Key Action 1: Grow student on-grade level performance.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Increase teacher and student achievement.

Indicator 1: Increase Meets performance on STAAR a minimum of: ELAR 2%, Math 3%, Science 5%, Social Studies 4%.

Indicator 2: 80% of core-content teachers will score 2 or higher on "Purposeful Instruction" on SPOT observations.

Indicator 3: 95% of students will be double-blocked in all STAAR tested areas.

Key Action 2: Improve teacher effectiveness.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: To improve teacher capacity and student achievement

Indicator 1: 80% of teachers will achieve P1 or higher on SPOT Observations.

Indicator 2: The percentage of "Approaches" on STAAR will increase a minimum of 2% for ELAR, 2% for Math, 3% for Science, and 2% for Social Studies.

Indicator 3: NWEA Growth from BOY to EOY will be 1.8% for ELAR/Math

Key Action 3: Increase the effectiveness of Special Education Services.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: The special education indictors of success will ensure student equity for special education students and special education compliance.

Indicator 1: 100% of ARDs will be completed on time and in compliance (exceptions may be when having to wait on outside services).

Indicator 2: 100% of State Folders will be up to date before the closing of the school year.

Indicator 3: Special Education students will meet or exceed growth targets of 59% for RLA and 61% for Math (This may be adjusted if TEA sets new targets based off 22-23 data).

044 Cullen Middle School Key Actions 2023-2024

Key Action 1: Implement academic supports/interventions for students identified as being " at risk" with focus on the special education and students identified as Emergent Bilingual (EB).

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: * A comprehensive plan RTI/IAT form will be utilized to track progress of students, both in terms of academic achievements and areas of improvement.
* Academic achievement on reading, writing, and math common assessments and District benchmarks will increase by 20% for 6th-8th grade at risk, special education and identified EB students.
* Every student identified as at risk or classified as EB will receive interventions and support within their core classes, as well as through math and reading intervention classes.
* Analysis from the (MOY) to the end (EOY) of the academic period, 40% of students identified as at risk, receiving special education services (SPED), or classified as EB are expected to demonstrate academic achievement.

Indicator 1: A comprehensive plan RTI/IAT form will be utilized to track progress of students, both in terms of academic achievements and areas of improvement.

Indicator 2: Academic achievement on reading, writing, and math common assessments and District benchmarks will increase by 20% for 6th-8th grade at risk, special education and identified EB students.

Indicator 3: Every student identified as at risk or classified as EB will receive interventions and support within their core classes, as well as through math and reading intervention classes.

Key Action 2: Improve instructional capacity in teaching staff. In recent years, Cullen Middle School has not progressed higher than the grade of a "D" under the state's previous accountability system and has lacked the attention of highly effective teachers with the ability to improve student performance.

Strategic Priorities:
Increasing Organizational Efficiency

Indicator of Success 1: * A minimum of 70% of Cullen MS teachers will achieve a rating of Proficient or higher on their TTESS observations on Domains 2 and 3 end of the Fall Semester.
* By, May of 2024, 90% of the teaching staff will achieve an overall rating of proficiency or higher.

Indicator 1: A minimum of 70% of Cullen MS teachers will achieve a rating of Proficient or higher on their TTESS observations on Domains 2 and 3 end of the Fall Semester.

Indicator 2: By, May of 2024, 90% of the teaching staff will achieve an overall rating of proficiency or higher.

Key Action 3: Reduce the achievement gap in Math and Reading among Special Education Students

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: * Tier II and Tier III students will show a minimum of 15% growth on the NWAE Map Assessment in Reading and Math during each checkpoint assessment.
* 50% of the students will demonstrate mastery during each progress monitoring checkpoint during the Fall Semester. 80% will demonstrate mastery during each progress monitoring checkpoint throughout the Spring of 2024
* Special Education Students will increase by 0.8 in expected growth on NWAE MAP Assessment in Reading and Math from BOY to EOY, and 1.6 in expected growth from BOY to EOY.

Indicator 1: Tier II and Tier III students will show a minimum of 15% growth on the NWAE Map Assessment in Reading and Math during each checkpoint assessment.

Indicator 2: 50% of the students will demonstrate mastery during each progress monitoring checkpoint during the Fall Semester. 80% will demonstrate mastery during each progress monitoring checkpoint throughout the Spring of 2024

Indicator 3: Special Education Students will increase by 0.8 in expected growth on NWAE MAP Assessment in Reading and Math from BOY to EOY, and 1.6 in expected growth from BOY to EOY.

Key Action 4: Increase student attendance rate to 95% for the 23-24 School Year

Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency

Indicator of Success 1: * Weekly Grade Level attendance is greater or equal to 95%
* Conduct home visits for students missing 3 or more unexcused absences in a cycle.
* Decrease the number of Truancy referrals by 50% by the end of the school year.

Indicator 1: Weekly Grade Level attendance is greater or equal to 95%

Indicator 2: Conduct home visits for students missing 3 or more unexcused absences in a cycle.

Indicator 3: Decrease the number of Truancy referrals by 50% by the end of the school year.

045 Deady Middle School Key Actions 2023-2024

Key Action 1: Raise the level of student-teacher engagement (use of multiple response strategies).

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Coaching teachers results

Indicator 1: 75% of teachers will receive a rating of proficient or higher on walkthroughs by December 2023 as measured by the teacher evaluation rubric; that percentage will increase to 85% by May 2024.

Indicator 2: 75% of teachers will utilize a variety of MRS strategies including digital platforms such as Canvas in each instructional period by December 2023; that percentage will increase to 85% by May 2024.

Key Action 2: Create and maintain a supportive school culture.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Indicator of Success 1: Student surveys and parent informal feedback.

Indicator 1: 75% of staff members will narrate positive student behavior (rather than calling out the negative) and use praise, challenge and talking aspiration to motivate the students.

Indicator 2: 75% of students in grades 6-8 will have a family member attend at least one, in-person, parent engagement opportunity by May 2024.

Key Action 3: Build and promote increased teacher leader capacity through the Implementation of a teacher mentor campus wide system.

Strategic Priorities:
Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: T-TESS & SPOT observations teachers' scores.

Indicator 1: 75% of campus departments have a minimum of 2 identified teacher leaders by the end of the school year.

Indicator 2: 75% of teachers will receive a rating of proficient or higher on walkthroughs by December 2023 as measured by the teacher evaluation rubric; that percentage will increase to 85% by May 2024.

Key Action 4: Create opportunities for parents to engage with the school in multiple ways.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Indicator of Success 1: Parent events and family nights.

Indicator 1: 75% of parents/guardians will be engaged by the campus through multiple, two-way communication tools such as personal calls, emails, and notes home.

Indicator 2: 75% of parents/guardians will receive tools, such as curriculum family guides, to support student learning.

046 Edison Middle School Key Actions 2023-2024

Key Action 1: Increase the level of high-quality tier 1 instruction through spot observations and feedback.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: 60% of the scores on spot observations conducted in December will be proficient or higher; that percentage will increase to 75% in May 2024

Indicator of Success 2: 65% of the teachers will be proficient or higher in the delivery of Purposeful Instruction in December as measured by that section of the spot observation rubric; that percentage will increase to 80% in May 2024.

Key Action 2: Implement the new Amplify ELA 6th-8th curriculum with fidelity to increase mastery of daily objectives

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 75% of ELA lesson plans reflect amplify lesson components and internalization (including daily DOLs and MRS) as measured by lesson plan checklist in December; this percentage will increase to 90% by May 2024.

Indicator of Success 2: 60% of students will be above the 50th percentile in Reading as measured in the Reading NWEA Map assessments.

Indicator of Success 3: 70% of students in grades 6th-8th will meet at Approaches or Above in Reading STAAR exam.

Indicator of Success 4: 75% of ELA lessons will be on pace with amplify scope and sequence and lesson cycle as measured by weekly walkthroughs in December; this percentage will increase to 90% by May 2024.

Indicator of Success 5: 60% of students will demonstrate mastery of daily amplify lessons as measured by DOLs in December; this percentage will increase to 80% by May 2024.

Key Action 3: Implement the new Carnegie Math 6th-8th curriculum with fidelity to increase mastery of daily objectives

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 70% of Math lesson plans reflect Carnegie lesson components and internalization (including daily DOLs and MRS) as measured by lesson plan checklist in December; this percentage will increase to 90% by May 2024.

Indicator of Success 2: 67% of students in grades 6th-8th will meet at Approaches or Above in Math STAAR exam.

Indicator of Success 3: 60% of students will be above the 50th percentile in math as measured in the NWEA Map assessments.

Indicator of Success 4: 70% of Math lessons will be on pace with Carnegie scope and sequence and lesson cycle as measured by weekly walkthroughs in December; this percentage will increase to 90% by May 2024.

Indicator of Success 5: 60% of students will demonstrate mastery of daily Eureka lessons as measured by DOLs in December; this percentage will increase to 80% by May 2024.

Key Action 4: Improve quality and effectiveness of IEPs through planning and progress monitoring

Strategic Priorities:
Increasing Organizational Efficiency

Indicator of Success 1: 60% of IEPs are considered "quality" as measured by district criteria by December; this percentage will increase to 80% by May 2024.

Indicator of Success 2: 60% of students demonstrate growth towards IEP goals as measured by progress monitoring data in December; this percentage will increase to 80% by May 2024.

Key Action 5: Improve the effectiveness of ESL instruction for EB/EL students in Math and Reading

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 45% of EB/EL students will meet TEA TSI Math target by May 2024.

Indicator of Success 2: 34% of EB/EL students will meet TEA TSI Reading target by May 2024.

Indicator of Success 3: By December of 2023, 60% students will score 3 or higher out of 5 in the writing rubric as assessed by constructed responses in Summit K-12. By March of 2024, 80% of students will score 3 or higher out of 5 in the writing rubric.

Indicator of Success 4: By December of 2023, 35% EB students will grow one proficiency level from the BOY in k-12 summit in at least 2 domains.

Indicator of Success 5: By January of 2024, at least 50% EB students will grow one composite proficiency level from BOY in Summit K-12/ELD assessment.
15% of Beginners will grow to Advance.
25% of Intermediates will grow to Advance.
15% of Advanced will grow to Advanced High
90% of Advanced High students will maintain proficiency.

047 Fonville Middle School Key Actions 2023-2024

Key Action 1: Grow educator capacity to improve the quality of Tier 1 instruction through coaching and feedback sustaining a culture of continuous learning, collaboration, and excellence.

Strategic Priorities:
Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: An indicators for success will be reflective by an improve in teachers' Spot observation scores and increase in student achievement on the NWEA assessments.

Indicator 1: Based on the Spot observation rubric used by the admin and ILT, 70% of our educators will earn a rating of 8/15 spot points by December 2023 and continue to increase teacher proficiency to 85% or higher with a rating of 12+/15 points by May 2024.

Indicator 2: Increase NWEA Math and Reading RIT growth for each student from BOY - MOY by .3 and MOY - EOY by .7.

Indicator 3: The admin and ILT will ensure 75% of students in 6th, 7th, and 8th grade perform at the proficient level (80%) according to our bi-weekly common assessments for reading and math by the end of April 2024.

Key Action 2: Provide effective individualized instruction for all special populations with a focus on special education students and our Sped systems establishing an inclusive and supportive school culture of empathy, understanding, and support.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Indicators for success for this key action will be an increase in teacher instructional effectiveness for special education students, as well as compliance to district instructional expectations.

Indicator 1: Based on the Fonville accommodations tracker, the admin team will ensure 70% of educators will provide differentiated support through grouping and assignments by December 2023, this will increase to 85% of educators by April 2024.

Indicator 2: Based on-the-spot observation, the admin team will ensure that 100% of co-teachers will participate in content PLC, lead differentiated learning opportunities for SpEd students and continue to track IEP goals for the assigned grade level throughout the school year.

Key Action 3: Increase the level of student engagement, through the use of high quality instructional materials (HQIM) with the use of multiple response strategies (MRS) initiating a positive and engaging learning environment that enhances the campus culture of learning and fosters a strong sense of community.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Indicators for success will be daily TEKS aligned instructional delivery.

Indicator 1: Based on spot observations, the admin and ILT will ensure by December 2023, 60% of our educators will effectively use MRS to support student engagement; this rating will increase to 80% by the end of May 2024.

Indicator 2: By December 2023, 70% of teachers will include MRS on powerpoint slides to ensure student engagement opportunities throughout the lesson; this will increase to 90% in May 2024.

Indicator 3: By December 2023, 70% of teachers will effectively use MRS to ensure student engagement opportunities throughout the lesson; this will increase to 90% in May 2024.

048 Clifton Middle School Key Actions 2023-2024

Key Action 1: Improve staff capacity to provide high-quality instruction through implementing effective and rigorous LOs and DOLs.

Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Through enhanced SPOT observations focused on Lesson Objectives and DOL areas, and strategic actions by the executive director and feeder pattern leaders, proficiency is aimed to incrementally improve from 65% in November to 75% in May, fostering an environment where 40% of students will exhibit growth on the NWEA Map from September to January, increasing to 65% from January to May in both reading and math.

Indicator 1: 65% of the scores on the SPOT observations (Lesson Objective) conducted in November by the executive director and feeder pattern leaders will be proficient or higher and increase to 70% in February and to 75% in May. With these actions, 40% of students will show growth on NWEA Map from September to January and will increase to 65% from January to May in reading and math.

Indicator 2: 65% of the scores on the SPOT observations (DOL area) conducted in November by the executive director and feeder pattern leaders will be proficient or higher and increase to 70% in February and to 75% in May. With these actions, 40% of students will show growth on NWEA Map from September to January and will increase to 65% from January to May in reading and math.

Key Action 2: Improve student engagement through effectively implementing multiple response strategies (MRS) during direct instruction.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: By elevating the proficiency in the use and variety of multiple response strategies among teachers--aiming for 75% proficiency by May 2024--there will be enhanced student engagement during direct instruction and an anticipated growth of 15% in student performance on the NWEA Map in reading and math from January to May.

Indicator 1: By the end of November 2023, 65% of teachers will receive a score of proficient or higher on the use of multiple response strategies every seven minutes; by February 2024,70% will receive a score of proficient or higher, and by May 2024, 75% of teachers will receive a proficient or higher. Through these actions,100% of the students will be engaged during direct instruction.

Indicator 2: By the end of November 2023, 65% of teachers will receive a score of proficient or higher on implementing a variety of multiple response strategies. By February 2024, we will increase to 70%; and by May 2024, we will increase to 75%. Through the effective implementation of a variety of multiple response strategies, 10% of students will show growth on NWEA Map from September to January and will increase to 15% from January to May in reading and math.

Key Action 3: Through the use of Data Driven Instructional (DDI) protocols, measurable goals will be identified and used to increase student achievement.

Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Students will progressively engage in tracking and analyzing their data on common assessments, aiming for 100% participation by May 2024, which is expected to yield a 10% semesterly increase in math performance. Concurrently, teachers will gradually augment the frequency of small group instruction, aiming to conduct these sessions three times weekly by May 2024, anticipating a 10% semesterly improvement in all students' reading achievement.

Indicator 1: By November 2023, 50% of students will track and analyze data on common assessments and increase to 75% by February 2024 and to 100% by May 2024. By tracking the data, student performance will increase by 10% in Math every semester.

Indicator 2: By November 2023, teachers will implement small group instruction once a week and increase to twice a week by February 2024 and to three times a week by May 2024. By implementing small group instruction, all students will show a 10% increase in academic achievement in reading every semester.

Key Action 4: Implement academic supports/scaffolds for special education to increase student achievement.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Special education students' effective use of accommodations is expected to increase progressively from 50% in November 2023 to 80% by May 2024, aiming to enhance student performance by 10% in reading/math NWEA. Concurrently, teachers will incrementally intensify the implementation of academic vocabulary development, aiming to boost the percentage of special education students achieving 'meets' on STAAR from 10% in the fall interim to 30% in the spring.

Indicator 1: By November 2023, 50% of special education students will effectively use their accommodations during instruction and assessments and increase to 60% by February 2024 and to 80% by May 2024. By effectively using the accommodations, student performance will increase by 10% in reading/math NWEA.

Indicator 2: By November 2023, teachers will implement academic vocabulary development once a week and increase to twice a week by February 2024 and to three times a week by May 2024. In the fall STAAR interim, at least 10% of our special education students will have a probability of achieving meets in reading and math and will increase to 20% on the STAAR spring interim, and increase to 30% achieving meets on STAAR.

049 Hamilton Middle School Key Actions 2023-2024

Key Action 1: Hamilton MS will increase student achievement to at least 33% of students performing at the masters level as demanded by Science STAAR. The quality of instruction will improve through consistent use of the district spot observation form and strong tier one instruction planned and crafted through weekly professional learning committees.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Forty per cent of 8th grade science students perform at Meets level as determined by the demands of Science STAAR 2024.

Indicator of Success 2: Special education students will show a minimum of 20 % growth in Approaches as determined by the demands of Science STAAR 2024

Key Action 2: Hamilton MS will be able to raise "Meets" scores in ELAR by a minimum of 10 percentages points as determined by the 2024 Reading STAAR exam. This will project Hamilton to move well beyond meeting the district goal of 50% of students reading on grade level.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 60% of the scores on spot observations conducted in December by an independent review team will be proficient or higher; that percentage will increase to 70% in May 2024.

Indicator of Success 2: Constructed response data will improve by 10 percentage points on the state assessment by EOY 2024.

Key Action 3: Hamilton MS will increase overall performance by 8 percentage points on Math and Algebra 1 EOC STAAR at the Meets level.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Teacher individual data will show a 20% increase on NWEA from BOY to EOY.

Indicator of Success 2: Hamilton will show, at minimum, a 10% increase in Algebra I at the "Masters" level, as determined by the STAAR EOC exam.

Indicator of Success 3: Hamilton MS will show a 5% increase in percentage points on each common assessment, cumulatively, administered throughout the school year.

Key Action 4: Hamilton MS will improve year-to-date attendance rate by 1% point for the 2023-24 school year., through use of a campus committee, school incentives, and high quality instruction, daily.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: At MOY, campus YTD attendance will be at least 95%.

Indicator of Success 2: Over-age students will have logged at least 50 hours in APEX course work by MOY.

050 Holland Middle School Key Actions 2023-2024

Key Action 1: Increase staff capacity to provide the highest quality of instruction.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: By December, 75% of ratings on spot observations conducted will be proficient 1 or higher; by May 2024, that percentage will increase to 90%.

Indicator of Success 2: Out of 70 SPOT Observations conducted the first semester, by the campus leadership team, 75% of teachers will receive a score of proficient 1 or higher on the use of Multiple Response Strategies (MRS). This percentage will increase to 85% by March 2024.

Indicator of Success 3: By December, out of the minimum SPOT observations provided by District personnel, 75% of the performance scores will meet or exceed proficient 1 category.

Key Action 2: Implement LSAE (Learning, Securing, Secured, Accelerated, and Enrichment) model with fidelity.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Holland Middle School will receive a rating of at least 1.3 points on spot observations with an emphasis of LSAE implementation in the fall semester. By the end of the year, Holland Middle School will increase to at least 1.8 points on the Spot Observation form.

Indicator of Success 2: Holland Middle School will receive a Proficient I on the LSAE Rubric assessed in December 2023 by district-level support; this will increase to Proficient II or higher by May, 2023.

Key Action 3: Grow student capacity for proficiency in math/reading.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By December 2023, 40% of students will achieve the Secured or higher on their demonstration of learning; By April 2024, students will achieve 75% or higher on their demonstration of learning.

Indicator of Success 2: Students will exhibit a 15-20% growth in their middle of the year NWEA in comparison to the beginning of the year NWEA.

Indicator of Success 3: Students will exhibit 15-20% growth in their end of year NWEA in comparison to the middle of the year NWEA.

Indicator of Success 4: On the Reading and Math STAAR students will increase proficient by 20%

Key Action 4: Strengthen the leadership density of Holland Middle School.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: 70% of the staff will receive Proficient 1 or higher rating on the leadership competency as assessed by the evaluators during the teacher evaluation process conducted in the fall of 2023; this will increase to 80% in the spring of 2024.

Indicator of Success 2: By November 2023, 50% of PLCS will be teacher- led based on strategies to improve student achievement by internalizing data and selecting the highest yielding instructional strategies; this will increase to 75% including planning sessions, by February 2024.

051 Hartman Middle School Key Actions 2023-2024

Key Action 1: Hartman Middle School has disaggregated multiple sources of data to determine our instructional gaps across all contents. We will effectively assess student DOL by implementing best practices such as CBLI, MRS, student discourse and writing across all contents to personalize learning.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Utilizing Spot walkthroughs and T-TESS observations, 80% of teachers will implement CBLI during class discussion and increase the rigor of writing through constructive responses across contents by October 2023 and 100% by December 2023

Indicator 1: 80% of teachers will utilize academic discourse strategies such as multiple responses and turn and talking to engage students and increase learning outcomes by October 2023 and 100% by December 2023.

Key Action 2: Hartman Middle School has analyzed multiple sources of campus data for special populations such as SPED, EB's, GT, 504, Hispanic and African American students. We have adopted the NES-A 10- homeroom master schedule to ensure that reading, math 6th-8th, science and social studies, 8th are priorities for implementing high quality direct instruction and individual student interventions.

Indicator of Success 1: 100% of teachers will implement the LSAE model for reading and math.

Indicator 1: 100% of teachers will provide students in-class targeted intervention support utilizing the 90-minute instructional block for 8th grade science and social studies

Indicator 2: 85% of students will demonstrate at least 1.8 month growth on the EOY NWEA assessment.

Key Action 3: Students will increase academic achievement by 1.8 years of growth from MOY to EOY.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Student achievement will increase in the areas of reading from 61% at approaches, 22% at meets, and 10% at masters to 65% at approaches, 30% at meets and 15% at masters as indicated on the NWEA and STAAR.

052 Henry Middle School Key Actions 2023-2024

Key Action 1: Create a positive and safe learning environment for all of PHMS through a clear system of safety & accountability for all students

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being

Indicator of Success 1: Indicators of success for this key action will be a decrease in campus discipline issues.

Indicator 1: By December 2023, there will be 80% of skipping will be reduced from the previous year (Previous year 153 incidents, will move to Less than 30 incidents) resulting in less OSS consequences for student behavior. There will be 90% decrease in OSS consequences issued to students by the end of the 23-24 SY for skipping.

Indicator 2: By December 2023, PHMS staff will score a minimum of 60% favorably for responses to student discipline on the mid year staff survey. This will increase to 80% by the end of the 23-24 SY.

Key Action 2: Improve the quality of instruction for all Henry students through good first instruction, feedback, and coaching.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Success will be evident by an increase in teacher SPOT observations for instructional practices.

Indicator 1: 100% Of PH Teachers will have been observed formally and informally and gone through 2 coaching cycles by September 11th 2023. Coaching and feedback will continue on a 2 week cycle for 100% of teachers to complete 2 formal observations and 3 informal observations by the end of the first semester.

Indicator 2: 80% of Patrick teachers will receive a proficient or higher score on the LSAE learning rubric assessed in December 2023 and by May 2024, that will be at 100%. {The Division Superintendent, Senior Executive Director-North, Executive Director of Feeder, and school leadership team will each score the school; the final score will be an average of the three scores.}

Indicator 3: 80% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by that section in the teacher evaluation rubric. {The Principal and Assistant Principal will evaluate all teachers using the new evaluation system.}

Key Action 3: Patrick Henry students being served by Special Education will close gaps to reach states goal in mathematics.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Indicators of success reflective in NWEA data for special education students.

Indicator 1: By MOY data, over 50% of students being served by special education services will show over .8 years of growth in mathematics. By EOY data, we will see that over 60% of students will show 1.8 years of growth for mathematics.

Indicator 2: By MOY data, over 50% of students being served by special education services will show over .8 years of growth in ELA. By EOY data, we will see that over 60% of students will show 1.8 years of growth for ELA

053 Hogg Middle School Key Actions 2023-2024

Key Action 1: Raise the level of student-teacher engagement, especially the use of multiple response strategies.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 75% of teachers will receive a score of 2 or higher on the use of multiple response strategies on the spot observation form by December 2023 and that percentage will increase to 85% by May 2024. The spot observations will be conducted by the leadership team.

Indicator of Success 2: 75% of scores on spot observations conducted in December 2023 by an independent review team will be proficient or higher and that percentage will increase to 85% in May 2024.

Key Action 2: Improve student behavior and create a positive school culture.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being

Indicator of Success 1: Decease the number of out of school suspensions by 10% (74 to 66) by the end of the 2023-2024 school year.

Indicator of Success 2: In the School Climate Survey conducted in December 2023 and May 2024, at least 75% of parents will choose "mostly" or "yes" when asked "Are you happy with Hogg at this time?".

Indicator of Success 3: In the Student Survey conducted in the Fall of 2023 and Spring of 2024, at least 70% of students will respond favorably under Classroom Climate and Classroom Teacher-Student Relationships.

Key Action 3: Support our special education population to close the achievement gap.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Increase SPED student performance on the NWEA in math by 10% from BOY to MOY and 15% from BOY to EOY.

Indicator of Success 2: Increase SPED student performance on the NWEA in reading by 10% from BOY to MOY and 15% from BOY to EOY.

Indicator of Success 3: The number of students who achieve meets or higher will increase from 61 to 70 as measured by the Math STAAR.

Indicator of Success 4: The number of students who achieve meets or higher will increase from 61 to 70 as measured by the Reading STAAR.

054 Navarro Middle School Key Actions 2023-2024

Key Action 1: Data-Driven Decision Making.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By the end of November, 80% of teachers will analyze DOLs daily to target students and provide additional support to those who did not secure the learning and enrichment to students who demonstrated mastery; this will occur during small group and the intervention block. By the end of November, 80% of 6th-8th grade teachers will analyze campus-based assessment data tri-weekly to create an action plan that addresses low-performing TEKS. By the end of February, this will increase to 100% of teachers.

Indicator of Success 2: By the end of November, 80% of 6th-8th grade students will track their data using a campus template, and teachers will facilitate student data conferences using a campus script to provide students with a reasonable test goal for the next assessment. By the end of February, this will increase to 100%

Key Action 2: Improve the Quality of Instruction by Coaching and Developing Teachers.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By the end of November, 100% of teachers internalize their lesson through lesson plan annotations (identified adjustments and delivery method) according to a campus-based rubric and 100% of teachers are utilizing the campus minute-by-minute plan for teaching. By the end of February, 100% of teachers require students to read, write, or think the entire lesson as evident in the aggressively monitored tracker.

Indicator of Success 2: By the end of November, 40% of teachers will score proficient or higher on spot observations. By the end of February, 65% of teachers will score proficient or higher on spot observations. By the end of May, 80% of teachers will score proficient or higher on spot observations. [These spot observations will be conducted by the campus coaches.]

Key Action 3: Incorporate Writing Across the Contents.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By the end of November, 25% of 6th-8th grade students will grow 1 pt on ECR (extended constructed response) questions using a 5-pt. scale on CBAs (campus-based assessments). By the end of February, 50% of 6th-8th grade students will grow at least 1 pt on ECR questions using a 5-pt scale on CBAs. By the end of May, 65% of 6th-8th grade students will grow 1 pt on ECR questions on STAAR.

Indicator of Success 2: 67% of RLA teachers will use RACE (restate the question, answer the question, cite evidence, and explain your answer), and math teachers will use RDW (read, draw, write), or annotations in 20 out of 61 spot observations by the end of November. By the end of February, 83% of teachers will use RACE, RDW, or annotations in 25 out of 51 spot observations. 100% of teachers will use RACE, RDW, or annotations in 40 out of 55 spot observations by the end of May.

055 Meyerland Middle School Key Actions 2023-2024

Key Action 1: In the 2023-2024 school year, MPVA will increase the instructional capacity of teachers which will provide students high quality learning

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: In the 2023-2024 school year, MPVA will increase the instructional capacity of teachers which will provide students high quality learning

Indicator 1: 80% of teachers will receive a minimum End-of-Year (EOY) average of 6 points on the Instruction Domain of the HISD Walkthrough Observation Form.

Indicator 2: 80% of students will show progress on their math and reading benchmarks as measured on the MAP assessments delivered BOY, MOY, and EOY.

Indicator 3: 80% of the teachers will score a 1.75 on the Planning Domain of the HISD Walkthrough Observation form

Key Action 2: Implement the Lovescaping SEL curriculum into our instructional program through *Homeroom lessons (7th and 8th grades) and through a Thinking Skills class in 6thgrade.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Implement the Lovescaping SEL curriculum into our instructional program through *Homeroom lessons (7th and 8th grades) and through a Thinking Skills class in 6thgrade.

Indicator 1: Student surveys indicating that 80%+ of our students understand and value the lessons and concepts being taught.

Indicator 2: Student products generated through the Lovescaping curriculum.

Key Action 3: * Build relationships among all stakeholder groups by provided activities, gestures, teambuilding activities.
* Provide opportunities that allow teachers to have some autonomy that allows them to prove their expertise, celebrate their skills and showcase talents.
* Create collaborative spaces/time where everyone feels comfortable

sharing their ideas and experiences.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being

Indicator of Success 1: * Build relationships among all stakeholder groups by provided activities, gestures, teambuilding activities.
* Provide opportunities that allow teachers to have some autonomy that allows them to prove their expertise, celebrate their skills and showcase talents.
* Create collaborative spaces/time where everyone feels comfortable sharing their ideas and experiences.

Indicator 1: Teacher surveys and feedback through the SDMC.

Indicator 2: Participation/attendance at scheduled team, community events

Key Action 4: Increase modes and frequency of communication.

Strategic Priorities:
Increasing Organizational Efficiency

Indicator of Success 1: Increase modes and frequency of communication.

Indicator 1: Increased attendance at community events (performances, games, magnet tours) and decrease in emails regarding late/lack of communication

Indicator 2: Increase in parents volunteering/being VIPS certified

Indicator 3: MPVA School Website traffic increase

Key Action 5: Provide teachers with professional development opportunities as they are created and delivered by HISD or through other professional development opportunities (i.e. Region IV, etc.)

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Provide teachers with professional development opportunities as they are created and delivered by HISD or through other professional development opportunities (i.e. Region IV, etc.)

Indicator 1: Teacher feedback indicating a greater understanding of the new assessment formats.

Indicator 2: Walkthrough observation data that indicates a stronger alignment between the tested curriculum and that which is being taught.

056 Welch Middle School Key Actions 2023-2024

Key Action 1: Key Action for Discretionary Item:
Create campus-wide instructional expectations to improve student performance in reading and math, where expectations exist for both content areas.

Strategic Priorities:
Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Key Action for Discretionary Item:
Create campus-wide instructional expectations to improve student performance in reading and math, where expectations exist for both content areas.

Indicator 1: * 70% of teachers will receive a 1.5 or higher on SPOT Observation in purposeful instruction by December 2023 and 2.5 or higher by May 2024.

Indicator 2: * At least 40% of all students will perform at the Meets level or higher on campus, district, and state assessments (STAAR) in Reading and Math.

Indicator 3: * At least 45% of Emergent Bilingual students will progress at least one proficiency level on TELPAS listening, speaking, and reading.

Key Action 2: Effectively implement the 2023-2024 WMS School Culture Plan to improve student discipline.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Cultivating Team HISD Talent

Indicator of Success 1: Effectively implement the 2023-2024 WMS School Culture Plan to improve student discipline.

Indicator 1: By May 2024, there will be at least a 10% reduction in office referrals from the previous year by implementing preventive behavior interventions to address Level II and Level III infractions.

Indicator 2: The number of in-school and out-of-school suspensions will decrease 20% from the previous school year.

Indicator 3: At least 85% of the teachers will receive a 2 or higher on the SPOT Observation form by December 2023 and 95% will receive 2.5 or higher by May 2024.

Key Action 3: Develop educator capacity in effectively delivering rigorous first teach/tier one instruction to ensure the effective implementation of high-quality instruction, campus/district expectations, and implement coaching and feedback to develop educator capacity leading to sustained retainment within the profession.

Strategic Priorities:
Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Statistical Data

Indicator 1: * 70% of teachers will receive a 1.5 or higher on SPOT Observation in purposeful instruction by December 2023 and 2.5 or higher by May 2024.
* 40% of all students will perform at the Meets level or higher on campus, district, and state assessments (STAAR) in Reading and Math.

Indicator 2: * At least 45% of Emergent Bilingual students will progress at least one proficiency level on TELPAS listening, speaking, and reading.
* 100% of teachers will be provided feedback on a recurring basis designed to improve instructional delivery and educator capacity.

Indicator 3: * 100% of teachers will participate in ongoing and sustained campus and district professional development tailored to ongoing priorities and initiatives.

Key Action 4: By May 2024, the campus will increase the percentage of parent and community involvement by 50% by engaging and hosting a minimum of 8 school-wide parent and community events that promote and improve safety, public support, and confidence.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Increased community and parent involvement

Indicator 1: Increase parent and community involvement at campus-wide events.

Indicator 2: Increase in participants at Coffee with the Principal or Snack and Chat with the Principal to update parents/community on current events and important updates

Key Action 5: Develop teacher capacity that ensures good, tier 1 instruction is presented to all students with the use of research based HQIM, Multiple response strategies, and interventions.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Goals and Priorities: To develop teacher capacity that ensures initial, good, Tier I instruction is presented to all students with the use of research based HQIM, Multiple Response Strategies, and Interventions.

Indicator 1: 70% of teachers will receive a 1.5 or higher on SPOT Observation in purposeful instruction by December 2023 and 2.5 or higher by May 2024.

Indicator 2: 40% of all students will perform at the Meets level or higher on campus, district, and state assessments (STAAR) in Reading and Math.

Indicator 3: At least 45% of Emergent Bilingual students will progress at least one proficiency level on TELPAS listening, speaking, and reading.

Key Action 6: Develop strategies to meet the funding challenge by spring semester. seek out district resources and funds to replace and or repair broken chromebooks by spring semester of the 2023-2024 school year.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

057 Lanier Middle School Key Actions 2023-2024

Key Action 1: In support of HISD's core value #2, we will grow staff capacity to plan for and provide high-quality first-line instruction that meets the Lanier Instructional Cycle - using a facilitated guided practice to develop complex understanding and independent practice to demonstrate mastery of the lesson objective before the end of each class period.
Based on staff demographic data indicating 41% of teachers for the 2023 - 24 school year have less than two years of experience at Lanier Middle School, a campus goal will be to grow teacher capacity to provide high-quality classroom instruction.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: 70% of the scores conducted during on - the - spot observations in December will be progressing or higher. This percentage will increase to 80% in May

Indicator of Success 2: 80% of the teachers will be progressing or higher in the delivery of high - quality instruction as measured by the teacher evaluation rubric.

Indicator of Success 3: Two or more multiple response strategies will be observed every 15 minutes of instruction during a spot observation

Indicator of Success 4: 95% of students engaged in the lesson observed

Indicator of Success 5: 100% of teachers new to Lanier will meet monthly with their peer mentor.

Key Action 2: Based on the quality of lesson plans /unit plans submitted to appraisers in the 2022 - 23 school year, a campus goal will be to have t eachers plan and develop high quality lesson plan s that encompass the IB framework

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 80 % of teachers will develop one IB interdisciplinary unit plan based on the state standards provided for their curriculum that aligns to demonstrate a student's understanding of the unit. (December 2023)
o Key concepts o Related, concepts o Global contexts o Statement of inquiry o Inquiry questions o Approaches to learning /teaching o Reflections

Indicator of Success 2: 80% of teachers will effectively develop an IB Assessment Rubric which authentically assesses students' mastery of familiar and unfamiliar situations. (December 2023)

Indicator of Success 3: Each cluster will have at least one cross-curricular lesson based on the IB framework. (May 2024).

Indicator of Success 4: 100% of 8 th graders will complete a Service as Action project designed through the Year 3 MYP Community Project Objectives (Investigating, Planning, Taking Action, and Reflecting) . (April 2024)

Indicator of Success 5: Successfully meet the components of the reauthorization process as a campus. (October 2023)

Key Action 3: Based on the 2022 - 2 3 TELPAS data, a campus goal will be to implement progress monitoring and intervention to EB students

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 100% of identified EB student will participate in SummitK12 monitoring

Indicator of Success 2: 100% of teachers will implement effective language supports and interventions

Indicator of Success 3: 70% of EB students identified as beginner, intermediate, or advanced, with at least 2 years in U.S. schools will show growth in two of the four language acquisition domains on Summit K12 MOY.

Indicator of Success 4: 80 % of EB students identified as beginner , intermediate , or advanced , with at least 2 years in U.S. schools will show growth in two of the four language acquisition domains on Summit K12 EOY.

Key Action 4: Based on 2022 - 23 discipline data and the school climate survey, a campus goal will be to increase positive school culture by implementing a positive behavior intervention support system (PBIS)

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being

Indicator of Success 1: 90% of teachers will utilize the PBIS system to track behavior.

Indicator of Success 2: Students will report an increase of 10% on positive student - to - student behaviors on the 2023 - 24 school climate survey.

Indicator of Success 3: Teachers will report an increase of 10% on p ositive student - to - student behaviors on the 2023 - 24 school climate survey.

Indicator of Success 4: 5% decrease in level 1 behavioral referrals.

058 Gregory-Lincoln Education Center Key Actions 2023-2024

Key Action 1: Increase teacher capacity in the delivery of high-quality instruction.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: By December, 2023, 60% of core content teachers will deliver a completed lesson cycle, including Do Now's, Demonstration of Learning, and the utilization of formative assessment data to drive instruction, this will be indicated through on the spot observations data and student achievement data.

Indicator of Success 2: By May, 2024, 70% of core content teachers will deliver a completed lesson cycle, including Do Now's, Demonstration of Learning, and the utilization of formative assessment data to drive instruction, this will be indicated through on the spot observations data and student achievement data.

Indicator of Success 3: 70% of teachers will be proficient of higher in high quality instructional delivery as measured by the new HISD Appraisal Rubric

Key Action 2: Grow staff capacity in using assessment data to drive instruction.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: By January of 2024, 65% of teachers in grades PreK-8th will become proficient at creating data action plans to ensure student achievement is maximized.

Indicator of Success 2: By May of 2024, student achievement data will have increased by 10% points from Interim STAAR data to EOY STAAR in grades 3rd-8th grade.

Key Action 3: Implement the Amplify Reading Curriculum with fidelity.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By May 2024 Student Reading achievement data will increase by 10% points as indicated by STAAR performance data and the

NAEP EOY assessment data.

Indicator of Success 2: By May 2024, 70% of teachers will score proficient or higher in lesson delivery as indicated by the HISD appraisal rubric.

Key Action 4: Implement the Eureka and Carnegie Curriculum with fidelity.

Indicator of Success 1: By May 2024 Student Math achievement data will increase by 10% points as indicated by STAAR performance data and the NAEP EOY assessment data.

Indicator of Success 2: By May 2024, 70% of teachers will score proficient or higher in lesson delivery as indicated by the HISD appraisal rubric.

059 Long Academy Key Actions 2023-2024

Key Action 1: (Student Achievement)
.Teachers will use historical and current data points to improve first-time high-quality instruction and and increase campus MAP NWEA Data, Unit Assessment, and DOL Data to align to campuswide assessment goals of 70% or better on every assessment.

Indicator of Success 1: Teachers will use historical and current data points to improve first-time high-quality instruction and and increase campus MAP NWEA Data, Unit Assessment, and DOL Data to align to campuswide assessment goals of 70% or better on every assessment.

Indicator 1: Students grow at MAP MOY and EOY by 1 grade level (2+ for overall school year)

Key Action 2: (Campus Culture and Climate)
Ensure effective alignment of High-Quality Educators with Instructional Practices and cultivate a culture of excellence

Indicator of Success 1: Ensure effective alignment of High-Quality Educators with Instructional Practices and cultivate a culture of excellence

Indicator 1: Staff adhere to campus vision statement and shared vision of excellence among all educators

Indicator 2: Communication of benefits of aligning with effective instructional practices is practiced by all staff

Key Action 3: (Staff Quality, Recruitment, and Retention)
Providing high quality coaching through modeling, action step creation with clear expectations with roles and responsibilities, and efforts to build positive relationships

Indicator of Success 1: Providing high quality coaching through modeling, action step creation with clear expectations with roles and responsibilities, and efforts to build positive relationships

Indicator 1: Calibrations

Indicator 2: Complete 6 spot observations per week with evidence and rubric based.

Indicator 3: Celebrations

Indicator of Success 2: (Parent and Community Engagement)

Key Action 4: (Parent and Community Engagement)

By April 2024, JLA will improve community engagement, communication & innovation as a means of increasing participation and engagement by 10% in campus activities by offering multiple opportunities for support and information for parents and all students as evident through our indicators of success.

Indicator of Success 1: By April 2024, JLA will improve community engagement, communication & innovation as a means of increasing participation and engagement by 10% in campus activities by offering multiple opportunities for support and information for parents and all students as evident through our indicators of success.

Indicator 1: PTA membership will increase from 3 to 50 members.

Indicator 2: 10% increase in parent involvement at Open House, Literacy Night, and other campus-based events hosted for families

Indicator 3: 15% decrease in disciplinary referrals

Key Action 5: (Curriculum, Instruction, and Assesment)
PLC Meetings will be aligned to campus goals for improving curriculum delivery

Indicator of Success 1: PLC Meetings will be aligned to campus goals for improving curriculum delivery

Indicator 1: English and curriculum meetings held every six weeks should exhibit a 7% enhancement in performance on common and district level assessments, aligning with the campus objective of achieving a 70% proficiency rate.

Indicator 2: During each six-week period, math curriculum meetings should demonstrate a 7% enhancement in performance on common and district level assessments, in line with the campus target of reaching a 70% proficiency rate.

Indicator 3: By January 2024, all teachers are expected to proficiently employ the LSAE model daily in their classes, as evaluated by the provided rubric, reaching a 100% implementation rate.

Key Action 6: (Technology)
100% of teachers will be confident in using View Sonic, Surface and Google Slide Deck Technology by Jan 5, 2024.

100% of middle school students will spend 1 hour on Mathia and IXL daily to support technology advances and preparation for digital platforms used.

Indicator of Success 1: 100% of teachers will be confident in using View Sonic, Surface and Google Slide Deck Technology by Jan 5, 2024.

100% of middle school students will spend 1 hour on Mathia and IXL daily to support technology advances and preparation for digital platforms used.

Indicator 1: Teacher Walkthroughs will reflect 100% usage of technology to engage students in learning.

Indicator 2: Student usage of technology will grow to more than 60 minutes of usage on academic enhancement applications.

Key Action 7: Use multiple data points (ie: DOL, formative, summative, and NWEA assessments) collected during Tier I instruction to drive targeted intervention in all core content areas.

Indicator of Success 1: Teachers and support staff use student DOL data to form intervention and enrichment groups that are aligned to the LSAE instructional model.
Students will show 1.8+ years of growth on MOY and EOY NWEA Reading and Math assessments.
75% of students will receive S2, A or E support from Learning Coach or Teacher Apprentice weekly
25% of students will receive S1 or L support from Teacher of Record weekly.
Evidence of student goal setting

Key Action 8: All content area- grade level teams will engage in collaborative PLC actions to improve high quality instruction.

Indicator of Success 1: The purpose of the PLC meeting is evident and team members are actively engaged and contribute equitably.
Use of curriculum and instructional planning protocol.
Backwards design
Lesson internalization
Modeling of instructional practices
Learning experiences are aligned to TEKs/student learning objectives
75% of students will receive S2, A or E support from Learning Coach or Teacher Apprentice
25% of students will receive S1 or L support from Teacher of Record

Key Action 9: All campus leaders and teachers will fulfill Special Education (SpEd) requirements.

Indicator of Success 1: Progress monitoring reports will show 5-15% growth for students receiving SpEd services.
Evidence of methodology implementation and documentation of services provided to all students receiving SpEd services.
Teachers will document accommodations/modifications/services provided daily and submit logs to be reviewed once per grading cycle.

060 Revere Middle School Key Actions 2023-2024

Key Action 1: Increase in parent volunteers that are VIPS certified.

Increase in PTO members.

Increase in Community Partnerships

Increase in Parent Attendance of campus events.

Decrease in student referrals.

Decrease in DAEP referrals.

Decrease in Parent Center Complaints

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Indicator of Success 1: Increase in parent volunteers that are VIPS certified.

Increase in PTO members.

Increase in Community Partnerships

Increase in Parent Attendance of campus events.

Decrease in student referrals.

Decrease in DAEP referrals.

Decrease in Parent Center Complaints

Indicator 1: Increase in parent volunteers that are VIPS certified.

Ensure that all parents know how to sign up to be VIPS certified and understand the importance of parent volunteers on their child's campus

Indicator 2: Increase in PTO members.

Advertise PTO meetings by utilizing Messenger and Social Media platforms

Indicator 3: Increase in Community Partnerships

Ensure that the WrapAround Specialist and other Stakeholders reach out to businesses in the community to create lasting relationships.

Key Action 2: -Improve quality of instruction and campus wide systems for behavior and transitions to improve the overall learning and teaching experience for all.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency

Indicator of Success 1: Improve quality of instruction and campus wide systems for behavior and transitions to improve the overall learning and teaching experience for all.

Indicator 1: Increased Tier 1 instruction (effectiveness)

Indicator 2: Increase in SEL interventions from counselors and SEL tutors from the district

Indicator 3: Reduction in out of school suspensions

Key Action 3: Cultivate a Positive Campus Culture and Morale: - Develop a shared vision and mission statement for the school that emphasizes inclusivity, respect,
- Implement regular school-wide events and activities that promote a sense of community, such as assemblies, themed weeks, and/or service projects. - Encourage open communication among staff, students, and parents to address concerns and foster a supportive atmosphere. - Recognize and celebrate the achievements of both students and teachers through awards and recognition programs. 2. Support the Transition to the New Education System: - Provide ongoing professional development opportunities for teachers to familiarize them with the principles and practices of the New Education System. - Establish a cross-functional team of experienced and new teachers to collaborate on curriculum development and share best practices. - Invest in resources and tools aligned with the new system, such as technology and teaching materials. - Monitor the progress of the transition and regularly gather feedback from teachers and students to make necessary adjustments. 3. Professional Development and Mentorship for First-Year Teachers: - Develop a mentorship program where experienced teachers are paired with first-year teachers to provide guidance, support, and feedback. - Offer targeted training and workshops specifically designed to address the needs of new teachers, covering classroom management, lesson planning, and pedagogical strategies. - Create a support network for first-year teachers to share experiences, challenges, and successes. - Conduct regular evaluations of first-year teachers' performance and provide constructive feedback for growth. 4. Data-Driven Decision Making: - Collect and analyze data on campus culture and morale through surveys and feedback mechanisms and use this data to make informed decisions. - Monitor student performance and engagement metrics to assess the impact of the New Education System and adjust strategies accordingly. - Continuously track and assess the effectiveness of professional development and mentorship programs for first-year teachers. 5. Parent and Community Engagement: - Involve parents and community members in school activities, such as parent-teacher associations and volunteering opportunities. - Establish regular communication channels to keep parents informed about school developments and their children's progress. - Collaborate with local businesses and organizations to provide additional resources and support for the school's transformation. 6. Leadership and Administrative Support: - Ensure that school leaders are visible, approachable, and actively involved in fostering a positive school culture. - Provide leadership training to administrators

to help them effectively manage change and support both experienced and new teachers.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: -Improve quality of instruction and campus wide systems for behavior and transitions to improve the overall learning and teaching experience for all

Indicator 1: Cultivate a Positive Campus Culture and Morale: - Increased attendance and participation in school events and activities. - Improved teacher and staff satisfaction survey scores. - Decreased number of disciplinary incidents. - Positive trends in school climate and culture assessments

Indicator 2: Support the Transition to the New Education System: - Enhanced student engagement in class activities and assignments. - Improved teacher confidence and competence in implementing the New Education System. - Increased alignment between classroom instruction and the new system's principles. - Positive feedback from teachers and students regarding the effectiveness of the new system

Indicator 3: Professional Development and Mentorship for First-Year Teachers: - Higher retention rates for first-year teachers. - Increased proficiency and classroom effectiveness of first-year teachers. - Positive feedback from first-year teachers about the mentorship program. - Improved student outcomes in classes taught by first-year teachers

Key Action 4: Support for Special Populations: Implement strategies to support English Language Learners (ELL), students with disabilities, and other special populations in meeting the TEKS standards

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Support for Special Populations: Implement strategies to support English Language Learners (ELL), students with disabilities, and other special populations in meeting the TEKS standards

Indicator 1: Improvement in the academic growth of special population students, as measured by their performance against TEKS standards.

Indicator 2: Number of individualized support plans and accommodations implemented for special population students.

Indicator 3: Positive feedback from students, parents, and special education professionals regarding the effectiveness of support strategies, as collected through surveys and evaluations.

Key Action 5: Internalize TEKS Standards: Begin by thoroughly reviewing the TEKS standards for each core subject.

Rehearsal of Lessons: Rehearse lessons and identify areas with gaps or misconceptions prior to day lesson is design for.

Assessment and Data Analysis: Assess the current state of middle school core classes by analyzing student performance data, both at the school and district levels. Identify areas of improvement and specific learning gaps.

Professional Development: Invest in professional development opportunities for teachers to enhance their understanding of the TEKS standards and improve their teaching methods. This might involve workshops, coaching, or peer collaboration.

Formative and Summative Assessment: Implement a robust assessment system that includes both formative assessments (ongoing, in-class assessments) and summative assessments (end-of-term or standardized tests). Use these assessments to gauge student progress and adjust instruction accordingly.

Continuous Monitoring and Evaluation: Continuously monitor and evaluate the effectiveness of the actions taken. Make data-driven decisions and be willing to adjust strategies as needed.

Support for Special Populations: Implement strategies to support English Language Learners (ELL), students with disabilities, and other special populations in meeting the TEKS standards.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Internalize TEKS Standards: Begin by thoroughly reviewing the TEKS standards for each core subject.

Rehearsal of Lessons: Rehearse lessons and identify areas with gaps or misconceptions prior to day lesson is design for.

Assessment and Data Analysis: Assess the current state of middle school core classes by analyzing student performance data, both at the school and district levels. Identify areas of improvement and specific learning gaps.

Professional Development: Invest in professional development opportunities for teachers to enhance their understanding of the TEKS standards and improve their teaching methods. This might involve workshops, coaching, or peer collaboration.

Formative and Summative Assessment: Implement a robust assessment system that includes both formative assessments (ongoing, in-class assessments) and summative assessments (end-of-term or standardized tests). Use these assessments to gauge student progress and adjust instruction accordingly.

Continuous Monitoring and Evaluation: Continuously monitor and evaluate the effectiveness of the actions taken. Make data-driven decisions and be willing to adjust strategies as needed.

Support for Special Populations: Implement strategies to support English Language Learners (ELL), students with disabilities, and other special populations in meeting the TEKS standards.

Indicator 1: Internalize TEKS Standards:

- Percentage of teachers who can correctly identify and articulate the key TEKS standards relevant to their subject.

- Percentage of lesson plans and instructional materials that align with specific TEKS objectives.

- Improvement in student performance over time, measured through standardized test scores and in-class assessments.

Rehearsal of Lessons:

- Number of lessons rehearsed by teachers prior to instruction.

- Percentage of lessons where identified gaps or misconceptions have been proactively addressed.

- Decreased instances of students demonstrating confusion or misconceptions during lessons, measured through teacher observations and student assessments.

Indicator 2: Assessment and Data Analysis:

- Improvement in the percentage of students meeting or exceeding TEKS-based learning goals in standardized assessments.

- Regular analysis of student performance data resulting in actionable insights and interventions.

- Decrease in the number of students performing below proficiency in TEKS-related areas, measured through data analysis.

Professional Development:

- Increase in teacher self-assessment scores related to their understanding of TEKS standards and teaching methods.

- Number of teachers reporting improved confidence in teaching to TEKS standards after professional development.

- Percentage of teachers implementing new teaching methods or strategies learned through professional development, as observed through classroom practices.

Formative and Summative Assessment:

- Improvement in student performance on formative assessments, indicating ongoing learning progress.

- Consistent alignment between summative assessments and TEKS standards, measured through assessment analysis.

- Ability to use assessment data to make adjustments in teaching and support student growth, as demonstrated through improved student performance.

Indicator 3: Continuous Monitoring and Evaluation:

- Regularity of reviews of student performance data leading to adjustments in teaching strategies (e.g., monthly reviews).

- Improvement in student outcomes over time based on adjustments made from evaluation results, measured through data trends.

- Evidence of changes in instructional practices based on data-driven decisions, such as observed changes in lesson plans and strategies.

Support for Special Populations:

- Improvement in the academic growth of special population students, as measured by their performance against TEKS standards.

- Number of individualized support plans and accommodations implemented for special population students.

- Positive feedback from students, parents, and special education professionals regarding the effectiveness of support strategies, as collected through surveys and evaluations.

Key Action 6: Assistant Principals and Deans attend PLCs to ensure teachers work on planning lessons with fidelity and strong internalization.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Assistant Principals and Deans attend PLCs to ensure teachers work on planning lessons with fidelity and strong internalization.

Indicator 1: -Assistant Principals and Deans attend PLCs every day

Indicator 2: -Increased quality of lessons as measured by spots.

Indicator 3: -Increased student achievement as measured by DOLs and unit assessments.

Key Action 7: Train teachers in the use of instructional resources such as Kahoot to enhance Tier 1 instruction.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Train teachers in the use of instructional resources such as Kahoot to enhance Tier 1 instruction.

Indicator 1: -Increased student use in technology as measured by spot observations

Indicator 2: -Increased academic growth in DOLs and Unit assessments.

Key Action 8: 80% of all Special Education inclusion students will show academic performance growth by 1.8 years using NWEA MAP Assessment

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: 80% of all Special Education inclusion students will show academic performance growth by 1.8 years using NWEA MAP Assessment

Indicator 1: 100% of teachers will demonstrate implementation of internalized lessons from 100 spot observations conducted by Leadership Team by end of September.

Indicator 2: 100% of math and ELA teachers will push out for LSAE on time daily by the end of September

Key Action 9: Raise the level of student engagement using Multiple Response Strategies.

Strategic Priorities:
Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: Raise the level of student engagement using Multiple Response Strategies.

Indicator 1: 100% of teachers will be required to implement the 8 Multiple Response Strategies

Indicator 2: 100% of teachers will implement MRS every 4 minutes based on100 spot observations conducted by Leadership Team by the end of September

Indicator 3: 100% of students are engaged in at least 1 of the 8 Multiple Response Strategies based on 100 spot observations conducted by Leadership Team by end of September

Key Action 10: 80% of all Emergent Bilingual students will increase 1.0 (at least one EB level) of English proficiency as measured by Summit K12.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: 80% of all Emergent Bilingual students will increase 1.0 (at least one EB level) of English proficiency as measured by Summit K12.

Indicator 1: 60% of Emergent Bilingual students will show .5 (50%) growth in English proficiency levels between Summit K12 BOY and MOY.

Indicator 2: 80% of Emergent Bilingual student's composite ratings will increase 1 English proficiency level

061 Marshall Middle School Key Actions 2023-2024

Key Action 1: Ensure teachers provide the highest quality instruction daily.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 65% of core teachers will rate an average of proficient on a minimum of 4 spot observations by December 2023, this percentage will increase to 75% by February 2024.

Indicator of Success 2: Student performance CFUs of exit tickets/DOL will be STAAR 2.0 aligned higher order thinking (HOT) strategies with 80% of students averaging 70% or higher weekly by December 2023, increasing to 85% of students averaging 75% or higher by February 2024.

Key Action 2: Progress monitoring will be leveraged to support student academic growth using Multi-tiered systems of support (MTSS)

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: We will reduce 15% of our RLA and Math students from tier 3 to tier 2 by June 2024.

Indicator of Success 2: We will reduce 15% of our RLA and Math students from tier 2 to tier 1 by June 2024.

Indicator of Success 3: This will be measured through a district tiered report that tracks and compares students BOY, MOY and EOY data.

Indicator of Success 4: 100% of core staff will be trained on and implement progress monitoring by October 2023.

Key Action 3: For all teachers to utilize multiple response strategies to promote an engaging learning environment.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Out of 24 spot observations of classrooms in October by the building leadership team, 80% of teachers will average proficient or higher on the use of multiple response strategies. This percentage increases to 90% by February 2024.

Indicator of Success 2: Decrease off-task /negative behavior occurrences with all student learners engaged in the lesson which will be verified by tracking PEIMS data every 3 weeks with progress report and or report card data resulting in a 5% decrease from 2022-2023 data by June 2024.

Key Action 4: Ensure all stakeholders consistently engage with data analysis to evaluate student performance to reach campus academic goals.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Student performance CFUs of exit tickets/DOL will be STAAR 2.0 aligned higher order thinking (HOT) strategies with 80% of students averaging 70% or higher weekly by December 2023, increasing to 85% of students averaging 75% or higher by February 2024.

Indicator of Success 2: Students will increase their proficiency on campus or district summative accumulated assessment standards by a minimum of 5% from November 2023 to March 2024.

062 McReynolds Middle School Key Actions 2023-2024

Key Action 1: Grow staff capacity to provide the highest quality of instruction.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: By December 80% of the ratings of spot observations conducted will be proficient or higher; By May 2024 that percentage will increase to 90%.

Indicator of Success 2: Out of 70 SPOT Observations of classroom instruction by the campus leadership team in December, 70% of teachers will receive a score of 2 or higher on the use of Multiple Response Strategies (MRS). This percentage will increase to 85% by March 2024. (out of 70 spot observations of classroom instruction in DOMAIN II- Instruction, 70% of teachers will score 4 or higher in December. This percentage will increase to 85% by April 2024).

Indicator of Success 3: Out of the minimum SPOT observations provided by District personnel 85% of the performance scores will be in the proficient 1 category or higher.

Key Action 2: Implement LSAE (Learning, Securing 1 & 2, Accelerated, and Enrichment) model with FIDELITY.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: McReynolds Middle School will receive a proficient grading in spot observations with an emphasis of the LSAE model within the fall semester with average scores being 1 - 1.4 points, by end of year McReynolds Middle School will receive proficiency in LSAE grading with average scores being 1.5 - 2 points per observation.

Indicator of Success 2: Over 85% of teachers at McReynolds will implement the DIstrict Four core instructional Practice: lesson objectives, demonstrations of learning, engagement strategies, and purposeful, aligned instruction by the end of the Fall semester.

Key Action 3: Grow student capacity for proficiency in math/reading.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By December 2023, an average of 50% of students will score in the Securing (S2) or higher on their demonstrations of learning; this will increase to 85% of students at Securing or higher by April of 2024.

Indicator of Success 2: Students will show growth on middle of year assessment by at least 15-25% from the beginning of the year assessment.

Indicator of Success 3: Students will show growth on end of year assessment by 15- 25% from middle of year assessment.

Indicator of Success 4: Students will increase STAAR Math and Reading proficiency by 25% or more.

Key Action 4: Strengthen the leadership density of McReynolds Middle School.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: 60% of the staff will receive Proficient 1 or higher rating on the leadership competency as assessed by the evaluators during the teacher evaluation process conducted in the fall of 2023; this will increase to 75% in the spring of 2024.

Indicator of Success 2: By November 2023, 50% of PLCS will be teacher- led based on strategies to improve student achievement by internalizing data and selecting the highest yielding instructional strategies; this will increase to 75% including planning sessions, by February 2024.

064 Pershing Middle School Key Actions 2023-2024

Key Action 1: Raise the level of student-teacher engagement, especially the use of multiple response strategies.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Out of 14 spot observations conducted weekly, 80% of teachers receive a "2" or higher on the use of multiple response strategies.

Key Action 2: Increase student growth in reading.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: In the 2023-2024 school year, Pershing Middle School will increase the % of students demonstrating progress in reading by 5% or more on the MOY MAP.

Key Action 3: Improve proficiency in student writing across the curriculum.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 70% of Pershing Middle School students will score at the proficient level using a 25-point holistic rubric as measured by a timed writing assessment administered in December 2023.

Key Action 4: Align academic, behavior, and discipline systems to support a safe campus culture and maximize student learning.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being

Indicator of Success 1: Pershing Middle School will decrease the number of in-school and out-of-school suspensions by 10% by December 2023, with that percentage increasing to 20% by June 2024.

068 Tanglewood Middle School Key Actions 2023-2024

Key Action 1: Key Action (Briefly state the specific goal or objective.)

Improve and maintain consistency of Quality of Instruction while implementing International Baccalaureate (IB) Middle Years Programme (MYP) systems and standards.

Strategic Priorities:
Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Student Achievement

Indicator 1: In October, 70% of Teachers will receive a rating of Developing or above in the areas of Communication (Dimension 2.3) and Monitor and Adjust (Dimension 2.5) as noted in their classroom walkthrough, this percentage increases to 90% by February 2024.

Indicator 2: 100% of teachers will collaborate weekly to create high-quality, IB-aligned lesson plans. By December 2023, 60% of teachers will be creating cross-curricular MYP unit plans. In June 2024, 100% of teachers will collaborate and create a cross-curricular MYP unit.

Key Action 2: Key Action (Briefly state the specific goal or objective.)

Improve student culture, specifically by decreasing discipline infractions and improving teacher capacity

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: CAMPUS CULTURE AND CLIMATE

Indicator 1: The number of Out-of-School (OSS) suspensions decreases by 5% in December 2023. The number of Out-of-School (OSS) suspensions will decrease for a total of 10% by the end of the year compared to 2022-2023 school year.

Indicator 2: Increase Thinkery effectiveness to reduce the number of office referrals for Level 1 and 2 infractions by 25% in December 2023 and 50% by May 2024.

Indicator 3: By December 2023, 90% of staff and students will participate in IB Learner Profile activities every six weeks. By the end of school year 2024, 100% of staff and students will participate in IB Learner Profile activities every six weeks.

Key Action 3: Key Action (Briefly state the specific goal or objective.)

Improve Special Education Student Academic Achievement

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: SPECIAL EDUCATION

Indicator 1: 97% of ARDs are held by due date, with 95% fully closed (all signatures) within 48 hours by December 2023, increasing to 100% by June 2024.

Indicator 2: SPED growth on NWEA - 75% of SPED students will show 3% increased NWEA scores from BOY to MOY and an additional 5% increased score into EOY, totaling 8% from BOY to EOY in Math and Reading

Indicator 3: 60% of all teachers will fully implement Special Education accommodations as measured through appropriate documentation in Power Teacher Pro gradebook by end of October 2023, increasing to 100% by June 2024.

Key Action 4: Key Action (Briefly state the specific goal or objective.)

Increase student achievement in Math

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: STUDENT ACHIEVEMENT FOR MATH

Indicator 1: Total percentage of students who attain the approaches level or above on the On-track formative assessment every six weeks will increase by 3% from the 2022-2023 school year on STAAR.

Indicator 2: 50% of students will meet their Growth Measure goals from BOY to MOY, increasing to 75% of students by EOY as measured by performance on NWEA MAP Assessment.

071 Project Chrysalis Middle School Key Actions 2023-2024

Key Action 1: Instructional alignment across all content (Strong Tier-I Alignment)

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 80% out of 60 spot observations conducted during the first week of October will demonstrate alignment with the curriculum and the demonstration of learning (DOL). That percentage will increase to 100% or higher by May.

Indicator of Success 2: Achievement/Growth on common assessments, NWEA MAP increase of 5% by Dec. and total of 10% increase by March.

Indicator of Success 3: 80% of lesson plan activities will demonstrate alignment with the stated objectives as measured by weekly lesson plan feedback.

Key Action 2: Strengthen Instruction in Reading and Writing across all grade levels.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Achievement/Growth on Common Assessments- Reading NWEA MAP increase of 5% by Dec. and total of 10% increase by March

Indicator of Success 2: Data tracking of DOLs.

Indicator of Success 3: 80% of spot observations will demonstrate high quality reading instruction.

Key Action 3: Strengthen Instruction in Math across all grade levels.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Facilitate PLCs that will provide space to train and model on data driven instruction, and analyzing student work samples.

Indicator of Success 2: School leaders will conduct spot observations focused on Math with feedback consisting of best practices.

Indicator of Success 3: Ensure all teachers attend district curriculum trainings, follow up during PLCs.

Key Action 4: Increase English Proficiency of Emergent Bilingual Students with a particular focus on Speaking and Writing.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: At least 70% of EB students will increase their English proficiency by one proficiency level as indicated by the TELPAS Proficiency Level Descriptors on the district's 3rd ELD assessment conducted on Summit K-12 and on the TELPAS in February.

Indicator of Success 2: 100% of teachers will incorporate activities in their daily lesson to increase students' proficiency level with a particular focus on Speaking and Writing by including opportunities for students to speak and write using academic vocabulary.

Key Action 5: Strengthen Progress Monitoring for Special Education

Strategic Priorities:
Increasing Organizational Efficiency

Indicator of Success 1: 100% of students Progress Monitoring in Special Education to accurately reflect the students' progress in the general education class.

Indicator of Success 2: 100% alignment between goal, activities and data sources used for progress monitoring.

Indicator of Success 3: A campus wide student self-tracking data system aligned to the students' IEP goals will be implemented.

072 Fondren Middle School Key Actions 2023-2024

Key Action 1: (Student Achievement)
Cultivate the capacity of the instructional staff to deliver high-quality instruction to students.

Indicator of Success 1: Cultivate the capacity of the instructional staff to deliver high-quality instruction to students.

Indicator 1: By December 2023, 60% of teachers will be rated proficient or higher as evidenced by on-the-spot observations conducted by the Unit Support Team; the percentage of teachers will increase to 80% by May 2024.

Indicator 2: Through the implementation of T-TESS along with the spot observations provided 80% of teachers will be rated proficient or higher in the execution and monitoring of high-quality instruction by May 2024.

Key Action 2: (Campus Culture and Climate)

Improve daily student attendance (ADA)

Indicator of Success 1: Improve daily student attendance (ADA)

Indicator 1: By September 2023, 100% of teachers and staff will be provided in-depth training and expected to follow campus attendance guidelines with fidelity as outlined in the Fondren Middle School Faculty and Staff Handbook and Federal and State Guidelines.

Indicator 2: By October 2023, 100% of teachers will be provided in-depth training and expected to document attendance concerns and communication with families and students; teachers will meet with instructional leadership, office staff, and Wraparound Services to review documentation and determine the best intervention and supports to increase student achievement.

Indicator 3: By December 2023, Fondren MS average daily attendance will increase from 88.7% to 93%; the average daily attendance will increase to 95% by May 2024.

Key Action 3: (Staff Quality, Recruitment, and Retention)
Low turnover of high quality staff who is willing and capable to implement the necessary changes

Indicator of Success 1: Staff attendance will be above 85% daily

Indicator 1: High quality staff will be retained each year

Indicator 2: High quality staff will be given opportunities to spotlight their work

Indicator 3: High quality staff will be given opportunities to be campus leaders

Key Action 4: (Parent and Community Engagement)

Improve parental engagement and support

Indicator of Success 1: Improve parental engagement and support

Indicator 1: Initiate active PTO, 23-24 Face Gold/Diamond Campus

Indicator 2: Parent meeting attendance, rewards families for attendance,

Indicator 3: Increased student attendance

Key Action 5: (Curriculum, Instruction, and Assessment)

Indicator of Success 1: Cultivate the capacity of the instructional staff to deliver high-quality instruction to students.

Indicator 1: By December 2023, 60% of teachers will be rated proficient or higher as evidenced by on-the-spot observations conducted by the Unit Support Team; the percentage of teachers will increase to 80% by May 2024.

Indicator 2: Through the implementation of T-TESS along with the spot observations provided 80% of teachers will be rated proficient or higher in the execution and monitoring of high-quality instruction by May 2024002E

Key Action 6: (Technology)

Teachers will use technology to enhance their instruction. Teachers will give students the opportunity to use technology to increase engagement.

Indicator of Success 1: Teachers will use technology to enhance their instruction. Teachers will give students the opportunity to use technology to increase engagement.

Indicator 1: Technology will become a part of the lesson as teachers deliver instructional content to students that is of interest to them.

Indicator 2: Technology will be used to challenge students who need rigorous instruction to push their learning above what is required.

Indicator 3: Students NWEA scores will improve by 10% from the BOY to MOY with the effective use of technology.

Key Action 7: Increase the percentage of students reading at proficiency.

Indicator of Success 1: By January 2024 students will demonstrate an increase of 5% mastery on fundamental literacy skills; increased by 8% by EOY (End of Year) as demonstrated on NWEA MMAP assessments.
* Increase the percentage of students by 10% from Learning to Accelerating within the LSAE Model by Dec. 2023

* By May 2024, Fondren Middle School will increase the number of students performing at or above grade level by 10% from the 2022-2023 school year on the State of Texas Assessment of Academic Readiness (STAAR).

Key Action 8: Increase the percentage of students performing at or above grade level in Math.

Indicator of Success 1: -By January 2024 students will demonstrate an increase of 5% mastery on fundamental math skills; increased by 8% by EOY as demonstrated on NWEA MAP assessment.
-By January 2024 students will demonstrate a growth of 5% on end of unit assessments; increased by 8% by EOY.
-By May 2024, Fondren Middle School will increase the number of students performing at or above grade level by 10% from the 2022-2023 school year on the State of Texas Assessment of Academic Readiness (STAAR).

Key Action 9: Increase writing, listening, and speaking across all contents (TELPAS correlation)

Indicator of Success 1: * By January 2024, students will demonstrate an increase in evidence-based writing proficiency demonstrated by grading writing assignments using the STAAR & TELPAS (Texas English Language Proficiency Assessment System) Writing Rubric and ELD assessments.
* By January 2024, students will demonstrate growth in writing as evidenced by the MOY (Middle of the Year) NWEA result.
* By May 2024, students will demonstrate the use of language acquisition supports and grade-appropriate spoken English used in academic and social settings as indicated TELPAS and ELD assessments.

075 Lawson Middle School Key Actions 2023-2024

Key Action 1: Successful implement the Amplify curriculum for 6th - 8th grade. ELAR teachers will obtain full understanding of the TEKS/LO and Amplify lessons and deliver them in an effective and efficient manner.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Successful implement the Amplify curriculum for 6th - 8th grade.

Indicator 1: * During the 23-24 school year, 6th - 8th grade Tier II and Tier III scholars will perform at 50% or higher in reading as measured by the NWEA MOY assessment. This percentile will increase to at or above 60% by the administration of the Fall TEA Interim assessment and to 80% at or above by the NWEA EOY assessment.

Indicator 2: * By October 2023, 100% of the ELAR teachers will internalize Amplify lessons at the proficient level. This will be measured by lesson plan vetting in combination with the Purposeful Instruction requirements listed in the teacher evaluation tool.

Indicator 3: * By May 2024, overall scholar performance in grades 6 - 8 will increase by 25% on the RLA STAAR assessment.

Key Action 2: Enhance student-teacher engagement in Math through the use of story problems and rigorous small group instruction.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Enhance student-teacher engagement in Math through the use of story problems and rigorous small group instruction.

Indicator 1: * By October 2023, 50% of math instruction in grades 6 - 8 will include story problems to provide scholars real-world experiences that will allow them to connect to the learning. This will be measured during weekly lesson plan vetting sessions facilitated by content leaders and 75% or above mastery on the demonstration of learning for the daily objective.

* 75% of 6th - 8th graders will perform at 75% or greater at approaches, 30% at meets, and 16% at the masters performance ban on the May 2024 Math STAAR 2.0 assessment.

Indicator 2: * 100% Implementation of the LSAE model and the use of multiple response strategies every 4-5 minutes during the develop and demonstrate portions of the Carnegie lesson cycle.

Indicator 3: * Weekly Spot Observations will be conducted to provide in the moment coaching and feedback. 85% or more of our math teachers will receive a rating of 2 on the LSAE Model of the Spot Observation weekly by December 2023. By April 2024, 95% of our math teachers will receive a rating of 2 on the LSAE Model portion of the Spot Observation.

Key Action 3: Build staff capacity to increase student engagement and academic performance in 8th grade Science and Social studies via the use of multiple response strategies.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Build staff capacity to increase student engagement and academic performance in 8th grade Science and Social studies via the use of multiple response strategies.

Indicator 1: * Increased capacity of Science and Social Studies teachers as a result of increasing scholar engagement using leveled questioning and at least 2 multiple response strategies every 4-5 minutes. This will be measured weekly by content leaders using the lesson plan vetting protocol during content planning.

Indicator 2: * The Science and Social Studies departments will increase scholar engagement via lab experiments and in class projects by 30% by October 2023, 50% by January 2024, and 70% by April 2024. This will be measured via daily Spot Observations facilitated by content leaders with teachers receiving a rating of 2 or higher.

Indicator 3: * 8th grade scholars will increase the performance by 15% in Science and by 10% in Social Studies on the May 2024 STAAR 2.0 assessment.

Key Action 4: Increase inclusion support by 50% to bridge the gaps between foundational skills and grade-level academic standards within a class period in the general education setting.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Increase inclusion support by 50% to bridge the gaps between foundational skills and grade-level academic standards within a class period in the general education setting.

Indicator 1: * Core content classes in the general education setting are intentionally scheduled to ensure scholars receive support as written in their IEPs. This will be measured by the SpEd Department Chair via documentation checks during weekly spot observations in the classroom and during weekly SpEd inclusion meetings.

Indicator 2: * Modified lessons and formative and summative assessments that meet the needs specific to each student. This will be monitored by content admin and the SpEd Chair during weekly PLCs. This will be measured by the Sped Department Chair via documentation checks during weekly spot observations and the teacher will receive a rating of at least 2

Indicator 3: * The overall performance percentage at the meets level for 6th - 8th grade scholars who receive special education services, will increase by 10% on all Spring 2024 STAAR 2.0 assessments.

077 Thomas Middle School Key Actions 2023-2024

Key Action 1: Implement academic supports/interventions for students identified as being " at risk" with focus on the special education and students identified as Emergent Bilingual (EB).

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: A comprehensive plan RTI/IAT form will be utilized to track progress of students, both in terms of academic achievements and areas of improvement.

Indicator 1: Academic achievement on reading, writing, and math common assessments and District benchmarks will increase by 20% for 6th-8th grade at risk, special education and identified EB students.

Indicator 2: Every student identified as at risk or classified as EB will receive interventions and support within their core classes, as well as through math and reading intervention classes.

Indicator 3: Analysis from the (MOY) to the end (EOY) of the academic period, 40% of students identified as at risk, receiving special education services (SPED), or classified as EB are expected to demonstrate academic achievement.

Key Action 2: Develop a systemic approach to provide a cycle of coaching, feedback, and next steps while following up consistently to improve the quality if instruction.

Strategic Priorities:
Increasing Organizational Efficiency

Indicator of Success 1: All administrators will submit a minimum of 6 walkthroughs weekly and immediately provide feedback.

Indicator 1: By September 2023, 50% of teachers will be able to internalize and implement high quality, aligned lesson plans. By February 2024, 65% of teachers will be able to internalize and implement high quality, aligned lesson plans, and by April 2024, 75% of the teachers will be able to internalize and implement high quality, aligned lesson plans.

Indicator 2: By September 2023, 50% of teachers will score 8 pts or higher on all walkthroughs, By February 2024, 65 % of teachers will score 11pts or higher on all walkthroughs and by April 2023, 75% of teachers will score 13pts or higher on all walkthroughs.

Key Action 3: Effectively implement the 2023-2024 TMS school culture plan to improve student discipline.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being

Indicator of Success 1: By May 2024, the campus will see at least a 10% reduction in office referrals from the previous year by implementing preventive behavior interventions to address Level ll and Level lll.

Indicator 1: The number of In-School and Out-of-School suspensions will decrease by 25% during the 2023-2024 from the previous school year.

Indicator 2: The number of the teachers resigning/ transferring will decrease by 5% during the 2023-2024 school year .

Key Action 4: Develop teacher capacity in effectively delivering rigorous and effective tier 1 instruction

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By March 2024, 75% of teachers will score a minimum of 7 points in Domain 2 on the walkthrough form.

Indicator 1: 40% of students will perform at the Meets level or higher on campus, district, and state assessments (STAAR) in Reading and Math.

Indicator 2: At least 40% of Emergent Bilingual students will progress at least one proficiency level on TELPAS

Indicator 3: 30% of Special Education(SPED) students will achieve at the approaches level or higher on STAAR 2023 in Reading and Math

078 Fleming Middle School Key Actions 2023-2024

Key Action 1: Grow staff capacity to provide the high quality instruction.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: At least 70% of scores will earn 2 points in the purposeful instruction and engagement sections of the district-level SPOT observations by December 2023; this will increase to 80% of scores receiving 3 points by May 2023.

Indicator of Success 2: 80% of the teachers will be proficient or higher in the deliery of high-quality instruction a measured by that section in the teacher evaluation rubric.

Key Action 2: Implement the LSAE model with fidelity

Strategic Priorities:
Increasing Organizational Efficiency

Indicator of Success 1: The average score on the LSAE model section of the SPOT observations will be at least 1.2 points by December 2023; this will increase to 1.8 points by May 2023.

Indicator of Success 2: Fleming MS will receive a Proficient I or high score on the LSAE learning rubric assessed in December 2023 by district-level support; this will increase to Proficient II or higher by May 2023.

Key Action 3: Strengthen the leadership density of Fleming MS

Indicator of Success 1: 65% of the staff will receive a Proficient 1 or higher rating on the leadership competency a assessed by the evaluators during the teacher evaluation process conducted in the fall of 2023; this will increased to 75% in the spring of 2024.

Indicator of Success 2: By October 2023, 50% of PLCs and will be teacher-led based on strategies to improve student achievement by internalizing data and selecting the highest yielding instructional strategies; this will increase to 80%, including planning sessions, by January 2024.

Key Action 4: Increase percentage of students performing at grade level to 50% of the enrollment on Math and Reading STAAR assessments.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By November 2023, an average of a third of students will score in the Securing (S2) or higher on their demonstrations; this will increase to 40% of students at Accelerating or higher by March 2024.

Indicator of Success 2: On TEA Interim Assessment 1, the percentage of students likely to perform at the meets level or higher will be 35%; this will increase to 50% by TEA Interim Assessment 2.

079 Key Middle School Key Actions 2023-2024

Key Action 1: Improve the quality of first-time instruction in all core content classrooms.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Success for this key action will be reflected by teacher performance on the SPOT observations, as well as increase in student achievement on the NWEA.

Indicator 1: 50% of teachers will have a monthly average of proficient or better on spot observations by the end of December 2023. This percentage will increase to 70% by the end of May 2024.

Indicator 2: 50% of students will meet their growth target on the Reading, Reading Fluency, and Math universal screeners by the middle of year (MOY) assessment. This percentage will increase to 70% by the end of year (EOY) assessment.

Key Action 2: Increase the achievement of Special Education Students.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Success for this key action will be reflective by increased academic achievement for our special education population.

Indicator 1: 25% of Special Education students will meet their growth targets on the NWEA MOY assessment. This will increase to 50% by the NWEA EOY assessment.

Indicator 2: 90% of coteach environments will receive a rating of 4 or greater on the Team-Teaching walkthrough rubric on 14/18 walkthroughs by the end of the 1st Semester

Indicator 3: 90% of coteach environments will receive a rating of 4 or greater on the Parallel Teaching walkthrough rubric on 14/18 walkthroughs by the end of the 2nd Semester

Key Action 3: Grow student capacity to proficiently respond in writing to Open Ended Response question types.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Success for key action will be reflective in student success on STAAR reading assessment.

Indicator 1: 50% of students will demonstrate proficiency in effectively responding to Open-Ended Response questions, with an average score of 4 or higher (on a scale of

1-5) by the Middle of the Year. This percentage will increase to 80% by the End of the Year.

Indicator 2: 15% of students will receive a projection of Meets or above on the Reading State Interim Assessment in the Fall. This percentage will increase to 25% on the Reading Spring Interim Assessment.

080 Rice School PK-8 Key Actions 2023-2024

Key Action 1: The Rice School K-8 will ensure teachers provide the highest quality reading instruction for all students in kindergarten through 8th grade by improving Purposeful Instruction.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 80% of Spot observations conducted by the leadership team will receive a 2 or higher in Purposeful Instruction by the end of October 2023. The percentage will increase to 95% in March 2024.

Indicator of Success 2: 80% of Spot observations conducted by the leadership team will receive a 2 or higher in Engagement by the end of October 2023. The percentage will increase to 95% in March 2024.

Indicator of Success 3: 85% of Spot observations conducted by the leadership team will receive the highest point awarded (1 point) in Learning Objective and DOL by the end of October 2023. The percentage will increase to 99% in March 2024.

Indicator of Success 4: At the end of May 2024, 95% of students will demonstrate one year of growth from BOY to EOY as assessed on NWEA MAP assessments.

Indicator of Success 5: By the 2024 STAAR Reading administration, the percent of students in grades 3-8 reading at/above grade level will increase by 7 percentage points.

Key Action 2: The Rice School K-8 will increase teacher instructional capacity to provide quality math instruction for all students in kindergarten through 8th grade by planning multiple-response strategies (MRS) during Direct Instruction.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 85% of Spot observations conducted by the leadership team will receive a 2 or higher in Engagement by the end of October 2023. The percentage will increase to 95% in April 2024.

Indicator of Success 2: At the end of May 2024, 95% of students will demonstrate one year of growth from BOY to EOY as assessed on NWEA MAP

assessments.

Indicator of Success 3: By the 2024 STAAR Math administration, the percent of students in grades 3-8 performing mathematically at/above grade level will increase by 7 percentage points.

Indicator of Success 4: 85% of Spot observations conducted by the leadership team will receive the highest point awarded (1 point) in Classroom Management by the end of October 2023. The percentage will increase to 99% in March 2024.

Key Action 3: The Rice School K-8 will strengthen the quality of Special Education instruction by increasing collaboration among the general education teachers and Special Education Team to implement IEP goals and accommodations.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 80% of students in special education will demonstrate 1 year growth on EOY MAP assessments.

Indicator of Success 2: As measured through special education progress reports, 90% of students identified in special education will make appropriate progress towards mastery of their IEP goals. The graphs created in the progress report will determine trends that will determine if a student is making appropriate progress.

Indicator of Success 3: 80% of students identified in special education will demonstrate progress from the middle of the year (MOY) to end-of-year (EOY) on the NWEA Reading and NWEA Math assessments.

081 Sharpstown International School Key Actions 2023-2024

Key Action 1: Grow staff capacity in supporting all students to ensure high-quality, differentiated instruction that meets students' individual needs and is centered on student engagement and writing across all disciplines.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Grow staff capacity in supporting all students to ensure high-quality, differentiated instruction that meets students' individual needs and is centered on student engagement and writing across all disciplines.

Indicator 1: 70% of the scores on spot observations conducted in December 2023 will be proficient or higher, increasing to 80% in May 2024.

100% of teachers will be trained in August in-service and throughout the school year on specific multiple response, writing, and feedback strategies.

Indicator 2: Case managers report progress on special education student academic goals to all parents/guardians every 6 weeks within the deadlines established by the district through EasyIEP.

Indicator 3: The gap between the percentage of special education students and general education students scoring approaches or higher on STAAR and EOC assessments will close by at least 20% in 2023-2024.

Key Action 2: Consistently provide a safe campus that is conducive to student learning growth.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Consistently provide a safe campus that is conducive to student learning growth.

Indicator 1: Increase ADA attendance from 94.1% in 2022-2023 to 95% in 2023-2024.

Indicator 2: Decrease the number of in-school and out-of-school suspensions by at least 20% to 49 in 2023-2024 from 61 in 2022-2023

Key Action 3: Grow developing and proficient teachers while retaining high-performing teachers.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: Grow developing and proficient teachers while retaining high-performing teachers.

Indicator 1: Retain at least 80% of high-performing teachers for 2024-2025.

Indicator 2: Move at least 30% of developing teachers to proficient by BOY 2024-2025.

Indicator 3: Move at least 20% of proficient teachers to high-performing by BOY 2024-2025.

Key Action 4: Continue to grow PTO enrollment and participation in campus events and initiatives.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Continue to grow PTO enrollment and participation in campus events and initiatives.

Indicator 1: Grow PTO membership by 25%.

Indicator 2: Increase funds raised by PTO by 30%.

Indicator 3: Achieve consistent attendance at monthly Donuts with the Principal events.

082 Williams Middle School Key Actions 2023-2024

Key Action 1: Raise the level of achievement in ELAR among students receiving special education services through individualized accommodations and supports.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: These indicators of success will focus on equity in learning for all special education students.

Indicator 1: When tracking the same cohort of mainstream Special Education students, 50% will score proficient on campus unit exams in October, 60% by January, and 70% by March 2024.

Indicator 2: 90% of Special Education students will reach PLAAFP goals by end of April 2024.

Key Action 2: Successfully implement the new teacher evaluation system.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: This indicator of success is ensuring compliance of the new teacher evaluation system, and improving teacher capacity.

Indicator 1: In the 2023-2024 school year 100% of all eligible teachers will receive an evaluation rating using the new teacher evaluation system.

Indicator 2: At most, 40% of teachers will receive a rating of distinguished on the evaluation system.

Key Action 3: Grow staff capacity to provide the highest quality of instruction. Instruction will be more accurately aligned with the depth and complexity of the TEKS. Also, as teachers unpack TEKS they will be able to effectively plan activities that promote mastery of the content.

Strategic Priorities:
Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: These indicators will reflect an increase in teacher instructional capacity, TEKS aligned instruction, and more effective instructional delivery.

Indicator 1: 70% of the scores on spot observations conducted in December will be proficient or

higher. That percentage will increase to 80% by May 2024.

Indicator 2: 80% of teachers will score proficient or higher in the delivery of instruction as measured by the "Purposeful Instruction section on the Spot Observation by December 2023. This will increase to 100% by May 2024.

Indicator 3: At least 80% of teachers will demonstrate successful implementation of selected curriculum as evident through campus walkthroughs and NES-aligned teacher evaluation tool by April 2024.

098 Stevenson Middle School Key Actions 2023-2024

Key Action 1: Enhance specialized instruction for students with disabilities receiving services from Special Education.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: SPED Student Growth

Indicator 1: 70% of students receiving Special Education services will show at least 1.8 years' progress in their learning from the Beginning of the year (BOY) to the end of the year (EOY) using the NWEA assessment.

Indicator 2: 6 out of 8 Co-Teachers will receive an average score of Proficient (60-70% of 100%) from four spot observations including district level appraiser observations by December 2023. This will improve to 7 out of 8 teachers receiving an average score of proficient in 8 spot observations by April 2024.

Indicator 3: By the end of the 2023-2024 school year, 15% of students with disabilities will achieve the "meets" level of proficiency or higher on the English Language Arts (ELA) and Math sections of the State of Texas Assessments of Academic Readiness (STAAR) exam.

Key Action 2: Foster and nurture an environment that promotes exceptional academic achievement among students through the cultivation of a high-performance culture. (Student-Owned data).

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Student-owned data

Indicator 1: 1. Improve academic progress and growth: 75% of students will meet their MOY individual progress goals (set from the Beginning of Year to the Middle of the year) using the NWEA assessment. This will increase to 80% of students meeting their individual goals from MOY to End of Year (EOY) using the NWEA assessment.

Indicator 2: 2. Honor Roll achievement: 50% of students make it onto The Honor Roll by the end of the year.

Indicator 3: 3. Tracking growth targets: 90% of students will be able to share their growth target number and use a tracker to show their progress.

Indicator of Success 2: Student Owned Data

Indicator 1: 4. By the end of the academic year, achieve an 80% satisfactory rating on the climate survey regarding positive student attitudes and mindset, as well as a collaborative learning community.

Key Action 3: Increase community engagement to the campus through communication and volunteer opportunities.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being, Cultivating Team HISD Talent

Indicator of Success 1: Community Engagement Indicators of Success

Indicator 1: 1. By the end of the academic year, achieve an 80% satisfactory rating on the climate survey regarding communication to parents, as well as a collaborative learning community.

Indicator 2: 2. Stevenson will acquire three new partnerships with external community organizations, businesses, or nonprofits.

Indicator 3: 3. 90% of teachers and 100% of Administrators will send at least one mass communication per week to their students and parents through a communication app.
4. The Stevenson PTO will have at least 20 active members by the end of the 2023-2024 school year

Key Action 4: Ensure high quality instruction for every student at Stevenson.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: High Quality Instruction

Indicator 1: 1. In November, 75% of spot observation will be proficient or higher by district personnel. By April, 90% of spot observation will be proficient or higher by district personnel.

Indicator 2: 2. 40% of Stevenson students will Meet or Master the ELA, SCIENCE and MATH STAAR 2024 assessment.

099 West Briar Middle School Key Actions 2023-2024

Key Action 1: Key Action (Briefly state the specific goal or objective.)

Increase student engagement and the use of high-quality instructional materials.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Student Achievement

Indicator 1: 60% of spot observations conducted by December 2023 will be Proficient or higher; that percentage will increase to 80% by May 2023.

Indicator 2: 80% of teachers will be proficient or higher in Engagement as measured in the teacher evaluation rubric.

Indicator 3: 100% of Math Teachers will follow the Carnegie Lesson Plan sequence that includes Mathia implementation 2 times/per week.

Key Action 2: Instill positive behavior supports and interventions (PBIS) to provide all students with a safe and consistent environment.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency

Indicator of Success 1: CAMPUS CULTURE AND CLIMATE

Indicator 1: 80% of all classroom teachers earn 1 point for classroom management on their spot observations by December 2023.

Indicator 2: By January 2024, 100% of teachers document parent communication and school leaders will effectively respond to parent phone calls/emails and parent survey data indicates proficient responsiveness.

Indicator 3: Each grading cycle, student behavior meetings are held by grade level to review student behavior, brainstorm interventions, and improve individual student behavior .By the start of the second grading cycle, there will be student incentives for rewarding student's exhibiting Grizzly Values.

Key Action 3: Increase student engagement and the use of high-quality instructional materials.

Strategic Priorities:
Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: STAFF QUALITY, RECRUITMENT, AND RETENTION

Indicator 1: 60% of spot observations conducted by December 2023 will be Proficient or higher; that percentage will increase to 80% by May 2023.

Indicator 2: 80% of teachers will be proficient or higher in Engagement as measured in the teacher evaluation rubric.

Indicator 3: 100% of Math Teachers will follow the Carnegie Lesson Plan sequence that includes Mathia implementation 2 times/per week.

100 Texas Connections Academy at Houston Key Actions 2023-2024

Key Action 1: Texas Connections Academy @ Houston will improve STAAR / EOC Math score by 8% during the 2023 - 2024 school year.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Texas Connections Academy @ Houston will improve STAAR / EOC Math score by 8% during the 2023 - 2024 school year.

Indicator 1: NWEA MAP testing data / growth

Indicator 2: Cambium Assessment Data

Indicator 3: EOC Assessment Data

Key Action 2: The TCAH faculty and staff will be committed to our collective student learning outcome goals, while providing feedback to administration on ways that we can collectively improve.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: The TCAH faculty and staff will be committed to our collective student learning outcome goals, while providing feedback to administration on ways that we can collectively improve.

Indicator 1: Staff Engagement will meet or exceed 90% on the internal staff survey.

Key Action 3: Texas Connections Academy special education teachers, emergent bilingual teachers, and 504 teachers will be active members of the instructional teams and PLCs while supporting instructional interventions during all learning cycles.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: Texas Connections Academy special education teachers, emergent bilingual teachers, and 504 teachers will be active members of the instructional teams and PLCs while supporting instructional interventions during all learning cycles.

Indicator 1: TCAH will be fully staffed with highly qualified teachers.

Indicator 2: TCAH Special Education students will increase their performance on the Math and ELA STAAR test by 5%.

Indicator 3: All TCAH instructional staff (EB, 504, and SPED) will provide instructional interventions that lead to positive student learning outcomes as evidenced by the

passing rate of students represented in each of these categories.

Key Action 4: TCAH will provide quality socialization opportunities that will create a stronger school-family community and improve the school experience.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being

Indicator of Success 1: TCAH will provide quality socialization opportunities that will create a stronger school-family community and improve the school experience.

Indicator 1: "The program provides my child with opportunities to connect with peers and socialize virtually"- (2022-2023 school year -84% [4% below Connections Academy average]) 2023-24 goal: 90%
"The program provides my child with opportunities to connect with peers and socialize in person- (2022-2023 school year was 71% [6% below Connections Academy average]) 2023-24 goal: 80%

Indicator 2: Increased participation (attendance) in socialization opportunities offered - this is inclusive of school based clubs, sponsored organizations and events.

Indicator 3: Decrease in percentage of students withdrawing with reason due to socialization.

Key Action 5: TCAH will have 100% of seniors post-secondary ready by May 2024.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Cultivating Team HISD Talent

Indicator of Success 1: TCAH will have 100% of seniors post-secondary ready by May 2024.

Indicator 1: Increase in the number of students who are enrolled / complete College Bridge

Indicator 2: Increase in the number of students who take College Entrance Exams

Indicator 3: Targeted outreach to specific student groups, who historically have not engaged in post-secondary success programs

Key Action 6: Continue to share data with automatic uploads between the two systems - Pearson Online Classroom and HISD PowerSchool in order to streamline and reduce wait time for students.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Continue to share data with automatic uploads between the two systems - Pearson Online Classroom and HISD PowerSchool in order to streamline and reduce wait time for students.

Indicator 1: All students are registered in HISD PowerSchool nightly.

Indicator 2: All students are able to access all instructional materials provided through HISD Clever from the first day of enrollment.

102 Alcott Elementary School Key Actions 2023-2024

Key Action 1: Develop teacher capacity in effectively delivering rigorous Good, First Tier I Instruction

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: 70% of teachers will receive a 2.0 or higher on T-TESS Observation/Walkthroughs in purposeful instruction by December 2023 and 2.5 or higher by May 2024.

Indicator 1: 40% of students will perform at the Meets level or higher on campus, district, and state assessments (STAAR) in Reading and Math.

Indicator 2: At least 45% of ESL students will progress at least one proficiency level on TELPAS listening, speaking, and reading.

Indicator 3: 30% of Special Education (SPED) students will achieve at the approaches level or higher on STAAR 2024 in Reading and Math.

Key Action 2: Increase student engagement and progress monitoring (checking for understanding) by implementing Multiple Response Strategies

Indicator of Success 1: By October 2023, 60% of teachers receive a "2" or higher on Student Engagement on the T-TESS observation form. This percentage increases to 95% by March 2024.

Indicator 1: By mid-November 2023, at least 90% of students in each class will appropriately respond to CFU questions by utilizing the Multiple Response Strategies/ Lead4Ward Strategies provided by the teacher. This percentage will increase to 90% by April 2024.

Indicator 2: By September 2023, annotated lesson plans will reflect at 100% stopping points for the teacher to stop at intervals during the lesson to ask a pre-planned CFU questions and use an MRS strategy to engage the students.

Indicator 3: Students will display 1.8yrs of growth on the NWEA Map Assessment

Key Action 3: Develop a systematic approach to provide a cycle of coaching, feedback, and next steps while following up consistently to improve the quality of instruction.

Indicator of Success 1: By October 2023, 60% of teachers will be able to internalize and implement high quality, aligned lesson plans. By February 2024, 85% of teachers will be able to internalize and implement high quality, aligned lesson plans, and by April 2024, 95% of the teachers will be able to internalize and implement high quality, aligned lesson plans.

Indicator 1: By October 2023, 80% of teachers will receive a score of 1.5 or higher on the use of DOLs and purposeful instruction; by February 2024, 85% will receive a score of 1.75 or higher, and by April 2024, 90% of teachers will receive a 2.0 or higher.

Indicator 2: By October 2023, 80% of teachers will receive a score of 1.5 or higher on the use of aligned lesson objectives and engagement. By February 2024, 85% will

receive a score of 1.75 or higher on the use of aligned lesson objectives and engagement; and by April 2024, 90% will receive a score of 2.0 on the use of aligned lesson objectives and engagement.

Key Action 4: Effectively implement the 2023-2024 School Culture Plan to improve SEL Needs

Indicator of Success 1: By May 2024, the campus will have 0% office referrals for students displaying disruptive classroom behavior.

Indicator 1: Improvement in campus climate survey by MOY of students feeling SEL needs are met by increase of 50%

104 Almeda Elementary School Key Actions 2023-2024

Key Action 1: Provide effective, on grade level, first instruction through the implementation of the Science of Reading (Amplify) with differentiated supports to increase mastery level of achievement and close achievement gaps.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: ELA

Indicator 1: Based on the Reading STAAR data from 2022-2023 school year, students performing at or above grade level will increase by:
Meets- from 35% to 42%
Masters- from 11% to 16%
Progress of this goal will be monitored through the intentional tracking of student achievement on common assessments, MAP assessments, and student DOLs.

Indicator 2: To close achievement gaps, based on the Reading STAAR data from 2022-2023 school year, students that do not meet the standard will decrease by:
DNM- from 36% to 26%
Progress for this goal will be monitored through the intentional tracking of student achievement on common assessments, MAP assessments, and student DOLs.

Indicator 3: 80 percent of students will grow on the NWEA assessment by 5 points from BOY to MOY and an additional 5 points from MOY to EOY.
Progress for this goal will be monitored through the intentional tracking of student achievement on common assessments, MAP assessments, and student DOLs.

Key Action 2: Provide effective, on grade level, first instruction through the implementation of Eureka Math with differentiated supports to increase mastery level of achievement and close achievement gaps.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Math

Indicator 1: Based on the Math STAAR data from 2022-2023 school year, students performing at or above grade level will increase by:
Meets- from 38% to 43%
Masters- from 11% to 16%
Progress of this goal will be monitored through the intentional tracking of student achievement on common assessments, MAP assessments, and student DOLs.

Indicator 2: To close achievement gaps, based on the Reading STAAR data from 2022-2023 school year, students that do not meet the standard will decrease by:
DNM- from 32% to 22%
Progress of this goal will be monitored through the intentional tracking of student achievement on common assessments, MAP assessments, and student DOLs.

Indicator 3: 80 percent of students will grow on the NWEA assessment by 5 points from BOY to MOY and an additional 5 points from MOY to EOY.
Progress of this goal will be monitored through the intentional tracking of student achievement on common assessments, MAP assessments, and student DOLs.

Key Action 3: Increase teacher capacity to design and tailor high quality instruction for students in Special Populations.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Teacher Capacity with Special Populations

Indicator 1: Close the achievement gap of special education students by 5%
80 percent of special education students will show growth on the NWEA assessment from BOY to EOY.
Progress of this goal will be monitored through the intentional tracking of student achievement on common assessments, MAP assessments, and student DOLs.

Indicator 2: Increase the percentage of special education students performing at the meets level on the STAAR exam by 5%.
Progress of this goal will be monitored through the intentional tracking of student achievement on common assessments, MAP assessments, and student DOLs.

Indicator 3: EB Students composite score will increase from 6% to 8% at the advanced high level on the TELPAS exam.
Progress of this goal will be monitored through the intentional tracking of student achievement on common assessments, MAP assessments, and student DOLs.

Key Action 4: Increase teacher capacity to design and provide/tailor high quality engaging instruction across all content areas.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Teacher Capacity in All Content Areas

Indicator 1: By the end of fall 2023 semester 80% of teachers will receive 2 points on Domain 1, 60% will receive 5 points on Domain 2, and 70% will receive 3 points on Domain 3 based on their walkthroughs.

Indicator 2: By the end of Spring 2024 semester 100% of teachers will receive 2 points on Domain 1, 80% will receive 5 points on Domain 2, and 90% will receive 3 points on Domain 3 based on their walkthroughs.

Indicator 3: 100% of teacher classrooms will receive informal walkthroughs weekly and one formal walkthrough monthly.

105 Anderson Elementary School Key Actions 2023-2024

Key Action 1: Our goals and priorities are to coach and support teachers in planning rigorous lessons by scheduling weekly planning meetings where campus leaders are a shoulder partner to our teachers and provide instant feedback on lesson plans.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Increase of 2 points on alignment category (spot observations) for 80% of teachers by December 2023, number increases to 90% by February 2024

Indicator 1: 80% of student demonstration of learning is aligned to the rigor of STAAR 2.0 by September 2023, and number increases to 100% by October 2023

Indicator 2: 100% of lesson plans will be checked bi-weekly by admin to ensure alignment to the rigor that will demonstrate increase in student achievement through the progress monitoring of weekly assessments.

Key Action 2: School leader and Peer Recognition: Encourage a culture of school leader and peer recognition and appreciation, where we acknowledge each other's accomplishments and successes.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: Measurable results

Indicator 1: Effective leadership that provides recognition, guidance, and clear communication that will greatly influence campus culture and teachers will feel 100% supported.

Key Action 3: The goal of Anderson is to retain high quality teachers by ensuring the new teachers have a mentor to support them in their first year.

Strategic Priorities:
Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Measurable results

Indicator 1: Teacher retention will increase from 95% to 96% by the end of the 2023-2024 school year.
Pedagogical growth will increase throughout the year by increasing proficiency level from BOY to EOY by one proficiency level.

Key Action 4: The goal of Anderson is to have 20% increase in parental involvement by providing morning and after school activities where parents can have more opportunities to involve themselves in the school community.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Measurable results

Indicator 1: Increase parent involvement by 10% in instructional events that involve literacy, new instructional platforms and curriculum as indicated by sign-in sheets during the events

Indicator 2: Increase in rating from Platinum to Diamond rating as indicated by the FACE department

Indicator 3: Increase in grade level parent meetings from 1 per year to 3 per year.

Key Action 5: Increase the rigor of lessons by ensuring that materials, multiple responses, activities, and demonstration of learning are at level 3 DOK (depth of knowledge).

Indicator of Success 1: 80% of student demonstration of learning is aligned to the rigor of STAAR 2.0 by September 2023, and number increases to 100% by October 2023
100% of lesson plans will be checked bi-weekly by admin to ensure alignment to the rigor that will demonstrate increase in student achievement through the progress monitoring of weekly assessments.
Increase of 2 points on alignment category (spot observations) for 80% of teachers by December 2023, number increases to 90% by February 2024

106 Atherton Elementary School Key Actions 2023-2024

Key Action 1: Atherton Elementary School will obtain academic growth due to quality teaching and learning. We will continually grow our teacher capacity by providing spot observations and giving immediate effective feedback.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 85% of Atherton's teachers will be proficient or higher in the delivery of high-quality instruction as measured by that section in the teacher evaluation rubric by EOY 2024. We will use the NES's evaluation system.

Indicator of Success 2: 70% of spot observation scores conducted in December by our Central Division Team will be proficient or higher; that percentage will increase to 85%in May 2024.

Key Action 2: Atherton Elementary School will implement the LSAE model with fidelity.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Atherton ES will receive a proficient or higher score on the LSAE learning rubric assessed in December 2023 and May 2024. The Unit Executive Director, the Executive Director and AES administrative team will each score Atherton; the final score will be an average of the three models.

Key Action 3: Atherton ES will implement the Science of Reading with fidelity. As populations, communities, and approaches evolve, so should practice.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 85% of Atherton's ELAR teachers will be proficient or higher in the delivery of reading instruction as measured by that section in the teacher evaluation rubric by EOY 2024. We will use the NES's evaluation system.

Indicator of Success 2: 70% of spot observation scores conducted in December by our Central Division Team will be proficient or higher; that percentage will increase to 85%in May 2024.

Key Action 4: Atherton will successfully implement the new teacher evaluation and compensation system. This will improve teacher effectiveness to narrow opportunity gaps and prepare students for the 2035 workplace and world. It will also be used to align professional development, teacher retention and compensation.

Strategic Priorities:
Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: In the 2023-2024 school year, 100% of the eligible teachers receive an evaluation rating, using the metrics of the new evaluation system.

107 Barrick Elementary School Key Actions 2023-2024

Key Action 1: Improve the capacity of teachers to deliver high quality instruction in all content areas to increase student achievement.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increase teacher proficiency

Indicator 1: By December 2023, at least 48% of teachers will hold at least a Proficient I level in spot observations; 36% will hold a Proficient II level; 16% will hold an Exemplary I level.

Indicator 2: By May 2024, at least 20% of teachers will hold at least a level of Proficient I, 50% Proficient II, and 30% Exemplary I.

Indicator 3: The percentage of students earning at or above the 41st percentile in Math NWEA MAP will increase from 60% at BOY to 70% at MOY and then to 85% at EOY.

Key Action 2: Strengthen the reading instruction for K-5 students, by focusing on foundational literacy skills.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increase reading outcomes across multiple assessments

Indicator 1: The percentage of students earning at or above the 41st percentile in English Reading NWEA MAP will increase from 32% at BOY to 55% at MOY and then to 75% at EOY.

Indicator 2: The percentage of bilingual students earning at or above the 41st percentile in Spanish Reading NWEA MAP will increase from 46% at BOY to 65% at MOY and then to 80% at EOY.

Indicator 3: The percentage of K-1 students earning At Benchmark and Above Benchmark on DIBELS will increase from 10% at BOY to 35% at MOY and then to 70% at EOY. The percentage of K-1 bilingual students earning At Benchmark and Above Benchmark on Lectura will increase from 40% BOY to 65% at MOY and then to 80% at EOY

Key Action 3: Improve the quality of Special Education instruction and meet district compliance goals.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Student grade level performance

Indicator 1: By end of each grading cycle, 100% compliance of Special Education requirements will be reported including, but not limited to ARDs, Progress Monitoring and Reports, application of IEPs.

Indicator 2: By May 2024, percentages of Special Education students' performance on STAAR, will increase from 13% of students passing Reading STAAR at the Approaches level to 13% scoring at the Meets level.

Indicator 3: The percentage of Special Ed students in grades 2-5 earning at or above the 41st percentile in Reading NWEA MAP will increase from 6% at BOY to 25% at MOY and then to 44% at EOY.

108 Bastian Elementary School Key Actions 2023-2024

Key Action 1: Provide effective on grade level High Quality First instruction across grade level through the implementation of the Science of Reading and the use of High Quality Instructional Materials with differentiated supports to increase Meets and Masters level of achievement and close achievement gaps

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: ELA

Indicator 1: *Based on the Reading STAAR data from 2022-2023 school year, students performing at or above grade level will increase by 10%. Meets and above will increase from _50_% to _55__%

Indicator 2: 100% of Students will be required to demonstrate an understanding of learning objectives at the end of each tier 1 instruction and data will be recorded with the DOL Tracker to measure 75% student mastery and address student struggles in small groups.

Indicator 3: 70% of students in 1st - 5th Grade overall will show student growth by 1.8 years on the EOY NWEA Assessment.

Key Action 2: Provide effective on grade level High Quality first instruction across grade level through the implementation of the Math 5E Model and the use of High Quality Instructional Materials with differentiated supports to increase Meets and Masters level of achievement and close achievement gaps.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Math

Indicator 1: Based on the Math STAAR data from 2022-2023 school year, students performing at or above grade level will increase by: Meets and Above from __59_% to __70_% and the number of students that did not meet the standard will decrease from 41% to 30%.

Indicator 2: 100% of Students will be required to demonstrate understanding of learning objectives at the end of each tier 1 instruction and data will be recorded with the DOL Tracker to measure 75% student mastery and address student struggles in small group.

Indicator 3: 70% of students in 1st - 5th Grade overall will show student growth by 1.8 years on the EOY NWEA Assessment.

Key Action 3: Increase the growth in student achievement in Special Education students across grade level.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Closing the Gap for Special Education

Indicator 1: 100% of Special Education students in the general education setting will be required to demonstrate understanding of learning objectives at the end of each Tier1 instruction and data will be recorded with the DOL Tracker to measure 75% student mastery and address student struggles in small group.

Indicator 2: 100% of students in the general education setting will receive small group instruction from teachers or tutors weekly to address academic struggles based on assessment data. Teachers will provide progress monitoring to track students' growth. 65% of student will show growth at each checkpoint.

Indicator 3: There will be an increase in growth on the NWAE Map Assessment by the EOY showing growth in general education students by 1.8 years.

Key Action 4: Increase the number of Emergent bilingual students that score Intermediate and Advanced in Reading across grade level.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Closing the Gap for EB Students

Indicator 1: Increase the number of Intermediate Emergent Bilingual students from 43 total (26%) to 60 total (37%).

Indicator 2: Increase the number of Advanced Emergent Bilingual students from 31 (19%) total to 50 total (31%).

Indicator 3: Increase Emergent Bilingual growth by 1.8 years on NWAE Assessment from BOY to EOY.

Key Action 5: Provide effective on grade level High Quality first instruction across grade level through the implementation of the Science 5E Model and the use of High Quality Instructional Materials with differentiated supports to increase Meets and Masters level of achievement and close achievement gaps.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Science

Indicator 1: 100% of Students will be required to demonstrate an understanding of learning objectives at the end of each tier 1 instruction and data will be recorded with the DOL Tracker to measure 75% student mastery and address student struggles in small groups.

Indicator 2: *Based on the Science STAAR data from 2022-2023 school year, students performing at or above grade level will increase by 10%. Meets and above will increase by 10%.

109 Berry Elementary School Key Actions 2023-2024

Key Action 1: Leaders will grow staff capacity in NES instructional priorities (multiple response strategies and LSAE) to ensure students receive high-quality instruction.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Berry Elementary School (Berry ES) aims to achieve proficient scores in the LSAE section of the spot observation rubric by December 2023 and May 2024, with calibration walks involving executive and campus leadership, and aims to have 60% of teachers scoring 6.5 or higher in student engagement using Multiple Response Strategies by November 1, 2023, increasing to 80% by April 2024.

Indicator 1: By December 2023 and May 2024, Berry Elementary School (Berry ES) aims to achieve a proficient or higher score on the LSAE (Learning Standards and Assessment Evaluation) section of the spot observation rubric. Calibration walks will involve both the Executive Director of Schools and the Campus Leadership Team each assigning a score to the school. The final score will be determined by averaging the scores from all spot observation rubrics.

Indicator 2: Given a total of 5 spot observations, 60% of the teachers will score 6.5 or higher in engaging students using Multiple Response Strategies when measured by the "engagement" section of the spot observation rubric by November 1, 2023. The percentage will increase to 80% by April 2024.

Key Action 2: Improve reading instruction by using a campus literacy plan driven by the Science of Reading.

Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: By December 2023, K-3 students aim to exceed DIBELS literacy benchmarks, 2nd-5th graders aim to surpass district MAP assessment averages, and 2nd-5th graders aim to improve STAAR Writing or Campus Beginning-of-Year assessment scores, with continued progress and enhancement goals set for May and March 2024, respectively.

Indicator 1: By December 2023, half of K through 3rd-grade students will exceed the benchmark on the DIBELS assessment for all five literacy components. By May 2024, the aforementioned percentage will increase to 85%.

Indicator 2: By December 2023, 50% of 2nd grade through 5th grade students will perform above the district benchmark average on the MAP assessment. The aforementioned percentage will increase to 85% by May of 2024

Indicator 3: Using the 2023 STAAR Writing score or the Campus 2nd/3rd-grade Beginning-of-Year assessment, students in 2nd to 5th grade will enhance their performance by 2 points on the STAAR Constructed Response Scoring Guide by December 2023. This progress will continue as students strive to increase by an additional 2 points on the same Scoring Guide by March 2024.

Key Action 3: Enhance Special Education Programs through collaborative stakeholder engagement and data-driven instructional support

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: By December 2023, goals are set for 50% of K-3 Special Education students to show typical or above typical growth in DIBELS, and for 3-5 inclusion students to demonstrate substantial progress in NWEA Map assessments, with further improvements and higher targets set for June 2024.

Indicator 1: By December 2023, 50% of K-3 students receiving Special Education services will demonstrate typical or above typical growth or above typical growth in DIBELS on the Middle of Year administration. The aforementioned percentage will increase to 70% by June 2024.

Indicator 2: By December 2023, 50% of 3-5 special education inclusion students will demonstrate 0.5 times the national average on the NWEA Map assessments in reading, math, and science. The growth rate will reflect at least 1.7 times the national average by June of 2024.

110 Blackshear Elementary School Key Actions 2023-2024

Key Action 1: Increase Reading performance to ensure scholars are reading at or above grade level through the LSAE model.

Indicator of Success 1: 75% of the scholars will have 5% to 10% growth between their BOY, MOY, EOY on the mClass, Dibbles, Circle and NWEA Map Assessments to have at least 15% growth by EOY.

Indicator of Success 2: The percentage of 3rd-5th grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 62% to 72% by the end of the 2024 school year.

Key Action 2: Increase Educator capacity to deliver high-quality, on grade level, first-time instruction.

Indicator of Success 1: 85% of the Educators will be proficient or higher in the delivery of instruction as measured Educator Evaluation Tool.

Key Action 3: Increase Math performance to ensure scholars are performing at or above grade level through the LSAE model.

Indicator of Success 1: 75% of K-5
th grade scholars will demonstrate 15% growth as measures by the Math Assessment from August 2023 to May 2024 on the mClass, Dibbles, Circle and NWEA Map Assessments to have at least 15% growth by EOY.

Indicator of Success 2: By May of 2024 85% of scholars in grades K-2 will be proficient in Math Fluency Sprints.

Key Action 4: Increase progress monitoring and achievement of Special Ed students

Indicator of Success 1: The percentage of 3rd- 5th grade students in special education performing at or above grade level in reading at the Meets Grade Level Standard on STAAR will increase from 20% to 30% by the end of the 2024 school year.

Key Action 5: The percentage of 3rd-5th grade African American students performing at or above grade level as compared to the percentage of Hispanic 3rd-5th grade students will narrow by 5% to close the performance gap.

111 Bonham Elementary School Key Actions 2023-2024

Key Action 1: Key Action for SPED (Special Populations):
Improve student achievement by increasing the quality of instruction in all classrooms.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: 60% of students will earn their growth measure points in reading and math as evidenced by the NWEA Map tests at the MOY in January 2024. This number will increase to 80% by the EOY.
85% of Pre-K students will show one grade-level worth of growth from BOY to EOY CIRCLE data.

Indicator 1: Establish a system that tracks the implementation and modifications of SPED supports during core instruction. School leaders will review how often and when supports are being implemented and provide feedback and coaching to the teachers.
Provide in the moment coaching and monthly observation and feedback using the TTESS walkthrough documents.
Every six weeks, leadership team will facilitate data meetings to monitor student progress toward meeting growth goals on the MAP assessment.

Indicator 2: 100% of teachers who teach Math will participate in the HISD CRIMSI Eureka course to increase knowledge and implementation of high-quality instruction materials to impact student math achievement.
Teachers will collaborate with colleagues to practice the instructional delivery of their lessons every week during PLCs.
After being provided instructional feedback on the walkthrough observation form, teachers will implement changes to their delivery to ensure high-quality instruction in their classrooms.

Key Action 2: Increase the level of student purposeful engagement through the use of multiple response strategies.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Increase the level of student purposeful engagement through the use of multiple response strategies.

Indicator 1: Out of 100 walkthroughs conducted by October, by the leadership team, 75% of the teachers will receive at least developing or higher on the use of multiple response strategies. This percent will increase to 80% in March 2024.

Indicator 2: Out of 100 walkthroughs conducted by October by the leadership team, 80% of the teachers will engage the students in purposeful and objective aligned lessons in reading, writing, or doing math the entire lesson.This percentage will increase to 100% by April 2024.

Indicator 3: By October 2023, 70% of teachers will utilize at least 4 different MRS per lesson as demonstrated in their lesson internalization plans and daily lesson execution. By February 2024 this will increase to 80% then to 95% by May 2024

Key Action 3: The leadership team will implement strategies that support high-quality instruction and teacher growth for retention and future recruitment.

Indicator of Success 1: By September 2023, 70% of teachers will be able to internalize and implement high quality, aligned lesson plans. By February 2024, 85% of teachers will be able to internalize and implement high quality, aligned lesson plans, and by April 2024, 95% of the teachers will be able to internalize and implement high quality, aligned lesson plans.

Indicator of Success 2: 80% of our teachers will remain with us for the next school year

Key Action 4: Increase parental involvement in students' academic progress and school activities to foster a strong home-school partnership.

Indicator of Success 1: Increase parental involvement in students' academic progress and school activities to foster a strong home-school partnership.

Indicator 1: At least 70% of parents attend parent-teacher conferences by the end of December 2023.
The number of parents participating in school events and workshops increased by at least 10% by May 2024 compared to the previous school year.
Increase Parent Teacher Organization active membership to 5% of the total student population by the end of May 2024.

Indicator 2: Increase overall student attendance to 97% and reduce student tardiness by 50%, encouraging parents to monitor and promote their child's presence and punctuality at school by May 2024.

Indicator 3: By May 2024, increase teacher-parent conferences, parental involvement in school, and attendance rate.

Key Action 5: Improve student achievement in Reading/Language Arts and Math by implementing the Eureka and Amplify curriculum with fidelity.

Indicator of Success 1: Improve student achievement in Reading/Language Arts and Math by implementing the Eureka and Amplify curriculum with fidelity.
Increase staff capacity to provide high-quality Tier I instruction.

Indicator 1: By September/October 2023, data will be collected for progress monitoring for Kinder - 2 students for the DIBELS assessment and 3 - 5 grade students for the NWEA Map assessment, and mid-month and monthly Kinder - 5 Eureka assessments.

Indicator 2: By February 2024, 70% of Kinder - 2nd students will perform at or above benchmark on the DIBELS assessment, 70% of 3 - 5 grade students will perform at or above benchmark on the NWEA MAP assessment, and Kinder - 5 grade students will perform at or above benchmark on End-of-Unit Eureka assessments.

Indicator 3: By May 2024, 90% of Kinder - 2-grade students will perform at or above benchmark on the DIBELS assessment, 90% of 3 - 5 grade students will perform at or above benchmark on the NWEA MAP assessment, and 90% of Kinder - 5-grade students will perform at or above benchmark on End-of-Unit Eureka assessments.

Key Action 6: Increase academic achievement and typing/keyboarding skills through the implementation of technology within the lesson cycle and the implementation of digital intervention programs.

Indicator of Success 1: Increase academic achievement and typing/keyboarding skills through the implementation of technology within the lesson cycle and the implementation of digital intervention programs.

Indicator 1: 100% of the students in 3-5 grade will meet their individualized STAAR growth goal for reading and math as measured on STAAR 2024.

Indicator 2: 100% of the students in K-2 grade will fluently manage the Chromebook devices to access Clever, ST-Math, Amira, and any online assessments.

Indicator 3: 100% of students will have Chromebooks at school in the classrooms every day.
95% of teachers will use technology in a way that drives rigor rather than substituting traditional teaching methods by integrating it into the lesson cycle.

Key Action 7: Increase academic achievement and typing/keyboarding skills through the implementation of technology within the lesson cycle and the implementation of digital intervention programs.

Indicator of Success 1: Increase academic achievement and typing/keyboarding skills through the implementation of technology within the lesson cycle and the implementation of digital intervention programs.

Indicator 1: 100% of the students in 3-5 grade will meet their individualized STAAR growth goal for reading and math as measured on STAAR 2024.
100% of the students in K-2 grade will fluently manage the Chromebook devices to access Clever, ST-Math, Amira, and any online assessments

Indicator 2: 100% of students will have Chromebooks at school in the classrooms every day.

Indicator 3: 95% of teachers will use technology in a way that drives rigor rather than substituting traditional teaching methods by integrating it into the lesson cycle.

112 Bonner Elementary School Key Actions 2023-2024

Key Action 1: Implement Amplify with integrity and the LSEA model in grade 3-5 to increase the "meets" percentage in 3rd-5th grade reading by 20%.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: The percentage of students in grades 3-5 will increase on their STAAR performance

Indicator 1: Meets and above: We will increase 13 percent, from 27% in 22-23 STAAR to 40% in 23-24 STAAR

Indicator 2: Master: We will increase 10 percent, from 8% in 22-23 STAAR to 18% in 23-24 STAAR

Indicator of Success 2: Out of 80 spot observations by October, 70% of teachers will score at least a 2 or higher on "engagement". This percentage will increase to 85%

Key Action 2: Increase the teacher's capacity of high-quality instruction in math and science in grades 3-5.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: The percentage of students in grades 3-5 will increase on their STAAR performance

Meets and above: We will increase 11 percent, from 39% in 22-23 STAAR to 50% in 23-24 STAAR

Master: We will increase 10 percent, from 13% in 22-23 STAAR to 23% in 23-24 STAAR

Indicator 1: 70% of students at Bonner ES in grades 3-5 will score at 80% or higher on DOL

By December, the percentage of students scoring at 80% or higher will increase from 70% to 85% by April 2024

Indicator 2: On the NWEA MAP assessment in math and science, the percent of students falling under the 50th percentile will decrease from 15% to 7%

Indicator of Success 2: On the NWEA MAP assessment in math and science, the percent of students falling under the 50th percentile will decrease from 60% to 30% by EOY

Key Action 3: Increase the percentage of "meets" on 23-24 STAAR for subpopulations in both math and reading.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Reading STAAR 3-5:
We will increase the subpopulation of Hispanics in Meets and above from 32.5% in 22-23 to 37% in 23-24 STAAR
We will increase the subpopulation of Economically Disadvantage in Meets and above from 28% in 22-23 to 33% in 23-24 STAAR
We will increase the subpopulation of Emergent Bilingual in Meets and above from 33% in 22-23 to 38% in 23-24 STAAR

Math STAAR 3-5:
We will increase the subpopulation of Hispanics in Meets and above from 50% in 22-23 to 55% in 23-24 STAAR
We will increase the subpopulation of Economically Disadvantage in Meets and above from 51% in 22-23 to 56% in 23-24 STAAR
We will increase the subpopulation of Emergent Bilingual in Meets and above from 54% in 22-23 to 60% in 23-24 STAAR

Indicator 1: Reading STAAR 3-5

We will increase the subpopulation of Hispanics in Meets and above from 32.5% in 22-23 to 37% in 23-24 STAAR

We will increase the subpopulation of Economically Disadvantage in Meets and above from 28% in 22-23 to 33% in 23-24 STAAR

We will increase the subpopulation of Emergent Bilingual in Meets and above from 33% in 22-23 to 38% in 23-24 STAAR

Indicator 2: Math STAAR 3-5

We will increase the subpopulation of Hispanics in Meets and above from 50% in 22-23 to 55% in 23-24 STAAR

We will increase the subpopulation of Economically Disadvantage in Meets and above from 51% in 22-23 to 56% in 23-24 STAAR

We will increase the subpopulation of Emergent Bilingual in Meets and above from 54% in 22-23 to 60% in 23-24 STAAR

Key Action 4: The student's IEP is implemented with fidelity to increase student academic achievement and all ARDs are complying.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency

Indicator of Success 1: By MOY of NWEA MAP, 70% of students with an IEP will have RIT data falls in the average percentile of 40%-60% in math and reading. By EOY, we will increase the subpopulation percentage from 70% to 85%.

Out of 50 spot observations by the end of October, the inclusion teacher will score a 5 or higher on Domain II (Instructional Characteristics). By February, the inclusion teacher will score a 7 on Domain II (Instructional Characteristics)

Based on the DOL assessments, the students will receive 70% or higher by April.

Indicator of Success 2: Out of 50 spot observations by the end of October, the inclusion teacher will score a 5 or higher on Domain II (Instructional Characteristics). By February, the inclusion teacher will score a 7 on Domain II (Instructional Characteristics)

Indicator of Success 3: Based on the DOL assessments, the students will receive 70% or higher by April.

113 Paige Elementary School Key Actions 2023-2024

Key Action 1: Develop a high-performance culture to create a sense of urgency

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increase across multiple campus climate culture indicators

Indicator 1: By September 30, 2023, 60% of the teachers will score 2 points or higher on the Purposeful Instruction component of the Spot Observation form. 70% of the teachers will score 2 points or higher by December 2023, and 85% or more will score 2 points or higher by May 31, 2024.

Indicator 2: By December 31, 2023, 70% or more of the students, teachers, staff, and parents will indicate they agree or strongly agree that students are held to high expectations and are highly
supported at Paige Elementary School as measured by a campus school climate survey. This percentage will increase to 80% or higher by May 31, 2024.

Indicator 3: By December 31, 2023, the office discipline referral is decreased by 50% compared to School Year 2022-2023. This percentage will decrease by 25% by May 31, 2024.

Key Action 2: Implement the LSAE model with fidelity.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Performance across LSAE evaluation tools

Indicator 1: By August 31, 2023, 100% of 3rd-5th grade teachers, Teacher Apprentices assigned to 3rd5th grade teachers, and Learning Coaches will be trained in the LSAE Model.

Indicator 2: By September 30, 2023, 60% of the 3rd-5th grade reading and math teachers will score 1 or higher on the LSAE Model component of the Spot Observation form. 70% of the teachers will score one or higher by December 2023, and 75% or more will achieve one or higher by May 31, 2024.

Indicator 3: By September 30, 2023, 50% of the Learning Coaches will score proficient or higher in the evaluation rubric for Learning Coaches. This percentage will increase to 100% by May 31, 2024.

Key Action 3: Facilitate effective implementation of the "Science of Reading" instructional model.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: NWEA Scores

Indicator 1: By October 31, 2023, out of 80 spot observations, 65% of teachers will receive a "2" or higher on the Science of Reading rubric (created by the Leadership Team using Amplify and
Savvas literacy components). This percentage will increase to 75% by February 2024 and 85% or higher by April 2024.

Indicator 2: By December 2023, 50% of K through 1st-grade students will perform above the benchmark on the DIBELS assessment of the five literacy components. This percentage will increase to 85% by May 2024

Indicator 3: By December 2023, 50% of 2nd through 5th-grade students will perform above the NWEA (MAP) assessment benchmark. This percentage will increase to 85% by May 2024.

114 Braeburn Elementary School Key Actions 2023-2024

Key Action 1: Increase the quality and capacity of instruction in all classrooms.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: 60% of general education students will earn their growth measure points in reading and math as evidenced by the NWEA Map tests at the MOY in January 2024.

This number will increase to 80% by the EOY.

Indicator 1: 70% of the scores of spot observations conducted in December will be proficient or higher; that percentage will increase to 80% in May 2024.

Indicator 2: 100% of teachers will be trained on multiple response strategies by October 2023.

Indicator 3: 70% of teachers will receive a 2 out of 3 on MRS-related instructional characteristics in the Instruction domain by December 2023, as evidenced by a formal walkthrough form. This percentage will increase to 90% by February 2024.

Key Action 2: Increase involvement in conferences, meetings, and events.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Indicator of Success 1: Increase structured opportunities for engagement.

Indicator 1: Each grade will hold 1 meeting to discuss the summative assessment for that grade level.

Indicator 2: Teachers will hold parent meetings for all students in Tier 2 and 3 in IAT and who are failing or have urgent scores on MAP.

Indicator 3: School committees will host 2 academic nights during the school year.

Key Action 3: Successfully implement a modified staffing model that emphasizes effective instruction in all classrooms. We will train TAs and hourly lecturers to provide intervention and small group support aligned with the grade level curriculum and be able to step in and teach a lesson when a teacher is out for a meeting or for the day.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: At least 70% of students will score at least 1 year of growth on NWEA in 2023-2024.

Key Action 4: For the 2023 - 2024 school year, our school counselor, social worker, Wraparound, and Parent Engagement Representative will continue programs and support for parents and families in the Gulfton Community. Braeburn will continue to improve and increase school activities and one parent engagement event per month.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being

Indicator of Success 1: 100% of students with high-risk behaviors will be supported through Communities in Schools OR through an outside program coordinated by CIS.

Indicator 1: Individualized Support is offered to students and/or families with multiple-complex needs typically provided in a one-on-one setting within the school community.

Indicator 2: One school event will be planned per month for families or parents.

Key Action 5: General Education and Special Education teachers will collaborate to ensure that all students receiving special education services are able to successfully access grade level curriculum and successful implementation of students' IEP goals

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: At least 50% of students receiving Special Education Services within a General Education setting (Resource students) will make at least the minimum 1 year of growth according to NWEA EOY

Indicator 1: * Braeburn will maintain 100% compliance with IEP requirements and ARD timelines

Indicator 2: Resource teachers will collaborate with General Education teachers during planning meetings and instruction at least one time per week during planned content team meetings.

Key Action 6: Increase staff capacity to provide high quality instruction, aligned to grade level expectations as outlined in Eureka or Amplify curriculum.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: 70% of teachers will be proficient or higher as measured by district appraisal system indicators connected to instruction by January rounds.

Indicator 1: 80% of observed lessons will complete all portions of the lesson cycle as planned and internalized according to the curriculum.

Key Action 7: Successfully implement a modified staffing model that emphasizes effective instruction in all classrooms. We will train TAs and hourly lecturers to provide intervention and small group support aligned with the grade level curriculum and be able to step in and teach a lesson when a teacher is out for a meeting or for the day.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: * 80% of teacher coverage will be provided by trained personnel that lead the previously planned lessons for students.

Indicator 1: Less than 20% of classes will be split or covered without receiving the planned lesson for the day.

Indicator 2: * 90% of classes will complete the DOL and move into the hall with a dedicated TA or be able to stay in the room to receive tailored time with the teacher for reteach.

Key Action 8: Develop leadership capacity in the leadership team and leadership density within current classroom teachers to grow leadership pipeline.

Strategic Priorities:
Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Every leadership team member will complete at least 2 walkthroughs with other team members to calibrate observations, feedback and instructional next steps, beginning the week of September 11th
.

Indicator 1: Leadership team meetings will be conducted weekly with agenda time for observation updates, teacher concerns, student concerns, operational work, follow up from previous meetings, questions.

Indicator 2: Enhanced instructional practices: Monitor the implementation of effective instructional practices by teachers. Look for evidence of instructional leadership provided by elementary leaders, such as coaching and mentoring teachers, facilitating professional development sessions, and promoting the use of research based teaching strategies. Improved instructional practices can lead to increased

student engagement and academic progress.

Indicator 3: Increased student achievement: Measure the impact of leadership development initiatives on student achievement. Look for improvements in academic performance, standardized test scores, and other measures of student learning and growth. Higher student achievement can indicate effective leadership practices and instructional strategies implemented by elementary leaders.

115 Durham Elementary School Key Actions 2023-2024

Key Action 1: Improve Pre-Kindergarten through 5th grade reading instruction, with a focus on incorporating the use of multiple response strategies (MRS) and alignment of the demonstration of learning (DOL) to the learning objective (LO).

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increased academic performance across multiple reading assessments

Indicator 1: At least 50% of reading teachers will score at least 2 points on the walkthrough form with consistency by November on the Planning domain. This will increase to 80 % by March 2024

Indicator 2: At least 50% of reading teachers will use MRS strategies with fidelity as measured by November on the walk-through form. This will increase to 70% by March 2024.

Indicator 3: 30% of students or more will demonstrate growth from the BOY to MOY as measured by the Reading NWEA Assessment 40% of students will demonstrate growth in reading from the MOY to EOY as measured by the same assessment.

Key Action 2: Increase the rigor of math instruction by incorporating the use of multiple response strategies (MRS) and alignment of the demonstration of learning (DOL) to the learning objective (LO).

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increased academic performance across multiple Math assessments

Indicator 1: At least 50% of math teachers will score at least 2 points on the walkthrough form with consistency by November on the Planning domain. This will increase to 80 % by March 2024.

Indicator 2: At least 50% of math teachers will use MRS strategies with fidelity as measured by November on the walk-through form. This will increase to 70% by March 2024.

Indicator 3: 30% of students or more will demonstrate growth from the BOY to MOY as measured by the math NWEA Assessment 40% of students will demonstrate growth in math from the MOY to EOY as measured by the same assessment.

Key Action 3: Increase performance of special education students in 3rd-5th grade as measured by the math and reading NWEA map assessment.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: NWEA Map assessment scores

Indicator 1: 10% of special education students in 3rd-5th grade will demonstrate growth from the BOY to the MOY as measured by the MAP in reading and math. By the time that the EOY data is received at least 20% of the students in 3rd-5th grade will demonstrate growth in reading and math.

Indicator 2: 40% special education students will meet their reading and math IEPs goals and/or will show progress toward their them by the end of the first semester. This will increase to 60% by the end of the second semester.

116 Briargrove Elementary School Key Actions 2023-2024

Key Action 1: key Action for SPED:

Briargrove Elementary will improve the quality of instruction delivered to students identified in special education. Students receiving special education services, regardless of their disability label or educational placement, will make adequate progress towards mastering their IEP goals and meeting grade-level standards. All staff personnel supporting students in special education will receive appropriate professional development and the resources necessary to deliver high-quality instruction.

Indicator of Success 1: 90% of students identified in special education will demonstrate progress from middle-of-year (MOY) to end-of-year (EOY) on the NWEA Reading and NWEA Math assessments.

Indicator 1: 60% of 3rd-5th grade students identified in special education will perform at the 'Meets' performance standard on the Reading STAAR or Reading STAAR-Alt assessment at the end of the school year. Justification for students participating in the STAAR-Alt assessment will be outlined in their IEP.

Indicator 2: 60% of 3rd-5th grade students identified in special education will perform at the 'Meets' performance standard on the Math STAAR or Math STAAR-Alt assessment at the end of the school year. Justification for students participating in the STAAR-Alt assessment will be outlined in their IEP.

Indicator 3: 90% of students identified in special education will demonstrate progress from middle-of-year (MOY) to end-of-year (EOY) on the NWEA Reading and NWEA Math assessments.

Key Action 2: Briargrove Elementary will increase the overall quality of reading instruction in all PK-5 classrooms through the intentional planning and delivery of multiple-response strategies (MRS) during direct instruction and targeted reading interventions. Teachers will prioritize engagement strategies to ensure 100% of students are reading, writing, critically thinking, or engaging in academic-based dialogue throughout the lesson cycle. Students who are performing two years or more below grade level will be provided targeted reading intervention pull out based on individualized student needs.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Needs Assessment with Data and Rationale:

Based on preliminary STAAR data, Domain 1 reading data decreased by 6% at the Approaches level which also impacted the Meets and Masters levels.

Indicator 1: By 1 July 2024, 85% of K through 2nd grade students in the Science of Reading program (Amplify) will perform above benchmark on the DIBELS assessment on the five components of literacy.

Indicator 2: By 1 July 2024, 75% of 3rd through 4th grade students in the Science of Reading program (Amplify) will perform above benchmark on the NWEA assessment.

Key Action 3: Briargrove Elementary will improve the quality of instruction in all grade-levels. The instructional practices targeted within PLC will promote the planning and execution of purposeful instruction. In addition to supporting the planning process, Brairgrove's PLC protocols will provide opportunities for teachers to observe Master Teachers/Career Pathways Coaches during instruction to provide peer coaching and share instructional strategies.

Indicator of Success 1: Establish common language around collaborative planning and apply the PLC principles with their team.

Establish norms and develop strategies for having coaching conversations about teaching and learning with best practices.

Create a sense of shared responsibility for all students through data-driven dialogue.

Indicator 1: 80% of walkthroughs conducted between October 2023 and February 2023 will be at proficient or above as rated by the campus appraisers. The percentage will increase to 90% in April 2023

Indicator 2: 80% of walkthroughs conducted between October 2023 and February 2023 will be at proficient or above as rated by the campus appraisers. The percentage will increase to 90% in April 2023

Key Action 4: Briargrove Elementary will increase the average daily attendance (ADA) rate from 94.2% during the 2022-2023 school year to at least 96.3% for the 2023-2024 school year. Briargrove Elementary will develop an attendance plan that prioritizes attendance in school-wide communication, offers incentives for students and classes meeting attendance expectations, and strategically targets families of our chronically absent students.

Indicator of Success 1: Goals and Priorities:

Increase overall daily attendance to positively impact student achievement.

Clarify misconceptions about attendance and share strategies for parents to increase attendance for their individual children.

Indicator 1: By June 2024, the average daily attendance (ADA) for Briargrove Elementary will be 96.3% or higher.

Indicator 2: The average daily attendance (ADA) for Briargrove Elementary will be 95.7% or higher for each of the six cycles throughout the 2023-2024 school year.

Indicator 3: Compared to 10% during the 2022-2023 school year, the percent of students considered as chronically absent will decrease to 7% by the end of Cycle 3 and then 6% by the end of Cycle 6. Students are considered chronically absent if they have 18 or more absences during the school year or have 3 absences per cycle.

117 Briscoe Elementary School Key Actions 2023-2024

Key Action 1: Deliver purposeful aligned Tier I instruction

Strategic Priorities:
Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: 80% of scores on Walk-through Forms for purposeful instruction conducted in October 2023 will be at least 13 points; the percentage will increase to 90% in December 2023 to the end of the school year.

Indicator of Success 2: 80% of scores on Walk-through Forms for alignment conducted in October 2023 will be 1 point; the percentage will increase to 90% in December 2023 to the end of the school year.

Indicator of Success 3: By June 2024, STAAR results will increase by at least 5% points overall average for academic achievement at the approaches, meets, and masters performance levels. During the school year, at least 70% of students will score at least proficient level on the fall and spring Interim State Assessments, NWEA, and Dibles.

Key Action 2: Increase the level of student engagement focusing on multiple response strategies (MRS).

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: 80% of scores on Walk-through Forms related to engagement conducted in October 2023 will be at least 4 points; the percentage will increase to 90% in December 2023 and will be maintained to the end of the school year.

Indicator of Success 2: 80% of Walk-through Forms related to engagement conducted in October 2023 will show evidence of implementation of multi response strategies with 100% engagement. The percentage of engagement will increase to 90% in December and will be maintained to the end of the year.

Indicator of Success 3: By June 2024, STAAR results will increase at least 5% points average in all subject areas at the approaches, meets, and masters performance levels. During the school year, at least 70% of students will score at least proficient level on the fall and spring Interim State Assessments, NWEA, and Dibles.

Key Action 3: Use differentiation with consistency to improve the effectiveness of instruction.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 80% of teachers will score at least 6 out of 8 points on Walk-through Forms related to differentiation conducted in October 2023; the percentage will increase to 90% in December 2023 and will be maintained to the end of the school year.

Indicator of Success 2: 80% of teachers will provide tiered assignments to students after direct instruction by October 2023; the percentage will increase to 90% in December 2023, and will be maintained to the end of the school year.

119 Brookline Elementary School Key Actions 2023-2024

Key Action 1: We will implement effective on-grade-level first instruction in K-5 grades using the science of reading curriculum.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: The percentage of 3-5 grade students performing at or above grade level in reading as measured STAAR 2024 will increase by:

Meets level or above: 10 percentage points increase, from 55% in STAAR 2023 to 65% in STAAR 2024

Masters level: 5 percentage points increase, from 22% in STAAR 2023 to 27% in STAAR 2024

Student STAAR average in constructed response will go from 44% of students at a rating of 0 in RLA/SLA 2023 to 65% of students at a rating of 4 or above in 2024 STAAR. We will monitor student progress as follows:

Indicator 1: The percentage of 3-5 grade students performing at or above grade level in reading as measured STAAR 2024 will increase by:

Meets level or above: 10 percentage points increase, from 55% in STAAR 2023 to 65% in STAAR 2024

Masters level: 5 percentage points increase, from 22% in STAAR 2023 to 27% in STAAR 2024

Indicator 2: October-March: daily PLC to analyze DOL based on constructed responses where teachers will score constructed responses based on TEA rubric. Goal 50% of students scoring 4 or above by February 2024

April: Constructed response assessment (based on Amplify DOL) during professional learning communities where teachers will score constructed responses based on TEA rubric. Goal 70% of students scoring 4 or above.

Indicator 3: We will progress monitor our students through NWEA assessment to ensure that we move from 34% of students needing intervention at BOY to 10% of students needing intervention at EOY in RLA. Our progress goals for students at the intervention level will be 25% at MOY and 10% at EOY.

The percent of students meeting their projected growth on the NWEA assessment will increase by 30 % from BOY to MOY and 50 % from MOY to EOY.

Indicator of Success 2: Student STAAR average in constructed response will go from 44% of students at a rating of 0 in RLA/SLA 2023 to 65% of students at a rating of 4 or above in 2024 STAAR. We will monitor student progress as follows:

Indicator 1: October-March: daily PLC to analyze DOL based on constructed responses where teachers will score constructed responses based on TEA rubric. Goal 50% of students scoring 4 or above by February 2024

Indicator 2: April: Constructed response assessment (based on Amplify DOL) during professional learning communities where teachers will score constructed responses

based on TEA rubric. Goal 70% of students scoring 4 or above.

Indicator of Success 3: We will progress monitor our students through NWEA assessment to ensure that we move from 34% of students needing intervention at BOY to 10% of students needing intervention at EOY in RLA. Our progress goals for students at the intervention level will be 25% at MOY and 10% at EOY.

Indicator of Success 4: The percent of students meeting their projected growth on the NWEA assessment will increase by 30 % from BOY to MOY and 50 % from MOY to EOY.

Key Action 2: We will implement effective on-grade-level math first instruction in K-5 grades using the district provided Eureka math curriculum.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Progress monitor STAAR and NWEA in Math.

Indicator 1: The percentage of 3-5 grade students performing at or above grade level in math as measured STAAR 2024 will increase by:

Meets level or above: 10 percentage points increase, from 56% in STAAR 2023 to 66% in STAAR 2024

Masters level: 5 percentage points increase, from 24% in STAAR 2023 to 29% in STAAR 2024

Indicator of Success 2: We will progress monitor our students through NWEA assessment to ensure that we move from 24% of students needing intervention at BOY to 10% of students needing intervention at EOY in Math. Our progress goals for students at the intervention level will be 34% at MOY and 5% at EOY.

Indicator of Success 3: The percent of students meeting their projected growth on the NWEA assessment will increase by 30 % from BOY to MOY and 50 % from MOY to EOY.

Key Action 3: 1)Ensure that all teachers with Special Ed. students in their classes are knowledgeable of their IEPS, implement their accommodations with fidelity, and all our students have access to high quality instruction (2) Maintain Special Education compliance at 100% ARD meeting completed by deadline, 100% completion of Quarterly Progress Monitoring and 100% of IEPS are written and developed in accordance with TEA rubric.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: 100% of students receiving Special Education services will have access to content and language supports in the classroom, according to their IEP.

100% of students will have individualized folders created by the Special Ed team that contain the specific accommodations and designated supports.

90% of our students receiving Special Education services will show adequate growth towards their IEP goals, as measured by the Special Education teachers monthly progress notes, and students'- MAP- NWEA MOY and EOY assessment results, as well as STAAR/ STAAR Alt for students in grades 3 to 5.

90% of our students receiving Special Education services will demonstrate one year growth from his/her current level, as measured by district/state assessments.

Indicator 1: 100% of students receiving Special Education services will have access to content and language supports in the classroom, according to their IEP. 100% of students will have individualized folders created by the Special Ed team that contain the specific accommodations and designated supports.

Indicator 2: 90% of our students receiving Special Education services will show adequate growth towards their IEP goals, as measured by the Special Education teachers monthly progress notes, and students'- MAP- NWEA MOY and EOY assessment results, as well as STAAR/ STAAR Alt for students in grades 3 to 5.

Indicator 3: 90% of our students receiving Special Education services will demonstrate one year growth from his/her current level, as measured by district/state assessments.

120 Browning Elementary School Key Actions 2023-2024

Key Action 1: Student-teacher engagement of higher-level learning will increase through the implementation of high leverage, multiple response strategies.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Student performance levels will improve by 10% as a result of the increased use of multiple response strategies, as measured on the MOY and EOY administered in December and May.

Indicator of Success 2: Of 100% teacher spot observations completed in October by the Browning leadership team, 75% of teachers will receive a "2" or higher on the use of multiple response strategies. This percentage will increase to 90% by February 2024.

Key Action 2: Achieve Math instructional equity and meet grade level expectations, through the effective implementation of Eureka Math Curriculum.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 75% of K-2 students will show growth from the BOY to the MOY and growth from the MOY to the EOY according to the district assessments.

Indicator of Success 2: 75% of 3-5 students will show growth from the BOY to the MOY and growth from the MOY to the EOY according to the district assessment.

Indicator of Success 3: During the 2023-2024 school year, 100% of all math teachers will deliver highly effective instructional approaches that support the Eureka Math Curriculum, daily as evidenced through SPOT observations, T-TESS tools and/or real time coaching data.

Key Action 3: Achieve instructional equity and meet student academic needs through the effective implementation of The Science of Reading curriculum within all classrooms, including those that follow the Dual Language Model.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By June 2024, Kindergarten - 2nd Grade will be reading at or above grade level with an increase from 14% to 40%.

Indicator of Success 2: By June 2024, 3rd Grade - 5th Grade will be reading at or above grade level with an increase from 57% to 75%.

Indicator of Success 3: During the 2023-2024 school year, 100% of reading teachers will deliver highly effective instructional approaches that support The Science of Reading curriculum as evidenced through respective T TESS ratings of proficient or higher in Dimension 2 - Instruction.

Key Action 4: Instructional staff will align effectively written IEPs to high quality teaching and learning approaches.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: During the 2023-2024 school year, the campus will be at 100% with compliance and IEP's.

Indicator of Success 2: By May 2024 90% of students will meet their EOY individualized measurable annual goal(s).

121 Bruce Elementary School Key Actions 2023-2024

Key Action 1: Improve 3rd-5th grade teachers' instructional capacity to proficient II or exemplary ratings.

Strategic Priorities:
Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: 30% of teachers in grades 3rd -5th will achieve a rating of progress on the spot observation form by October 2023.

Indicator of Success 2: 50% of teachers in grades 3rd -5th will achieve a rating of proficient using the spot observation form by December 2023

Indicator of Success 3: 85% of teachers in grades 3rd -5th will achieve a rating of proficient II using the spot observation form by March 2024.

Indicator of Success 4: 100 % of teachers in grades 3rd -5th will achieve a rating of proficient II or exemplary using the spot observation form by May 2024.

Key Action 2: Teachers, coaches, and apprentices will integrate 8 multiple response strategies in PLC meetings to enhance student achievement and engagement.

Strategic Priorities:
Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: By November 2023, 100% of teachers, learning coaches and teacher apprentices will use 3 to 4 of the 8 key multiple response strategies during each class period including think-pair-share, table talk, response cards, whip-around, modified whip around, quick response, oral/choral response, and white boards to increase student engagement as measured by a campus created multiple response tracker.

Indicator of Success 2: By March 2024, 85% of teachers, learning coaches and teacher apprentices will use 5 to 7 of the 8 multiple response strategies during each class period such including think-pair-share, table talk, response cards, whip-around, modified whip around, quick response, oral/choral response, and white boards to increase student engagement as measured by a campus created multiple response tracker.

Indicator of Success 3: By May 2024, 100 % teachers, learning coaches and teacher apprentices will use all 8 multiple response strategies during each class period including think-pair-share, table talk, response cards, whip-around, modified whip around, quick response, oral/choral response, and white boards to increase student engagement as measured by a campus created multiple response tracker.

Key Action 3: Increase 3rd grade students' reading proficiency in meets and masters grade levels as measured by STAAR.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By the end of the 2023-2034 school year, the percentage of third-grade students performing at grade level or above in reading, as measured by the approaches grade level or above standard on STAAR, will increase by 10% from 73% in spring 2022 to 85% in spring 2024, while the percentage of third-grade students performing at meeting and masters grade levels will increase by 6%.

Indicator of Success 2: 100% of 3rd grade reading teachers will receive professional development on the Amplify reading curriculum.

Indicator of Success 3: Amplify internal assessments will indicate students' growth from unit to unit and Renaissance 360 Data at BOY and EOY will indicate a decrease in students in Urgent Intervention.

Indicator of Success 4: Renaissance 360 Data at BOY and EOY will indicate a decrease in students in Urgent Intervention.

Indicator of Success 5: Mock STAAR and Interim Assessments Results for 3rd grade.

Key Action 4: Increase 3rd grade students' Math scores in meets and masters grade levels as measured by STAAR.

Strategic Priorities:
Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: By the end of the 2023-2034 school year, the percentage of third-grade students performing at grade level or above in Math, as measured by the approaches grade level or above standard on STAAR, will increase by 10% from 54% in spring 2022 to 65% in spring 2024, while the percentage of third-grade students performing at meeting and masters grade levels will increase by 6%.

Indicator of Success 2: 100% of 3rd grade math teachers will receive professional development on the Carnegie math curriculum.

Indicator of Success 3: Carnegie internal assessments will indicate students' growth from unit to unit and DOLs will indicate students' growth from lesson to lesson.

Indicator of Success 4: DOLs will indicate students' growth from lesson to lesson.

Indicator of Success 5: Mock STAAR and Interim Math Assessments Results for 3rd grade.

122 Burbank Elementary School Key Actions 2023-2024

Key Action 1: Increase student engagement during instruction in all content areas using multiple response strategies in each lesson.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Increased academic outcomes across multiple assessments

Indicator 1: Out of 45 Spot observations conducted by Nov. 2023, 80% of teachers will score 2 or higher on the use of Multiple response strategies and will increase to 90% of teachers proficient by Feb. 2024.

Indicator 2: 70% English Language Learners (Beginner, Intermediate or Advanced) will increase one proficiency level in the speaking and writing domains compared to TELPAS 2023. All English Language Learners scoring Advance High on TELPAS 2023 will maintain proficiency levels on TELPAS 2024?

Indicator 3: 75% of students students taking NWAE MAP Testing will demonstrate growth from BOY to MOY and 90% BOY to EOY.

Key Action 2: Implement differentiated instruction through data driven small group instruction that yields student growth in academic outcomes.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Growth across multiple academic outcomes

Indicator 1: 90% of students in Literacy, Math and Science STAAR 2.0 will increase one performance level from STAAR 2023 to TEA Interim Assessment 2.

Indicator 2: Meets and Masters Students taking 2024 Math & Science STAAR 2.0 will grow 3-6 raw score points from 2023 Math STAAR 2.0. Approaches or Unsatisfactory students taking 2024 Math and Science STAAR 2.0 and will grow 6-8 raw score points from 2023 Math STAAR 2.0

Indicator 3: 75% of students students taking NWAE MAP Testing will demonstrate growth from BOY to MOY and 90% BOY to EOY.

Key Action 3: Grow teacher capacity in providing high quality writing instruction across all content areas.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Improved literacy STAAR scores

Indicator 1: 70 % of student in grades 2-5 will will achieve Meets or Masters on the January Writing Mock STAAR assessment.

Indicator 2: Out of 45 Spot Observations conducted by Nov. 2023, 80% of teachers will score proficient or higher by March & April Spot Observations.

Indicator 3: 70% of students students taking 2024 Literacy STAAR 2.0 will achieve a 7/10 or higher on the constructed response sections of the assessment.

123 Codwell Elementary School Key Actions 2023-2024

Key Action 1: Improve the quality of instruction by providing effective, on grade level, first instruction through the implementation of Science of Reading and Math High Quality Instructional Materials with differentiated supports to increase mastery level of achievement and close achievement gaps.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: By December 2023, 100% of teachers will be proficient with using the lesson internalization protocol to successfully plan high-quality instruction that leads 80% of students to mastery of the daily objective. This will be measured by using the metrics of the lesson internalization rubric.

Indicator of Success 2: By January 2024, 83% of the teachers will be proficient or higher in the delivery of high-quality math and reading instruction with the HQIM Curriculum as measured by the Purposeful Instruction section in the HISD spot observation form.

Indicator of Success 3: Based on the Reading STAAR data from 2022-2023 school year, students performing at or above grade level will increase by: * Meets- from 28% to 56 % * Masters- from 4% to 10 %.

Indicator of Success 4: Based on the Math STAAR data from 2022-2023 school year, students performing at or above grade level will increase by: * Meets- from 17 % to 34 % * Masters- from 4 % to 10%.

Indicator of Success 5: The percent of students meeting their projected growth on the Reading NWEA assessment will increase by 40 % from BOY to MOY and 60 % from MOY to EOY. Resulting in 90% of students meeting yearly growth targets of at least 1 grade level.

Indicator of Success 6: The percent of students meeting their projected growth on the Math NWEA assessment will increase by 40 % from BOY to MOY and 60 % from MOY to EOY. Resulting in 90% of students meeting yearly growth targets of at least 1 grade level.

Key Action 2: Improve the quality of instruction by implementing a system for continuous instructional feedback, coaching, reflection, and action steps using the district's spot observation rubric.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: By September 2023, 80% of teachers will be able to use high-quality internalization to develop sequenced and aligned lessons that lead students towards mastery of the DOL and daily objective.

Indicator of Success 2: By October 2023, 64% of teachers will receive a score of 1.5 or higher on the use of objective-aligned engagement activities. By February 2024, 81% will receive a score of 1.75 or higher on the use of objective aligned engagement activities; and by April 2024, 91% will receive a score of 2.0 on the use of objective aligned engagement activities.

Indicator of Success 3: By December 2023, the instructional leadership team will have conducted 4 classroom spot-on observations for all core and special education teachers, and at least 2 spot-on observations for core enrichment teachers, resulting in 100% of our teachers receiving feedback and defining key action steps for the teacher to reflect on and implement to improve the quality of instruction. By May 2024, 100% of our core and special education teachers will have received 8 spot observations, and at least 4 spot-on observations for core enrichment teachers, resulting in 100% teachers receiving feedback and defining key action steps for the teacher to reflect on and implement to improve the quality of instruction

Indicator of Success 4: By December 2023, 60% of the scores on the spot-on observations conducted by district personnel will be proficient or higher. That percentage will increase to 80% by May 2024.

Key Action 3: Build staff capacity to raise the level of student-teacher engagement using Multiple Response Strategies.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: By the end of September 2023, 100% of teachers will be trained and proficient with using the lesson internalization protocol to incorporate at least three of the "Codwell Five" multiple response strategies during their lessons. This will be measured by the lesson internalization protocol rubric.

Indicator of Success 2: By the end of December 2023, 80% of teachers will receive a "2" or higher on the use of multiple response strategies as measured by the spot-on observation rubric observed by the building leadership team. This percentage increases to 100% by February 2024.

Indicator of Success 3: By December 2023, 80% of teachers will use multiple response strategies every 4-8 minutes in their lessons as outlined in the campus instructional expectations.

Indicator of Success 4: By March 2024, 100% of teachers will use multiple response strategies to engage 100% of scholars in their classrooms during the instructional cycle.

Key Action 4: Build teacher capacity to provide specialized academic and behavior supports to increase student achievement across special populations.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: By October 2023, 80% teachers will be proficient in providing a variety of approaches and supports used to demonstrate knowledge and skill aligned to student needs as measured in the Spot Observation Form.

Indicator of Success 2: By November 2023 75% of teachers will be proficient in scaffolding and adjusting instruction based on individual student needs and data as measured by the Spot Observation Form.

Indicator of Success 3: By December 2023, 90% of students that are identified for IAT, RTI, SPED and 504 support will have been consistently and effectively progress monitored using the district protocol for documentation in PowerSchool. This will be monitored by the campus administration through monthly PLCs.

Indicator of Success 4: By May 2024 100% of teachers will be proficient in scaffolding and adjusting instruction based on individual student needs and data as measured by the Spot Observation Form.

124 Burnet Elementary School Key Actions 2023-2024

Key Action 1: Burnet Elementary School will achieve high academic growth by increasing teacher capacity to provide high quality instruction to students in grades Kinder through 5th grade.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: 70% of scores on observations/walkthroughs conducted by the calibration team in December will be proficient or higher. That percentage will increase to 90% in May 2024.

Indicator of Success 2: 80% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by the 23-24 teacher evaluation system.

Indicator of Success 3: 75% of lessons observed in November and 100% of lessons observed in May will incorporate MRS.

Key Action 2: Burnet Elementary School will achieve higher academic growth in math as a result of the high quality of the teacher's instruction.

Strategic Priorities:
Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: 80% of the teachers will be proficient or higher in delivering high-quality instruction as measured by 23-24 teacher evaluations. (9 Math Teachers)

Indicator of Success 2: Students will grow 0.90 times the average U.S. growth in Math in January as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 2-8.

Indicator of Success 3: Students will grow an additional 0.90 (1.8 annually) times the average U.S. growth in Math in May as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 2-8.

Key Action 3: Burnet Elementary School will achieve higher academic growth in reading due to the high quality of the teacher's instruction.

Strategic Priorities:
Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: 80% of the teachers will be proficient or higher in delivering high-quality instruction as measured by 23-24 teacher evaluations. (23 Reading Teachers).

Indicator of Success 2: Students will grow 0.90 times the average U.S. growth in Reading in January as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 2-8.

Indicator of Success 3: Students will grow an additional 0.90 (1.8 annually) times the average U.S. growth in reading in May as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 2-8.

Indicator of Success 4: 75% of the students in grades K-1 will demonstrate typical or above typical growth in DIBELS at the end of the year.

Key Action 4: Burnet Elementary School will increase TELPAS achievement by grade level due to the high quality of the teacher's instruction.

Strategic Priorities:
Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: By the end of October, 100% of Emergent bilingual students will be administered the ELD exam in grades 2nd - 5th and know their respective scores in each category via student data conferences. 100% of Emergent Bilingual students will be given a reasonable goal to achieve by the 2nd ELD exam. By the end of November, 70% of teachers were utilizing sheltered instructional strategies with fidelity. By the end of February, 85% of teachers are utilizing sheltered instructional strategies with fidelity. By the end of May, 100% of teachers are utilizing sheltered instructional strategies with fidelity.

Indicator of Success 2: Emergent Bilingual students move performance levels as follows in grades 2nd - 5th grade: 20 Beginning students move to Intermediate, 59 students in intermediate move to Advanced, 59 students in Advanced move to Advanced High and 14 students in Advanced High remain in Advanced High.

125 Burrus Elementary School Key Actions 2023-2024

Key Action 1: Increase high-quality tier-one instruction in all content areas by building teacher content capacity.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increased outcomes across multiple assessments

Indicator 1: 80% of on-the-spot observations scored using the rubric by the district will have a proficient rating or higher in December 2023 and an increase of 85% proficiency in May 2024.

Indicator 2: Increase overall student achievement at the Meets and Masters level from 28% and 12% on STAAR Math and Reading in grades 3-5.
30% Meets and 15% Masters on the October campus benchmark exams.
35% Meets and 18% Master's on the December campus benchmark exams.
40% Meets and 20% Masters on the February campus benchmark exams.
55% Meets and 25% Masters on the April STAAR Exam

Indicator 3: Increase NWEA Math growth in grades K-5 between the BOY- MOY by 10% and MOY-EOY by 15%

Key Action 2: Improve campus-wide reading instruction in grades Pre-K-5th to increase student reading proficiency

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Academic outcomes that indicate growth in reading proficiency

Indicator 1: 80% of teachers will be proficient in aligning reading instruction with the researched-based principles of the science of reading framework, as evidenced by the On the Spot observation form by November 2023. This percentage will increase to 90% by January and 100% by March.

Indicator 2: 100% of teachers will be proficient in delivering the science of reading framework as measured by the instructional delivery portion of the teacher evaluation system by spring 2024.

Indicator 3: Increase NWEA Math growth in grades K-5 between the BOY- MOY by 10% and MOY-EOY by 20%

Key Action 3: Improve Special Education proficiency across the curriculum by implementing student IEP goals with fidelity as evidenced by campus tracking tool and student work products.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Increased outcomes related to adherence to student IEP's

Indicator 1: Increase STAAR Reading and Math overall student growth by 10%, systematically increasing the number of approaches and meets in campus-based assessments.

Indicator 2: 80% of students receiving special education services will meet or exceed their growth measures identified in their IEP by spring 2024.

Indicator 3: 100% of teachers will use student IEPs to design instruction that will encompass the accommodations and modifications outlined in the students' IEPs

127 Woodson Elementary School Key Actions 2023-2024

Key Action 1: To increase student achievement across all core subjects, Woodson PK-5 leadership Academy will implement an effective instructional support system that allows for content specialists and administrators to spend 80% of their workday coaching and modeling to build the capacity of teachers in content knowledge and lesson delivery.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Woodson PK-5 leadership Academy will implement an effective instructional support system that allows for content specialists and administrators

Indicator 1: 60% of all core and enrichment teachers in November, 70% in February and 85% in May will have an overall score six or higher on the TTESS Spot observation form completed by the instructional leadership team.

Indicator 2: 80% of the instructional staff including teachers and teacher assistants will agree or strongly agree that the new staffing model built their capacity in content knowledge and lesson delivery through coaching and modeling.

Key Action 2: Increase the percentage of students performing at or above grade level in Reading by implementing high quality instructional materials (HQIM) with fidelity

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Implementing high quality instructional materials (HQIM) with fidelity.

Indicator 1: The percentage of students performing at or above grade level will increase:
from 27% to 40% in Meets and 3% to 15% in Masters. (Gr. 3)
from 30% to 43% in Meets and 13% to 15% in Masters. (Gr. 4)
from 21% to 40% in Meets and 7% to 25% in Masters. (Gr. 5)

Indicator 2: 70% of all students in Gr. 3-5 will score 70% or higher on Amplify unit assessments.

Indicator 3: The percent of students meeting their projected growth on the NWEA assessment will increase by 70% from MOY to EOY

Key Action 3: Increase the percentage of students performing at or above grade level in Math by implementing high quality instructional materials (HQIM) with fidelity.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Increase the percentage of students performing at or above grade level in Math by implementing high quality instructional materials (HQIM) with fidelity.

Indicator 1: Based on STAAR SY23 assessment scores, the percentage of students performing at or above grade level will increase:
from 12% to 40% in Meets and 3% to 15% in Masters. (Gr. 3)
from 20% to 30% in Meets and 7% to 15% in Masters. (Gr. 4)
from 30% to 40% in Meets and 5% to 25% in Masters. (Gr. 3)

Indicator 2: 70% of all students in Gr. 3-5 will score 70% or higher on Amplify unit assessments.

Indicator 3: The percent of students meeting their projected growth on the NWEA assessment will increase by 70 % from BOY to EOY

Key Action 4: Increase the level of student engagement by using multiple response strategies that will lead to student achievement.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Increase the level of student engagement by using multiple response strategies that will lead to student achievement.

Indicator 1: Using TTESS Spot observation forms, 80% of all instructional staff will receive a two or higher on the use of multiple swap response strategies by September 2023. With ongoing trainings and immediate feedback, the percentage of teachers applying multiple response during teaching will increase to 85% by January 2024 and 90% by May 2024.

Indicator 2: Using the NWEA growth assessments, 70% of all Tier two and Tier three students will grow by 1.8 performance level by the end of the year assessment.

Indicator 3: Based on the increase in student engagement, student attendance will increase from 85% to 96 by the end of the year.

128 Lyons Elementary School Key Actions 2023-2024

Key Action 1: Grow staff capacity to provide the highest quality instruction through instructional coaching and feedback.

Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency

Indicator of Success 1: Efforts will focus on enhancing teaching proficiency and strategy utilization, as seen in an aim for 85% of On-the-Spot observations scoring proficient by May 2024, increasing the effective use of multiple response strategies among 90% of teachers by May, and ensuring 90% calibration through regular leadership walks, all alongside a goal to boost K-5 NWEA Math and Reading growth incrementally from BOY to EOY.

Indicator 1: 75% of On-the-Spot observations scored using the rubric by the district will have a proficient rating or higher in December 2023 and increase to 85% proficiency in May 2024.
75% of teachers will receive a 2 or higher on the use of multiple response strategies by December. This percentage will increase to 90% by May 2024.

Indicator 2: The leadership team will conduct at least 6 calibration walks per quarter to ensure 90% calibration by May 2024.

Indicator 3: Increase NWEA K-5th Math and Reading growth between the BOY-MOY by 7% and MOY-EOY by 14%.

Key Action 2: To improve the quality of Special Education instruction and meet district compliance goals

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Cultivating Team HISD Talent

Indicator of Success 1: Efforts will focus on elevating SPED compliance to 100% in the EasyIEP system, boosting reading levels of K-2nd and 3rd-5th grade SPED students by 10%, and enhancing STAAR 2024 overall achievement for 3rd-5th grade SPED students, with specific targets in maintaining and improving performance levels in various assessments.

Indicator 1: Increase SPED compliance in EasyIEP system from 90% to 100%, including ARDS, Progress Monitoring, and Documentation of Accommodations, and successful implementation of IEP goals and objectives.

Indicator 2: Kindergarten -2nd grade SPED students will increase the number of students reading on-grade level by 10%, from the baseline BOY to EOY, as measured on the DIBELS reading assessment.

Indicator 3: -3rd - 5th grade Special Education students will increase their reading performance to be on grade level by 10% from the baseline BOY to EOY as measured on the NWEA Map assessment.
-Increase STAAR 2024 overall SPED student achievement at the Meets and Masters levels:
- 3rd- 5th Special Education students will maintain a 100% rate of student achievement of "Meets" and "Masters", on the STAAR-ALT Reading and Math assessments.
3rd-5th SPED students will increase their "Meets" and "Masters" achievement level 5% from 31% to 36%, on the STAAR Reading assessment.

Key Action 3: Improve Reading Language Arts Instruction for Kinder through 5th Grade students

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: The goal is to enhance reading proficiency across all grades, aiming for a 10% increase in on-grade level reading in K-2nd grade on the DIBELS and K-5th grade on the NWEA Map assessment, along with a 5% improvement in both "Meets" and "Masters" achievement levels for 3rd-5th graders on the STAAR Reading Assessment.

Indicator 1: Kindergarten -2nd grade will increase the number of students reading on-grade level by 10%, from the baseline BOY to EOY, as measured on the DIBELS reading assessment.
Kindergarten-5th grade will increase the number of students reading on-grade level by 10%, from the baseline BOY to EOY as measured on the NWEA Map assessment.

Indicator 2: 3rd-5th students will increase their "Meets" achievement level 5% from 47% to 52%, on the STAAR Reading Assessment.

Indicator 3: 3rd-5th students will increase their "Masters" achievement level 5% from 19.5% to 24.5%, on the STAAR Reading Assessment.

130 Condit Elementary School Key Actions 2023-2024

Key Action 1: Employ Multiple Response Strategies (MRS) in each classroom to strengthen the reading, writing, listening, and speaking skills of our Emergent Bilinguals.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: increase in achievement on STAAR 2024 and NWEA/Map

Indicator 1: Condit should see an increase in achievement on STAAR 2024, both in overall passing rates at each level, and in passing rates for Emergent Bilinguals.

Indicator 2: Condit should see an increase in achievement on the NWEA/Map test for Emergent Bilinguals at both the MOY and EOY windows.

Key Action 2: Provide opportunities for staff to provide their voice and input around school decisions.

Strategic Priorities:
Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Increase in overall percentage on the Measurable Results Assessment in Spring of 2024, particularly in the areas of staff and school climate, staff interpersonal effectiveness, and instructional efficacy.

Key Action 3: Ensure an effective transition from ECSC to the Condit SLC classroom.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Retention of special education teachers and of 1st grade teachers on campus.

Key Action 4: Ensure there are no barriers to participating in campus events for all families.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Increase in POSSIP and Measurable Results Assessment Scores

Indicator 1: Increase in POSSIP scores, specifically in the Social/Community/Culture Feedback.

Indicator 2: Increase in Measurable Results Assessment scores in the areas that include family and community engagement

Key Action 5: Ensure the implementation of High-Quality Instruction (HQI) and appropriate aligned accommodations for Special Education (SPED) students.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: HISD Special Education compliance reports will be 'green' each month - indicating 'in compliance'.

Indicator 1: 75% of the math teachers in grades 2-3 will receive a '2' or higher in the area of 'SPED Learning Environment' on the SPOT observation form each month.

Indicator 2: 75% of special education show growth on the MAP/NWEA assessment from BOY to MOY.

Indicator 3: 85% of special education show growth on the MAP/NWEA assessment from BOY to EOY.

Key Action 6: Ensure effective implementation of HQIM through Eureka Math instruction in grades K-5.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: 80% of the math teachers in grades 2-3 will receive a '2' or higher in the area of 'Purposeful Instruction' on the SPOT observation form each month.

Indicator 1: 70% of students in grades 2-5 will show growth on the MAP/NWEA assessment from BOY to MOY.

Indicator 2: 80% of students in grades 2-5 will show growth on the MAP/NWEA assessment from BOY to EOY.

Indicator 3: The percentage of students in Grade 3 scoring at the Meets level on Math STAAR 2024 from 64% to 75%.

Key Action 7: Create plans for intervention by utilizing PLCs to analyze data, identify trends in achievement, and monitor plans for intervention.

Strategic Priorities:
Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Master schedule includes intervention pullout for Tier 2 and Tier 3 students.

Indicator 1: PLC agendas include items that analyze student data.

Indicator 2: Campus assessment windows align with PLC agendas for data analysis

131 Halpin Early Childhood Center Key Actions 2023-2024

Key Action 1: Teachers will implement with fidelity SAAVAS Literacy Instruction and Amplify Reading to raise the level of students meeting expectations (at or above) on PreK Circle and Kinder TX-KEA Assessment in the following areas: Phonological Awareness (CIRCLE), Letter Sounds (TX-KEA), Decoding (TX-KEA), and Spelling (TX-KEA).

Strategic Priorities:
Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Teachers will implement with fidelity SAAVAS Literacy Instruction and Amplify Reading to raise the level of students meeting expectations (at or above) on PreK Circle and Kinder TX-KEA Assessment in the following areas: Phonological Awareness (CIRCLE), Letter Sounds (TX-KEA), Decoding (TX-KEA), and Spelling (TX-KEA).

Indicator 1: Students will show continued growth on BOY, MOY and EOY Circle and TX-KEA Assessments. Continued growth means students will be given the BOY diagnostic assessment and individual growth plans will be created by teachers so that students have a growth measure for MOY and BOY that allows them to reach mastery in all assessed categories. For example, at BOY a student may have 50% mastery of assessed topics, so by MOY, they need to reach at least 65% mastery, and by EOY the student should have grown to at least 85% mastery

Indicator 2: Students will master 95% of the literacy assessment targets on EOY Circle and TX-KEA and 80% of students will master DIBELS assessment skills.

Indicator 3: Students will show 1 year's growth from BOY to EOY district DIBELS or MAP testing and progress monitoring targets: BOY - 40% student mastery of assessed skills; MOY - 60% mastery of assessed skills; EOY - 85% mastery of assessed skills

Key Action 2: The 23-24 school year attendance plan will be implemented by all stake holders and parents will be held accountable for not bringing their child to school without a valid reason.

Strategic Priorities:
Increasing Organizational Efficiency

Indicator of Success 1: Indicators of success (Measurable results that describe success.)
* Higher student attendance will lead to high student achievement and growth

Indicator 1: * The daily attendance rate will average between 95%-100%

Indicator 2: * Higher student attendance will lead to high student achievement and growth

Key Action 3: Key Action (Briefly state the specific goal or objective.)

Low turnover of staff who is able to adapt to change will continue and high-quality staff will be hired on to fill vacancies.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: Indicators of success (Measurable results that describe success.)
* Staff attendance will be above 90% daily

Indicator 1: * High quality staff will be retained each year

Indicator 2: * High quality staff will be given opportunities to spotlight their work

Indicator 3: * High quality staff will be given opportunities to be campus leaders

Key Action 4: The Parent and Community Engagement team at Halpin ECC will work to establish partnerships with families to increase overall academic success for all students.

Strategic Priorities:
Transforming Academic Outreach

Key Action 5: Teachers will become effective in following curriculum scop and sequence, adapting curriculum materials to meet the needs of their various learners and use data from assessments to drive their instructional decisions.

Strategic Priorities:
Expanding Educational Opportunities

Key Action 6: Teachers will use technology to enhance their instruction. Teachers will give students the opportunity to use technology to increase engagement.

Strategic Priorities:
Expanding Educational Opportunities

Key Action 7: Key Action for SPED:

Special Education Teachers will implement high quality instructional alternative curriculum with fidelity.

The Halpin Special Education Department will monitor the scheduling of ARDs and IEPs with fidelity to ensure that all cases are 100% in compliance.

Strategic Priorities:

Indicator of Success 1: 100% of students meet IEP goals.

100% of ARDs in compliance.

100% of IEPS implemented with fidelity.

23-24 Literacy EOY CIRCLE: 73% On Track

High quality instruction is occurring with students reading, writing, thinking and discussion 95% of the time.

Multiple response strategies used by teachers during instruction every 4 minutes.

Learning Objective and Demonstration of Learning is aligned to alternative curriculum 100% of the time.

Students with special needs in the general education setting will show one year's growth or more on DIBELS (PreK) or MAP (Kinder) assessment.

Indicator 1: Students will exceed instructional goals set by teacher during BOY, MOY and EOY as stated in their IEPs. This will be measured through campus-based progress monitoring assessments that are individually tailored for each student.

Indicator 2: ARDs and IEPs will be held in compliance with state law. This will be measured through the scheduling and calendaring out of ARDs such that ARDS are scheduled and completed prior to their legal deadline. Progress monitoring will come in the form of OSES monthly compliance communications.

Indicator 3: Students with special needs in the general education setting will show 1 year's growth from BOY to EOY district DIBELS or MAP testing. Progress monitoring will occur every 6 weeks with the implementation of campus-based assessments as well as campus based High Frequency Word and Diagnostic Reading Level Evaluations.

132 Coop Elementary School Key Actions 2023-2024

Key Action 1: Instructional staff will use the data driven instruction protocol to develop individualized teacher action plans that will result in increased student achievement.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increased academic outcomes tied to DDI protocols

Indicator 1: In the 2023-2024 school year, 100% of our teachers will use the DDI protocol during PLCs to track and address learning gaps/needs twice every six weeks during the first two cycles and biweekly for the remainder of the school year. Teacher action plans will be submitted and monitored by leaders.

Indicator 2: 70% of our students will meet expected growth by 0.7 at/above grade level on the NWEA MOY and 85% of our students will meet the expected growth by 1.4 at/above grade level during NWEA EOY.

Indicator 3: 70% of our students will meet expected growth on the Dibels/Lectura MOY and 85% of our students will meet the expected growth during Dibels/Lectura EOY.

Key Action 2: Increase SpEd team's compliance and instructional capacity through realignment of skills and systems.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Increased academic outcomes associated with improved systems

Indicator 1: Maintain SpEd compliance in EasyIEP system to 100%, including ARDS, Progress Monitoring, and Documentation of Accommodations, and successful implementation of IEP goals and objectives.

Indicator 2: Increase STAAR Spring 2024 overall SpEd student achievement at the Approaches level, by systematically increasing the number of Approaches and Meets in all Campus Benchmark Assessments.
No data was calculated for the current 4th graders because the group was smaller than 5 students, but the expectation is that 50% of the students achieve approaches in Reading and Math by the end of the year.
Special Education Math students in 5th grade will rise from 0% or 0 out of 11 approaches to 6/11 or 55% by the end of the year.
Special Education Reading students in 5th grade will rise from 0% or 0 out of 8 approaches to 4/11 or 50% by the end of the year.

Indicator 3: 60% of SPED students will be at least part of the S1 group of the DOL weekly in both reading and math.

Key Action 3: We are committed to the academic success of all students. Administrators will improve the quality of first instruction through coaching and feedback.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increased academic outcomes across multiple assessments

Indicator 1: In the 2023-2024 school year, 70% of teacher ratings conducted in October will score a 2 or higher in the purposeful instruction spot observation; that percentage will increase to 80% in March of 2024.

Indicator 2: Increase NWEA Math and Reading growth between the BOY-MOY by 8% and MOY-EOY by 13%.
3rd grade Reading MOY 40% of students will score >3.2 GE, EOY 45% of students will score at >3.5 GE.
4th grade Reading MOY 24% of students will score >4.2 GE, EOY 29% of students will score at >4.5 GE.
5th grade Reading MOY 30% of students will score >5.2 GE, EOY 35% of students will score at >5.5 GE.
3rd grade Math MOY 53% of students will score >3.2 GE, EOY 58% of students will score at >3.5 GE.
4th grade Math MOY 64% of students will score >4.2 GE, EOY 69% of students will score at >4.5 GE.
5th grade Math MOY 51% of students will score >5.2 GE, EOY 56% of students will score at >5.5 GE.

Indicator 3: Increase proficiency in reading, writing, listening, and speaking domains in TELPAS by 5+% by May 2024.(Current %)

133 Cornelius Elementary School Key Actions 2023-2024

Key Action 1: Based on our 2022-2023 data needs assessment, we will implement effective Reading Language Arts first instruction in grades K-5th by using Amplify, a High-Quality Instructional Materials.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: The percentage of 3rd -5th grade students performing at or above grade level in reading as measured STAAR 2024 will increase by:

Indicator 1: Approaching level or above: 10 percentage points increase, from 75% in STAAR 2023 to 85% in STAAR 2024

Indicator 2: Meets level or above: 5 percentage points increase, from 48% in STAAR 2023 to 53% in STAAR 2024

Indicator 3: Masters level: 5 percentage points increase, from 25% in STAAR 2023 to 30% in STAAR 2024

Indicator of Success 2: Student STAAR average in constructed response will go from 42% of students at a rating of 0 in RLA 2023 to 75% of students at a rating of 4 or above in 2024 STAAR.

Key Action 2: Based on our 2022-2023 data needs assessment, we will implement effective Math first instruction in grades K-5th by using Eureka and Zearn, High-Quality Instructional Materials.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: The percentage of 3rd -5th grade students performing at or above grade level in math as measured STAAR 2024 will increase by:

Indicator 1: Approaching level or above: 5 percentage points increase, from 81% in STAAR 2023 to 86% in STAAR 2024

Indicator 2: Meets level or above: 5 percentage points increase, from 61% in STAAR 2023 to 66% in STAAR 2024

Indicator 3: Masters level: 5 percentage points increase, from 28% in STAAR 2023 to 33% in STAAR 2024

Indicator of Success 2: We will progress monitor our student's Math growth through NWEA- MAP Growth assessment.

Indicator 1: The BOY % for K-5th will increase by 10% by MOY and 15% more by EOY.

Key Action 3: Based on our 2022-2023 data needs assessment, we will: ensure that all teachers with Special Education students in their classroom, know their

students IEP and implement their accommodations with fidelity, so all our students with Special Education services have access to high quality instruction across all content areas and Improve Special Education compliance by 100% ARD meeting completed by deadline, 100% completion of Quarterly Progress Monitoring and 100% of IEPS are written and developed in accordance with TEA rubric.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: 100% of students receiving Special Education services will have access to content and language supports in the classroom, according to their IEP.

Indicator of Success 2: 100% of students will have individualized folders created by the Special Ed team that contain the specific accommodations and DS that will ensure their academic success.

Indicator of Success 3: 100% of our students receiving Special Education services will show adequate growth towards their IEP goals, as measured by the Special Education teachers monthly progress notes, the students'- MAP- NWEA MOY and EOY assessment results, as well as STAAR/ STAAR Alt for students in grades 3 to 5.

135 Crockett Elementary School Key Actions 2023-2024

Key Action 1: Raise the level of student engagement through peer-to-peer interactions.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Of the 60 spot observations completed by November 2023, 80% of teachers will receive at least 2 points in engagement through the use of structured peer conversation.

Indicator of Success 2: Of the additional 60 spot observations completed by March 2024, 95% of teachers will receive at least 2 points in engagement through the use of structure peer conversation.

Key Action 2: Raise the level of purposeful instruction through lesson internalization.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Of the 60 spot observations completed by November 2023, 80% of teachers will receive at least 2 points in purposeful instruction through the implementation of lesson internalization.

Indicator of Success 2: Of the additional 60 spot observations completed by March 2024, 90% of teachers will receive at least 2 points in purposeful instruction through the implementation of lesson internalization.

Key Action 3: Raise the level of intention of data and assessment through implementation of 'WIN' Time. (WIN: What I Need); (Intervention & Extension Block)

Strategic Priorities:
Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Of the 12 collaborative planning sessions completed by November 2023, 80% of teachers will be proficient as it relates to data and assessment: analysis of student data connected to specific instructional strategies.

Indicator of Success 2: Of the additional 12 collaborative planning sessions completed by March 2024, 90% of teachers will be proficient as it relates to

data and assessment: analysis of student data connected to specific instructional strategies.

Key Action 4: Raise the level of high-order questioning through reading, writing, and thinking.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Of the 60 spot observations completed by November 2023, 80% of teachers will ask at least two higher-order questions/activities during each visit. (Sentence Stems will be provided to support Tier 3, EBs, and SPED Students.)

Indicator of Success 2: Of the additional 60 spot observations completed by March 2024, 90% of teachers will ask at least two higher-order questions/ activities during each visit. (Sentence Stems will be provided to support Tier 3, EBs, and SPED Students.)

Key Action 5: Raise the level of instructional materials, activities, and resources.

Strategic Priorities:
Increasing Organizational Efficiency

Indicator of Success 1: Of the 60 spot observations completed by November 2023, 90% of teachers will implement identified materials, activities, and resources in alignment to campus and district expectations.

Indicator of Success 2: Of the additional 60 spot observations completed by March 2024, 100% of teachers will implement identified materials, activities, and resources in alignment to campus and district expectations.

136 Cunningham Elementary School Key Actions 2023-2024

Key Action 1: Provide and document SPED accommodations with fidelity.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: 100% of teachers will implement accommodations and document accommodations every six weeks into PowerSchool, Progress Monitoring, and on student products.

Indicator 1: 100% of teachers will receive a SPED IEP Accommodation Folder from the SPED Dept Chair by September 2023.

Indicator 2: 100% of teachers will receive professional development on how to read IEP's, how to implement accommodations, and how to document accommodations by the SPED Dept Chair and SPED Administrator by September 2023.

Indicator 3: SPED Accommodation documentation will be monitored by the SPED Dept Chair and SPED Administrator every six weeks in October, December, January, March, April, and June for 100% completion.

Key Action 2: Increase culture between staff, students, and families.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: 85% of family possip entries will reflect positive experiences.

Indicator 1: 25% decrease of admin support for discipline.

Indicator 2: Increase from 95% to 96% in attendance

Key Action 3: Retain quality staff.

Strategic Priorities:
Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: 90% of campus staff will be retained for 2024-2025 school year.

Indicator 1: Campus will remain 95% to 100% staffed.

Key Action 4: Increase family and community engagement.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: We will increase family engagement to 175 by January 2024; increase to 200 by June 2024.

Indicator 1: We will increase our PTO membership to 60 active members by December 2023; increase to 75 members by June 2024.

Indicator 2: We increase our Platinum Friendly School Level with Family and Community Engagement by providing highly effective customer service and decreasing the number of customer service complaints to five each month.

Key Action 5: Increase staff capacity to provide high quality Tier I instruction.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: 100% of teachers will receive professional development on High Quality Instruction using MRS Strategies by administration during August Professional Development.

Indicator 1: 70% of scores on spot observations conducted in December 2023 will be proficient or higher; the percentage will increase to 80% by May 2024.

Indicator 2: 70% of teachers will be proficient or higher in the delivery of high quality instruction using MRS Strategies as measured in the HISD spot observation form by December 2023; the percentage will increase to 80% by May 2024.

Indicator 3: 70% of teachers will be proficient or higher in the delivery of high quality instruction by embedding rigor or critical thinking learning activities aligned to grade level TEKS by December 2023; the percentage will increase to 80% by May 2024.

Key Action 6: Increase English Proficiency of Emergent Bilingual Students in 3rd and 4th grade.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: 3rd and 4th Grade Emergent Bilingual Students will score an average of 35% in Advanced/Advanced High proficiency level on the TELPAS Practice Assessments by December 2023; then increase to 50% by March 2024.

Indicator 1: 3rd and 4th Grade Emergent Bilingual Students will increase from an average of 45% in Advanced/Advanced high on the TELPAS Assessment to an average of 50% in Advanced/Advanced High proficiency level on the TELPAS Assessment in Spring 2024.

137 De Chaumes Elementary School Key Actions 2023-2024

Key Action 1: Improve Special Education student achievement by providing individualized accommodations and designated supports with fidelity.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increase academic outcomes through teacher development

Indicator 1: Out of 100 SPOT Observations conducted in October by the building leadership team, 80% of teachers will receive a "3" or higher in the Purposeful Instruction criteria, maximizing student understanding through the implementation of IEPs. This percentage will increase to 85% by the end of February 2024.

Indicator 2: 80% of our special education students will meet NWEA's expected growth measure (MAP assessment) at MOY. At EOY 90% of our special education students will meet expected growth.

Key Action 2: Improve Literacy achievement across content areas by having students read, write, and think the entire lesson.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Growth across multiple assessments

Indicator 1: Out of 100 SPOT Observations conducted in October by the building leadership team, 80% of teachers will receive a "3" or higher in the Purposeful Instruction criteria. This percentage will increase to 85% by the end of February 2024.

Indicator 2: 90% of our students will meet each assessments' expected growth measure: NWEA, TXKEA, TELPAS/Summit, Reading Level Benchmarks at MOY, CIRCLE. At EOY 95% of our students will meet expected growth.

Key Action 3: Improve campus attendance through instructional and community engagement.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Increased student attendance

Indicator 1: Out of 100 SPOT Observations conducted in October by the building leadership team, 90% of teachers will receive a "3" or higher in the Engagement criteria to influence student participation through their attendance. This percentage will increase to 95% by the end of February 2024.

Indicator 2: Staff and students' monthly attendance rate will be maintained at 97%.

Indicator 3: Student Panorama survey results will increase to a minimum of 90% per category.

138 DeZavala Elementary School Key Actions 2023-2024

Key Action 1: The percentage of 3rd-5th grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 42 % to 45 % by the end of the 2024 school year.

Indicator of Success 1: The percentage of 3rd-5th grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 42 % to 45 % by the end of the 2024 school year.

Key Action 2: The percentage of 3rd-5th grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 52 % to 55 % by the end of the 2024 school year.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: The percentage of 3rd-5th grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 52 % to 55 % by the end of the 2024 school year.

Key Action 3: The percentage of 5th grade students performing at or above grade level in science as measured by the Meets Grade Level Standard on STAAR will increase from 35 % to 38 % by the end of the 2024 school year.

Indicator of Success 1: The percentage of all students performing at or above the Meets standard on 5th grade Science will increase from 35% to 38% by the end of the 2024 school year.

Key Action 4: The percentage of 3rd- 5th grade students in special education performing at or above grade level in reading at the Meets Grade Level Standard on STAAR will increase from 0 % to 12 % by the end of the 2024 school year.

Indicator of Success 1: The percentage of 3rd- 5th grade students in special education performing at or above grade level in reading at the Meets Grade Level Standard on STAAR will increase from 0 % to 12 % by the end of the 2024 school year.

Indicator of Success 2: The percentage of 3rd- 5th grade students in special education performing at or above grade level in reading at the Meets Grade Level Standard on STAAR will increase from 0 % to 12 % by the end of the 2024 school year

140 Dogan Elementary School Key Actions 2023-2024

Key Action 1: Grow teacher instructional capacity to provide aligned and highly effective Tier 1 instruction.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: By November 1, out of 60 post observations (at least 2 per teacher), 70% of the teachers will score at least proficient on the spot observations, and it will increase to at least 95% of teachers scoring at least proficient by May 2024.

Key Action 2: Based on 2022-2023 data in Reading STAAR, we will increase student Reading levels in fluency and comprehension.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By December 2023 MOY assessment on NWEA MAP assessment, at least 30% of students across all grade levels will be above the 50th percentile in Reading.

Indicator of Success 2: By May 2024 EOY assessment on NWEA MAP assessment, at least 60% of students across all grade levels will be above the 50th percentile in Reading.

Indicator of Success 3: Students will achieve at least 75% approaches, 50% meets, and 30% mastery for grades 3-5 on the May 2024 STAAR Reading Assessment.

Key Action 3: Based on 2022-2023 data on the Math STAAR assessment, we will increase student achievement in Math.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By December 2023 MOY assessment on NWEA MAP assessment, at least 35% of students across all grade levels will be above the 50th percentile in Math.

Indicator of Success 2: By May 2024 EOY assessment on NWEA MAP assessment, at least 65% of students across all grade levels will be above the 50th percentile in Math.

Indicator of Success 3: Students will achieve at least 80% approaches, 60% meets, and 40% mastery for grades 3-5 on the May 2024 STAAR Math Assessment.

Key Action 4: Reach 96% average annual attendance rate by May 2024.

Strategic Priorities:
Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: We will maintain a monthly attendance rate of 96% or higher.

Indicator of Success 2: 95% or higher of the students will meet the 90% attendance rule by December 2023, and 90% or higher of the students will meet the 90% attendance rule by May 2024.

144 Durkee Elementary School Key Actions 2023-2024

Key Action 1: Grow staff capacity to consistently deliver quality instruction through coaching and feedback.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: On track status of digital learning curriculum

Indicator 1: By September 2023, at least 95% of spot observation forms will reflect that teachers have met expectations for LO and DOL alignment and effective engagement strategies for students.

Indicator 2: By November 2023, at least 80% of the teaching staff will be on pace with the Amplify and Eureka curriculum.

Indicator 3: By January 2024, at least 90% teaching staff will be on track with district Amplify and Eureka curriculum.

Key Action 2: Improve Special Education student achievement by providing individual accommodations and designated support with fidelity.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Effective student IEP's

Indicator 1: By August 2023 100% of SPED students' IEPs will be communicated with appropriate stakeholders.

Indicator 2: Out of 100 SPOT Observations conducted in October by the campus leadership team, 80% of the teachers will receive a 2 or higher in the Purposeful Instruction criteria. This percentage will increase to 85% by the end of February.

Indicator 3: 80% of our special education students will meet NWEA's expected growth measure (MAP Assessment) at MOY. At EOY 90% of our special education students will meet expected growth.

147 Eliot Elementary School Key Actions 2023-2024

Key Action 1: Grow staff capacity to provide the highest quality instruction.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: 70% of the scores on spot observations conducted in December will be proficient or higher; that percentage will increase to 80% in May 2024.

Indicator of Success 2: 80% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by that section in the teacher evaluation rubric. * The Principal and Assistant Principals will evaluate all teachers using the new evaluation system.

Key Action 2: Implement the LSAE model with fidelity

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: At least 50% of eligible teachers will earn 2 points in the LSAE model sections of the district-level SPOT observations by December 2023. * This will increase to 80% by May 2024.

Indicator of Success 2: Eliot will receive a Proficient I or higher score on the LSAE learning rubric assessed in December 2023. * By May 2024, this will increase to Proficient II or higher.

Key Action 3: Increase the percentage of 3rd, 4th and 5th grade students performing at grade level (meets) on Math and Reading STAAR assessments.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By October 2023, 40% of enrolled 3rd - 5th grade students perform at grade level (meets) on Math and Reading on weekly and/or interim common formative assessments. * This percentage will increase to 50% by the end of May 2024.

Indicator of Success 2: 60% of our special education students will demonstrate expected growth from BOY to MOY on the NWEA MAP in reading and math. 80% of our students will meet expected growth on EOY NWEA MAP assessments.

Indicator of Success 3: PLC artifacts show that progress monitoring data is used daily/weekly for planning, adjusting and differentiating instruction.

Key Action 4: The student attendance rate will increase from 94% to 98% during the 2023-2024 academic school year therefore increasing academic growth by one years for all students

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 80% of teachers spot observations will score proficient or above in October by the building leadership team in the area of Engagement Criteria. * This percentage will increase to 90% by the end of May 2024. * Staff and students' monthly attendance rate will be maintained at 97% or higher.

Indicator of Success 2: An 25% increase in student achievement on district and campus interim assessments

148 Elrod Elementary School Key Actions 2023-2024

Key Action 1: (Student Achievement)
We will have 60% of our 3rd Grade Resourcestudents will score in the Meets Category on the Spring 2024 Reading STAAR assessment.

Indicator of Success 1: We will have 60% of our 3rd Grade Resourcestudents will score in the Meets Category on the Spring 2024 Reading STAAR assessment.

Key Action 2: (Campus Culture and Climate)

To maintain a positive work and learning environment that allows staff and students to excel and reach their highest potential at Elrod.

Indicator of Success 1: To maintain a positive work and learning environment that allows staff and students to excel and reach their highest potential at Elrod.

Indicator 1: The school will maintain at least 85% teacher attendance daily for the remainder of the school year. Student attendance will increase from 94% to 96% by the EOY.

Indicator 2: We will retain at least 90% of our teachers for the 2024-2025 school year.

Indicator 3: We will increase our student success rate on STARR from 75% to 78% by the EOY.

Key Action 3: (Staff Quality, Recruitment, and Retention)

Provide teachers with guidance and time necessary to internalize the new curriculum and become experts through interactive PLCs and high-quality professionaldevelopment.

Indicator of Success 1: Provide teachers with guidance and time necessary to internalize the new curriculum and become experts through interactive PLCs and high-quality professionaldevelopment.

Indicator 1: Due to the amount of support anddevelopment our teachers receive, many will remain with us for the next school year resulting in low teacher turnover.

Indicator 2: By maintaining our high level of student achievement and our positive school culture, we will be able to recruit additional teachers fi necessary.

Key Action 4: (Parent and Community Engagement)

To increase the number of parent involvement by 50% by the EOY.

Indicator of Success 1: To increase the number of parent involvement by 50% by the EOY.

Indicator 1: Indicators ofsuccess for each of our monthly parent meetings, we will have at least one new parent sign up and get VIPS approved.

Key Action 5: (Curriculum, Instruction, and Assessment)

The goal i sfor teachers to internalize the lesson and ensure that the instructional activities align with the LO and DOL which leads toscholars showing mastery at the end of the lesson.

Indicator of Success 1: The goal i sfor teachers to internalize the lesson and ensure that the instructional activities align with the LO and DOL which leads toscholars showing mastery at the end of the lesson.

Indicator 1: Growth on NWEA MAP Reading from BOY to EOY
* Growth on NWEA MAP Mathfrom BOY to EOY
* 60% ofour 3rd Grade Resource students will score in the Meets Category Spring 2024 on STAAR Reading

Indicator 2: Third Grade STAAR Math will increase from 31% to 36% in the MeetsCategorv on STAAR 2024.

Indicator 3: Fifth Grade STAAR Science will increasefrom 25% to 30% in the Meets Category Spring 2024.

Key Action 6: (Technology)
We would like our scholars to be one to one with a mouse so they will become familiar with the drag and drop with fidelity which will have them prepared for STAAR. We
would also like to see our third-grade students being able to navigate the computer more efficiently by the EOY STAAR.

Indicator of Success 1: We would like our scholars to be one to one with a mouse so they will become familiar with the drag and drop with fidelity which will have them prepared for STAAR. We
would also like to see our third-grade students being able to navigate the computer more efficiently by the EOY STAAR.

Indicator 1: Teachers will successfully request mice for each student in their classroom from Teacher Donors.

Indicator 2: We will begin to see orders approved by the district to purchase mice for all students in grades 3-5.

Indicator 3: We will see students using theirdevices more efficiently on MOY and receive better test scores.

Key Action 7: Key Action for Sped: We will have 60% of our 3rd Grade Resource students will score in the Meets Category on the Spring 2024 Reading STAAR assessment.

Indicator of Success 1: Based on the data from the MAP, students will show a decrease in the number of students needing Urgent Interventions. The percentage of students that score in approaches will increase by the MOY and impact the percentage of students in the Meets on the Spring STAAR BY at least 5%.
Students' progress will be monitored by the assessment given on the Reading Mastery intervention program that student will participate in daily with Certified Teachers, Contract Interventionist, iEducate tutors. The Sped Chair will also monitor student progress using Easy IEP, for the students that she and her assistant pull for interventions. All students will have a portfolio containing previous and current data from all assessments throughout the year.

Key Action 8: Key Action for HQI
Fifth Grade students will increase the percentage from 25 to 30% of students to be in the Meets Category for the Spring 24 STAAR Science Assessment.

Indicator of Success 1: Indicator of Success: Based on the data from the MAP, students will show a decrease in the number of students needing Urgent Interventions. The percentage of students that score in Approaches and Meets will increase by the MOY and be impact the percentage of students in the Meets on the Spring STAAR BY at least 5%. We will also progress monitor our students as they engage in daily using Imagine Math which our students have used with fidelity in the past and had success. Through effective coaching and development throughout the week our teachers will become beyond proficient in all content areas that allow them to deliver high quality instruction based on their Spot Observation.

Key Action 9: Key Action for Discretionary Item: In Math we will increase the percentage of Third Grade students scoring in the Meets Category from 31% to 36% by the STAAR 2024 assessment.

Indicator of Success 1: Indicator of Success: Based on the data from the MAP, students will show a decrease is the number of students needing Urgent Interventions. will decrease and the percentage of students that score in approaches will increase by the MOY and be impact the percentage of students in the Meets on the Spring STAAR BY at least 5%. Through effective coaching and development throughout the week our teachers will become beyond proficient in all content areas that allow them to deliver high quality instruction based on their Spot Observation.

149 Emerson Elementary School Key Actions 2023-2024

Key Action 1: Develop staff capacity to deliver high quality instruction.

Strategic Priorities:
Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: Develop staff capacity to deliver high quality instruction.

Indicator 1: * 60% of students will earn their growth measure points in reading and math as evidenced by the NWEA Map tests at the MOY in January 2024. This number will increase to 80% by the EOY.

Indicator 2: * 85% of Pre-K students will show one grade-level worth of growth from BOY to EOY CIRCLE data.

Key Action 2: Increase the level of student purposeful engagement through the use of multiple response strategies.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increase the level of student purposeful engagement through the use of multiple response strategies.

Indicator 1: * Out of 100 walkthroughs conducted by October, by the leadership team, 75% of the teachers will receive at least developing or higher on the use of multiple response strategies. This percent will increase to 80% in March 2024.

Indicator 2: * Out of 100 walkthroughs conducted by October by the leadership team, 80% of the teachers will engage the students in purposeful and objective aligned lessons in reading, writing, or doing math the entire lesson.This percentage will increase to 100% by April 2024.

Indicator 3: * By October 2023, 70% of teachers will utilize at least 4 different MRS per lesson as demonstrated in their lesson internalization plans and daily lesson execution. By February 2024 this will increase to 80% then to 95% by May 2024.

Key Action 3: Be in the work with the teachers in the classrooms daily to provide support and coaching to improve the quality of instruction.

Strategic Priorities:
Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: Be in the work with the teachers in the classrooms daily to provide support and coaching to improve the quality of instruction.

Indicator 1: * By September 2023, 70% of teachers will be able to internalize and implement high quality, aligned lesson plans. By February 2024, 85% of teachers will be able to internalize and implement high quality, aligned lesson plans, and by April 2024, 95% of the teachers will be able to internalize and implement high quality, aligned lesson plans.

Indicator 2: * 80% of our teachers will remain with us for the next school year

Key Action 4: Increase opportunities for parents to receive translation services during school events.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Increase opportunities for parents to receive translation services during school events.

Indicator 1: * By May 2024, the number of parents attending campus wide events will increase by 10%.

Indicator 2: * By May 2024, Emerson will meet 100% requirements to be designated a Diamond school by HISD's Family and Community Engagement department.

Key Action 5: Grow teacher capacity to provide high quality instruction using Amplify, Eureka, and PhD Science to teach on grade level in reading,science, and math with fidelity in grade K-5.

Strategic Priorities:
Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: Grow teacher capacity to provide high quality instruction using Amplify, Eureka, and PhD Science to teach on grade level in reading,science, and math with fidelity in grade K-5.

Indicator 1: * At least 80% of K through 2nd grade students in the Science of Reading program will perform at/above benchmark on the DIBELS assessment on the five components of literacy by 1 July 2024.

Indicator 2: * At least 70% of 3rd through 5th grade students in the Science of Reading program will perform at/above benchmark on the NWEA assessment. Then by EOY they will be at 80% at/above benchmark on NWEA.

Key Action 6: Increase instruction that includes opportunity for student to improve fluency with technology and digital assessments.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increase instruction that includes opportunity for student to improve fluency with technology and digital assessments.

Indicator 1: * 85% of students will meet or exceed their MAP growth goals on Reading, Math, science by May 2024

Indicator 2: * 85% of 4th and 5th grade students will improve their extended constructed response score by 2 points on STAAR Reading.

151 Bell Elementary School Key Actions 2023-2024

Key Action 1: Increase academic performance of the English Learners (EL) student population on 2024 STAAR Spanish assessments in 3rd-5th grade by reducing the Did Not Meet (DNM) overall percentage from 68% to less than 25%.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increase academic performance of the English Learners (EL) student population on 2024 STAAR Spanish assessments in 3rd-5th grade by reducing the Did Not Meet (DNM) overall percentage from 68% to less than 25%.

Indicator 1: Increased percentage of EL students moving up one level on 2024 TELPAS.

Indicator 2: Increased student performance on reading Summit K-12 at a rate of 50% student growth by November 2023,

Indicator 3: 70% student growth by January 2024 and 85% proficient by February/March 2024 TELPAS.

Key Action 2: Implement monthly events and activities that foster an environment of TEAM, FAMILY, and COMMUNITY to acknowledge staff contributions to the school.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Indicator of Success 1: Implement monthly events and activities that foster an environment of TEAM, FAMILY, and COMMUNITY to acknowledge staff contributions to the school.

Indicator 1: An increase in staff attendance.
Public peer to peer recognition through Staff Shout-Outs.

Indicator 2: 90% participation in Campus Event Sponsorship.

Indicator 3: Team Leader feedback

Key Action 3: Increase the retention of high-quality teachers through tangible and emotional support actions that foster job security and work-place compatibility.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being, Cultivating Team HISD Talent

Indicator of Success 1: Increase the retention of high-quality teachers through tangible and emotional support actions that foster job security and work-

place compatibility.

Indicator 1: Yearly staff retention analysis.

Indicator 2: Teacher and staff growth opportunities and career advancement.

Indicator 3: Successful recruitment of Master Teachers to fill vacancies as they arise.

Key Action 4: Increase parent involvement in supporting instructional programs, campus assessments plans and academic events as measured by event sign-in sheets

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Indicator of Success 1: Increase parent involvement in supporting instructional programs, campus assessments plans and academic events as measured by event sign-in sheets

Indicator 1: Mutiple modes of communication will be sent out notifying parents of upcoming meetings.

Title I and other parent meetings will be held to include information about instructional programs, campus plan for assessments and academic events.

Indicator 2: Families will have the opportunity to provide their input and/or suggestions.

Indicator 3: Parent participation tracked via sign-in sheets and meeting minutes that includes parent input and/or suggestions.

Key Action 5: To increase the instructional content knowledge and professional expertise of teachers and instructional support staff to promote high quality instruction and student achievement growth.

Strategic Priorities:
Expanding Educational Opportunities

Key Action 6: To increase technology implementation throughout the classroom instructional cycle through student access, and state of the art technology resources.

Strategic Priorities:
Expanding Educational Opportunities

152 Field Elementary School Key Actions 2023-2024

Key Action 1: PLC and Quality of Instruction

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 85% of spot observations conducted between October 2023 and February 2023 will earn at least 3 points in 'Purposeful Instruction' as rated by the campus leadership team. The percentage will increase to 90% in April 2023.

Indicator of Success 2: 85% of spot observations conducted between October 2023 and February 2023 will earn 1 point in 'Lesson Alignment" as rated by the campus leadership team. The percentage will increase to 90% in April 2023.

Key Action 2: Student Engagement Strategies

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 85% of spot observations conducted between October 2023 and February 2023 will earn at least 3 points in 'Engagement' as rated by the campus leadership team. The percentage will increase to 90% in April 2023.

Indicator of Success 2: 85% of spot observations conducted between October 2023 and February 2023 will earn 3 points in 'Purposeful Instruction' as rated by the campus leadership team. The percentage will increase to 90% in April 2023.

Key Action 3: Average Daily Attendance

Strategic Priorities:
Increasing Organizational Efficiency

Indicator of Success 1: By June 2023, the average daily attendance (ADA) for Field Elementary will be 96.3% or higher.

Indicator of Success 2: The average daily attendance (ADA) for Field Elementary will be 95.7% or higher for each of the six cycles throughout the 2023-2024 school year.

Indicator of Success 3: Compared to 10% during the 2022-2023 school year, the percent of students considered as chronically absent will decrease to 7% by the end of Cycle 3 and then 6% by the end of Cycle 6. Students are considered chronically absent if they have 18 or more absences during the school year or have 3 absences per cycle.

Key Action 4: Special Education

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: As measured through special education progress reports, 90% of students identified in special education will make appropriate progress towards mastery of their IEP goals. The graphs created in the progress report will determine trends that will determine if a student is making appropriate progress or not.

Indicator of Success 2: 90% of students identified in special education will demonstrate progress from middle-of-year (MOY) to end-of-year (EOY) on the NWEA Reading and NWEA Math assessments.

Indicator of Success 3: 60% of 3rd-5th grade students identified in special education will perform at the 'Meets' performance standard on the Reading STAAR or Reading STAAR-Alt assessment at the end of the school year. Justification for students participating in the STAAR-Alt assessment will be outlined in their IEP.

Indicator of Success 4: 60% of 3rd-5th grade students identified in special education will perform at the 'Meets' performance standard on the Math STAAR or Math STAAR-Alt assessment at the end of the school year. Justification for students participating in the STAAR-Alt assessment will be outlined in their IEP.

153 Fondren Elementary School Key Actions 2023-2024

Key Action 1: Close achievement gaps by delivering consistent High-Quality Tier 1 Reading Instruction to all students.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: ELA

Indicator 1: Based on the Reading STAAR data from 2022-2023 school year, students performing at, or above grade level will increase by:
Meets from 39% to 56%
Masters from 10% to 18%
Progress for this goal will be monitored 3 times per year through benchmark assessments, daily through DOL's, and weekly through formative assessments.

Indicator 2: To close achievement gaps, based on the Reading STAAR data from 2022-2023 school year, students that do not meet the standard will decrease by:
Did Not Meet from 30% to 20%
Progress from this goal will be monitored weekly for students who did not meet the required percentile on BOY Assessments NWEA & DIBELS

Indicator 3: Based on the Reading STAAR data the percent of students obtaining a rating of 5 or more on their extended constructed response will increase by:
Constructed response ratings from 19% to 30%
Progress for this goal will be monitored through Daily and Weekly DOL's Demonstration of Learning and Formative Assessments.

Key Action 2: Close the achievement gap and improve student performance outcomes by providing consistent High-Quality Tier 1 Math Instruction to all students.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Math

Indicator 1: Based on the Math STAAR data from the 2022-2023 school year, students performing at, or above grade level will increase by:
Meets - from 34% to 45%
Masters - from 15% to 16%
Progress for this goal will be monitored via the Module Assessments, STAAR Interim, Progress Monitoring, and daily DOL's.
Student groups that will be monitored include students in Special Education, Section 504, and Emergent Bilingual.

Indicator 2: To close achievement gaps, based on the Math STAAR data from 2022-2023 school year, students that do not meet the standard will decrease by:
DNM - from 35% to 31%

Progress for this goal will be monitored via the Module Assessments, STAAR Interim, and Progress Monitoring, and daily DOL's.
Progress for this goal will include Special Education and students under 504.

Indicator 3: 3. The percent of students meeting their projected growth on the NWEA assessment will increase by 5% from BOY to MOY and 5% from MOY to EOY.
Progress for this goal will be monitored via the MAP Assessments, Module Assessments, STAAR Interim, reteach intervention, and daily DOL's.

Key Action 3: Close achievement gaps for special population demographics to improve student achievement of Special Education Students and Emergent Bilingual Students.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Capacity of Teachers with Special Education

Indicator 1: 1. 80% of Special Education students in grades 3-5 will show growth in their individualized education plans. The goals of the students will be specific, measurable, and tailored to the student's unique needs. Academic Achievement data will show growth for all Special Education students in the NWEA assessment from BOY to EOY.

Indicator 2: 2. By December 2023, 70% of English Language Learners will improve one proficiency level with their listening and speaking domains on the December TELPAS Practice Assessment*. This percentage will increase to 80% by the February 2024 March TELPAS Assessment.
3. 100% of dual language classrooms will implement structured turn and talks with sentence stems for EB students by December 2023.

Indicator 3: 4. 100% of Tier 3 students will be identified and receive Tier 3 pull-out support along with documentation in Easy IEP for Dyslexia and/or Special Education. 100% of Dyslexia and SPED Progress Reports will be shared with teachers, interventionists, Administrative Team, and parents/guardians.

Key Action 4: Improve the quality of first instruction for all teachers in all Domains.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Quality First Instruction

Indicator 1: By the end of fall 2023 semester 80% of teachers will receive 2 points on Domain 1 60% will receive 5 points on Domain 2 and 70% will receive 3 points on Domain 3 based on their walkthroughs.

Indicator 2: By the end of Spring 2024 semester 100% of teachers will receive 2 points on Domain 1, 80% will receive 5 points on Domain 2, and 90% will receive 3 points on Domain 3 based on their walkthroughs

Indicator 3: 100% of teacher classrooms will receive informal walkthroughs weekly and one formal

walkthrough monthly.

154 Foster Elementary School Key Actions 2023-2024

Key Action 1: Improve outcomes of the Special Education (SPED) department

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: The Special Education Department will increase student achievement in Reading/Math for each SPED student by 7 percentage points, as measured by NWEA MOY (December 2023) and NWEA EOY data by June 2024.

Indicator of Success 2: 65% of students in grades K-5 will meet or exceed their RIT scale growth goal on Math and Reading assessment by MOY in December of 2023. 75% of students in grades K-2 will meet or exceed tier RIT scale growth goal on Math and Reading EOY assessments in May of 2024.

Key Action 2: Increase the capacity of instructional staff to provide the highest quality of instruction.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: 50% of instructional staff's scores on spot observations conducted in October 2023 will receive the maximum of 3 points. In December 65% of teachers will receive the maximum of 3 points in "Purposeful Instruction"; the percentage will increase to 75% by February 2024 and 90% of teachers will score a 3 on purposeful instruction by June 2024.

Indicator of Success 2: 50% of instructional staff's scores on spot observations conducted in October 2023 will receive the maximum of 3 points. In December 65% of teachers will receive the maximum of 3 points in "Engage"; the percentage will increase to 75% by February 2024 and 85% of teachers will score a 3 on Engage by June 2024.

Key Action 3: Cultivate a data-driven culture of high expectations.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: By the end of the academic school year in June 2024, the Special Education department will increase the in-class support rate of SPED students in general education classroom, as opposed to pull-out by 30% as measured by the IEP, ARD meetings, and progress monitoring data.

Indicator of Success 2: 65% of students in grades K-2 will meet or exceed their DIBELS benchmark goals by MOY; 75% of students in grades K-2 will meet or exceed their DIBELS benchmark goals by EOY.

Indicator of Success 3: Staff will rregularly review SPED student assessment data and district-provided digital platform, growth reports(ongoing) to identify an individualized plan of action for each SPED student that ensures growth.

Key Action 4: Increase teacher involvement in the identification of students (child find).

Strategic Priorities:
Expanding Educational Opportunities

Key Action 5: Grow staff capacity to provide the highest quality instruction with implementation of technology.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: 50% of the exit tickets will require the usage of technology to demonstrate mastery of the objective.

Indicator of Success 2: The Special Education Department will increase student achievement in Reading/Math for each SPED student by 7 percentage points, as measured by NWEA MOY (December 2023) and NWEA EOY data by June 2024.

Indicator of Success 3: 65% of students in grades K-2 will meet or exceed their DIBELS benchmark goals by MOY; 75% of students in grades K-2 will meet or exceed their DIBELS benchmark goals by EOY.

155 Franklin Elementary School Key Actions 2023-2024

Key Action 1: Grow staff capacity to provide the highest quality of reading instruction

Indicator of Success 1: 70% of the scores on spot observations conducted in December 2023 by the school administration will be proficient or higher; that percentage will increase to 80% in April 2024.

Indicator of Success 2: 70% of the students in PK will demonstrate typical or above typical growth in DIBELS.

Indicator of Success 3: 70% of the students in grades K-5 will be above the 50th percentile in reading as measured by the NWEA MAP assessments in April 2024.

Key Action 2: Grow staff capacity to provide the highest quality of math instruction

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 70% of the scores on spot observations conducted in December 2023 by the school administration will be proficient or higher; that percentage will increase to 80% in April 2024.

Indicator of Success 2: 70% of the students in grades K-5 will be above the 50th percentile in math as measured by the NWEA MAP assessments in April 2024.

Key Action 3: Grow staff capacity to provide the highest quality of science instruction.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: 70% of the scores on spot observations conducted in December 2023 by the school administration will be proficient or higher; that percentage will increase to 80% in April 2024.

Indicator of Success 2: 70% of the students in grades 2-5 will be above the 50th percentile in science as measured by the NWEA MAP assessments in

April 2024.

Key Action 4: Grow staff capacity to provide the highest quality of special education instruction.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: 70% of the scores on spot observations conducted in December 2023 by the school administration will be proficient or higher; that percentage will increase to 80% in April 2024.

Indicator of Success 2: 50% of special education students in the general education classroom in grades 1-5 will be above the 50th percentile in reading as measured by the NWEA MAP assessments in April 2024.

156 Frost Elementary School Key Actions 2023-2024

Key Action 1: Beginning August 28, 2023, students will receive comprehensive, quality instruction in reading and writing that includes opportunities for authentic and purposeful reading and writing across content areas by effectively implementing the Amplify curriculum and cross curriculum planning that embeds high levels of reading and writing in all content areas resulting in 80% or higher proficiency in student performance on reading assessments.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: From the administration of the beginning of the year assessment in September 2023 to the administration of the middle of the year assessment in January 2024, student meeting expectation/ passing rate will increase by 20%.

Indicator of Success 2: By April 2024, 80% of students will score at the meets expectation/passing rate as indicated by the end of the year assessment.

Indicator of Success 3: By May 2024, 80% of students will score at the approaches level, 20% at meets level, and 10% at master's level as measured by the STAAR 3-8 assessment in Reading Language Arts.

Key Action 2: Beginning August 28, 2023, students will receive rigorous, on grade level quality mathematics instruction that includes the frequent use of story problems and high levels of engagement with planned opportunities to read and write by effectively implementing the Eureka curriculum resulting in 80% or higher proficiency in student performance on math assessments.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: From the administration of the beginning of the year assessment in September 2023 to the administration of the middle of the year assessment in January 2024, student meeting expectation/ passing rate will increase by 20%.

Indicator of Success 2: By April 2024, 80% of students will score at the meets expectation/passing rate as indicated by the end of the year assessment.

Indicator of Success 3: By May 2024, 80% of students will score at the approaches level, 20% at meets level, and 10% at master's level as measured by the STAAR 3-8 assessment in Mathematics.

Key Action 3: Beginning August 28, 2023, students will receive rigorous, on grade level quality science instruction that includes the frequent employment of

hands-on experiments and sensory materials and high levels of engagement with planned opportunities to read and write by effectively implementing the PhD Science curriculum resulting in 80% or higher proficiency in student performance on science assessments.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: By April 2024, 80% of students will score at the meets expectation/passing rate as indicated by Phd science embedded and/or teacher/campus/district developed science assessments.

Indicator of Success 2: By May 2024, 80% of students will score at the approaches level, 20% at meets level, and 10% at master's level as measured by the STAAR 3-8 assessment in science.

Key Action 4: Beginning August 28, 2023, students will receive comprehensive, quality instruction in all subject areas in accordance with their written IEPs or specific educational plan and increase staff capacity to provide services and support to all learners.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: By September 2023, the campus will have a schedule for all pending ARDs and IATs in accordance with district and federal guidelines.

Indicator of Success 2: By November 2023, at least 100% of students that are identified through the IAT/ referral process and are receiving support will be documented through progress monitoring.

Indicator of Success 3: By May 2024, 80% of students will score at the approaches level, 20% at meets level, and 10% at master's level as measured by the STAAR 3-8/ STAAR ALT assessments in all tested subjects.

157 Garden Oaks Montessori Key Actions 2023-2024

Key Action 1: Strengthen Tier I instruction, including ensuring access to grade-level curricula for students in Special Education, by increasing teacher capacity for Montessori record-keeping and lesson-planning

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Data on Transparent Classroom

Indicator 1: By tracking lessons in Transparent Classroom, teachers will guide students toward increased mastery of curriculum as evidenced by a score of at least 80 in Domain I, based on 2024 STAAR.

Indicator 2: 70% of core PK-6 teachers will be tracking lessons via Transparent Classroom by November 2023, as evidenced by usage reports. By May this will increase to 80%.

Indicator 3: For students serviced in special education, 100% of students have Transparent Classroom data reflecting on-grade-level Tier I instruction

Key Action 2: Improve TELPAS performance for English Learners by implementing TELPAS-aligned weekly practice, including writing in all ELA/RLA classes

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increased outcomes across multiple ELA/RLA assessments

Indicator 1: 90% of teachers of EBs in grades 2 and higher will have students utilize computer-based TELPAS-aligned practice for an average of 45 minutes per week by November 2023. The result will be that middle-of-year TELPAS aligned assessment (Summit K12) will show maintenance of or improvement in TELPAS composite ratings, as compared to EOY 2023, for 75% of EBs.

Indicator 2: As a result of Summit K12 usage, small groups, and weekly writing practice, 85% of students will show maintenance of or improvement of at least one performance level on 2024 TELPAS.

Indicator 3: 75% of EBs in K-1 will be at/above benchmark according to DIBELS or will show at least one level of DIBELS growth from BOY to EOY.

Key Action 3: Improve proficiency on grade-level math in grades 3-8 by incorporating Eureka math resources

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increased academic performance in Math grades 3=8

Indicator 1: During a round of spot-checks in October 2023, Eureka math problems will be observed in use in 90% of grades K-5 classrooms. As a result, the average RIT growth school-wide for math will be 4 points from BOY to MOY and 8 points from BOY to EOY.

Indicator 2: 75% of students across 3-8 grade will be at meets grade level or higher by the STAAR administration for the 2023-2024 school year or increase one performance level in comparison from 22-23.

158 Garden Villas Elementary School Key Actions 2023-2024

Key Action 1: Self-Contained Special Education Teachers will implement high quality instructional alternative curriculum with fidelity.
Resource Special Education Teachers will implement high quality instruction aligned to the TEKS and driven by student Individualized Education Plan (IEP).
The GVE SPED Department will monitor the scheduling of ARDs and implementation of IEPs with fidelity to ensure that all cases are 100% in compliance.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Students with special needs in the general education setting will show 1 year's growth from BOY to EOY on MAP testing. Progress monitoring will occur every 6 weeks with the implementation of campus-based assessments as well as campus based High Frequency Word and Diagnostic Reading Level Evaluations.

Indicator 1: Students will exceed instructional goals set by teacher during BOY, MOY and EOY as stated in their IEPs. This will be measured through campus-based progress monitoring assessments that are individually tailored for each student.

Indicator 2: ARDs and IEPs will be held in compliance with state law. This will be measured through the scheduling and calendaring out of ARDs such that ARDS are scheduled and completed prior to their legal deadline. Progress monitoring will come in the form of OSES monthly compliance communications.

Key Action 2: Increase student achievement on grade level standards through fidelity implementation of Eureka Math.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: 50% of students will show continued growth between BOY and MOY MAP assessment, as well as 80% between MOY to EOY MAP assessment.

Key Action 3: Expand Leadership Density to provide effective coaching to support HQIM.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: 50% of students will show continued growth between BOY and MOY MAP assessment, as well as 80% between MOY to EOY MAP assessment.

Indicator of Success 2: Out of all content teacher observations, 70% of teachers will receive proficient or higher in Domain 2 | Dimension 2.1-2.5. This percentage will increase to 80% by April 2024.

Key Action 4: Successfully implement district and campus attendance plan.

Strategic Priorities:
Increasing Organizational Efficiency

Indicator of Success 1: YTD attendance will improve at least 2.5% when compared to 2022-2023 school year.

Indicator of Success 2: YTD attendance will meet district goal of 96%.

159 Golfcrest Elementary School Key Actions 2023-2024

Key Action 1: Based on our Needs Assessment we will implement effective "on-grade-level" language arts first instruction in K-5 grades by using the science of reading.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: The percentage of 3-5 grade students performing at or above grade level in reading as measured STAAR 2024 will increase by:

Indicator 1: Approaching level or above: 13 percentage points increase, from 57% in STAAR 2023 to 70% in STAAR 2024

Indicator 2: Meets level or above: 8 percentage points increase, from 32% in STAAR 2023 to 40% in STAAR 2024

Indicator 3: Masters level: 5 percentage points increase, from 10% in STAAR 2023 to 15% in STAAR 2024

Indicator of Success 2: Student STAAR average in constructed response will go from 60% of students at a rating of 0 in RLA 2023 to 80% of students at a rating of 4 or above in 2024 STAAR. We will monitor student progress as follows:

Indicator 1: October-March: by-weekly PLC to analyze DOL based on constructed responses where teachers will score constructed based on TEA rubric. Goal 50% of students scoring 4 or above by February 2024

Indicator 2: April: Constructed response assessment (based on Amply DOL) with faculty meetings where teachers will score constructed response based on TEA rubric. Goal 70% of students scoring 4 or above.

Indicator of Success 3: We will progress monitor our students through NWEA assessment to ensure that we move from

Indicator 1: 41% of students needing intervention at BOY to 10% of students needing intervention at EOY in RLA

Indicator 2: Our progress goals for students at the intervention level will be 25% at MOY and 10% at EOY.

Key Action 2: Based on our Needs Assessment, our key actions will focus on improving first instruction by ensuring implementation of Eureka Math units with fidelity and building PK-5 numerical fluency.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: 1. The percentage of 3-5 grade students performing at or above grade level in math as measured STAAR 2024 will increase by:

Indicator 1: a. Approaching level or above: 10 percentage points increase, from 60% in STAAR 2023 to 70% in STAAR 2024

Indicator 2: b. Meets level or above: 10 percentage points increase, from 30% in STAAR 2023 to 40% in STAAR 2024

Indicator 3: c. Masters level: 7 percentage points increase, from 8% in STAAR 2023 to 15% in STAAR 2024

Indicator of Success 2: 2. We will progress monitor our students through NWEA assessment to ensure that we move from 21% at BOY to 5% at EOY of students needing intervention in math.

Indicator 1: Our progress goals for students at the intervention level will be 10% at MOY and 5% at EOY.

Key Action 3: Based on our Needs Assessment we will Grow staff's capacity to plan and deliver high-quality instruction to diverse learners focusing on best practices for SpEd, EBs, At Risk Learners.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: By the end of the 2023-2024 school year, 50% of our Special Education students will have met or exceeded their End of the Year RIT Score individual growth projections based upon MAP testing.

Indicator 1: BOY to MOY SpEd students will meet half of their RIT score individual growth projection based upon MAP testing.

Indicator of Success 2: 2. By the end of the 2023-2024 school year, 50% of our Emergent Bilingual students will have met or exceeded their End of the Year RIT Score individual growth projections based upon MAP testing.

Indicator 1: BOY to MOY SpEd students will meet half of their RIT score individual growth projection based upon MAP testing.

Indicator of Success 3: 3. By the end of the 2023-2024 school year, 50% of our At-Risk students will have met or exceeded their End of the Year RIT Score individual growth projections based upon MAP testing.

Indicator 1: BOY to MOY SpEd students will meet half of their RIT score individual growth projection based upon MAP testing

162 Gregg Elementary School Key Actions 2023-2024

Key Action 1: Increase the number of students who meet their growth goal for the academic school year.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: To monitor this goal, the campus will set growth targets based on 2022 - 2023 individual student scale scores. The campus, teachers, and students will monitor the goals and progress via data trackers at varying levels.
Progress monitoring metrics will include a STAAR Release in December (campus) and February [district).

Indicator 1: * In the area of School Progress, Gregg Elementary will receive an overall scale score of 80 or higher as determined by the 2023 - 2024 state STAAR assessment.

Indicator 2: * In the area of Academic Growth, a minimum of 90% of students who performed at the meets standard level as determined by the 2022 - 2023 state STAAR assessment will meet their growth goal on the 2023 - 2024 state STAAR assessment.

Key Action 2: Increase the number of students by special population who meet the state targets in the areas of achievement, growth, ELP status, and student success status.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: To monitor this goal, the campus will monitor the student "Meet GL" performance across all 4 indicators: academic achievement, growth, ELP, and student success status. Progress monitoring metrics will include DOL's, CBA, the STAAR Release in December [campus] and February [district].

Indicator 1: * In the area of Closing the Gaps, Gregg Elementary will receive an overall scale score of 80 or higher as determined by the 2023 - 2024 state STAAR assessment.

Indicator 2: * In the area of Academic Achievement, 100% of the Reading targets will be met as determined by the 2023 - 2024 state STAAR assessment.

Indicator 3: * In the area of Growth Status, 100% of the Reading and Math targets will be met as determined by the 2023
- 2023 state STAAR assessment.

Key Action 3: Grow teacher capacity for the purpose of implementing an effective RTI system that supports and grows all students academic and behavioral needs.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency

Indicator of Success 1: To monitor this goal, the campus will create professional development and coaching tools aligned to support the following Dimensions: Planning 1.1, 1.2; Instruction 2.1, 2.2, 2.3, and 2.5.

Indicator 1: * 100% of students will be provided daily access to essential high quality on grade level instruction in all content areas as determined by spot observations.

Indicator 2: * 100% of students will be provided additional time and support through interventions and/or extensions to learn essential academic standards and/or essential behaviors.

Indicator 3: * Students identified as Tier 3 via the district universal screener will be provided daily intensive remediation in addition to Tier I instruction to target universal skills [reading, writing, number sense, English language, SEL].

163 Sugar Grove Middle School Key Actions 2023-2024

Key Action 1: (Student Achievement)
Grow teacher capacity to provide the highest quality, on grade level instruction.

Indicator of Success 1: Grow teacher capacity to provide the highest quality, on grade level instruction.

Indicator 1: 60% of the scores on spot observations conducted in November by the school leadership team will be proficient or higher on the purposeful instruction and direct instruction will be at grade level and rigorous.That percent will increase to 80% by March 2024.

Indicator 2: 80% of the teachers will be proficient or higher in the delivery of high quality instruction as measured by that section of the teacher evaluation scale.

Key Action 2: (Campus Culture and Climate)
100% of staff members are using a consistent communication method to connect with parents and keep community informed about classroom activities

Indicator of Success 1: 100% of staff members are using a consistent communication method to connect with parents and keep community informed about classroom activities

Indicator 1: All parents will receive timely communication from teachers and will be able to reach teachers directly through the platform.

Indicator 2: -Increase student attendance from 92% to 96%.

Key Action 3: (Staff Quality, Recruitment, and Retention)
We will retain at least 80% of the teachers by providing consistent trainings on the NES model and will foster a high-performance culture.

Indicator of Success 1: We will retain at least 80% of the teachers by providing consistent trainings on the NES model and will foster a high-performance culture.

Indicator 1: At least 80% of the teachers will be rated at proficient by the end of the school year.

Key Action 4: (Parent and Community Engagement)
Increased parental involvement, which provides a greater opportunity for increased academic achievement.

Indicator of Success 1: Increased parental involvement, which provides a greater opportunity for increased academic achievement.

Indicator 1: Plan nights on 2022-2023 school calendar. Teachers sign up for committees. Hold meetings with

committees leading up to event. Order materials/supplies needed for event to be successful. Publicize event to students and families. Receive feedback from parents and teachers in order to make adjustments for future family events.

Key Action 5: (Curriculum, Instruction and Assessment)
Increase the level of student-teacher purposeful engagement through the use of multiple response strategies.

Indicator of Success 1: Increase the level of student-teacher purposeful engagement through the use of multiple response strategies.

Indicator 1: Out of 100 spot observations conducted by November by the leadership team, 60% of the teachers will receive at least a 2 or higher on the use of multiple response strategies. This percent will increase to 80% in March 2024.

Indicator 2: Out of 100 spot observations conducted by November by the leadership team, 70% of the teachers will engage the students in purposeful and objective aligned lessons in reading, math, science and social studies the entire lesson. This percentage will increase to 100% by April 2024.

Key Action 6: Implement

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: (Implement the LSAE model to model with fidelity)

Indicator 1: Sugar Grove Academy MS will receive a proficient or higher score on the LSAE learning assessed in December 2023 and May 2024.

Indicator 2: Sugar Grove Academy MS will present an August 2023 Professional Development that includes New LSAE Rubric and SPOT form. Staff will familiarize with the model and 100% of the staff will implement the model with fidelity by November 2023.

Key Action 7: Grow teacher capacity to provide the highest quality, on grade level instruction

Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Grow teacher capacity to provide the highest quality, on grade level instruction

Indicator 1: 60% of the scores on spot observations conducted in November by the school leadership team will be proficient or higher on the purposeful instruction and direct instruction will be at grade level and rigorous. That percent will increase to 80% by March 2024.

Indicator 2: 80% of the teachers will be proficient or higher in the delivery of high quality instruction as measured by that section of the teacher evaluation scale.

Key Action 8: Increase the level of student-teacher purposeful engagement through the use of multiple response strategies.

Strategic Priorities:

Indicator of Success 1: Increase the level of student-teacher purposeful engagement through the use of multiple response strategies.

Indicator 1: Out of 100 spot observations conducted by November by the leadership team, 60% of the teachers will receive at least a 2 or higher on the use of multiple response strategies. This percent will increase to 80% in March 2024.

Indicator 2: Out of 100 spot observations conducted by November by the leadership team, 70% of the teachers will engage the students in purposeful and objective aligned lessons in reading, math, science and social studies the entire lesson. This percentage will increase to 100% by April 2024

Key Action 9: Develop teacher capacity to implement students IEPs while still providing rigorous, on grade level instruction that address student individual needs.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Develop teacher capacity to implement students IEPs while still providing rigorous, on grade level instruction that address student individual needs.

Indicator 1: In the special education resource classroom, 100% of special education students will reach their individual academic IEP growth goals as designed by their IEP. Progress will be monitored using weekly data points that target specific IEP goals for students.

Indicator 2: All 6th-8th grade special education students will participate in the BOY, MOY, EOY NAEP Map assessment with their given accommodations and will show growth by the EOY assessment.

Indicator 3: 100% of teachers will successfully document IEP accommodations with the assistance of the instructional support staff.

166 John R. Harris Elementary School Key Actions 2023-2024

Key Action 1: Provide effective on grade level high quality instruction through the implementation of high quality instructional materials with differentiated supports to increase Meets and Masters while closing achievement gaps.

Indicator of Success 1: The percentage of 3rd-5th grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 35% to 40% by the end of the 2024 school year.

Key Action 2: Focus on internalizing lessons, concept development and demonstration of learning components of eureka to increase student growth.

Indicator of Success 1: The percentage of 3rd-5th grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 35% to 40% by the end of the 2024 school year.

Key Action 3: Improve the quality of instruction by implementing a system for continuous instructional feedback, coaching, reflection, and action steps using the district's spot observation rubric.

Indicator of Success 1: The percentage of 5th grade students performing at or above grade level in science as measured by the Meets Grade Level Standard on STAAR will increase from 26% to 40% by the end of the 2024 school year.

Key Action 4: Increase student growth for achievement in Special Education students across grade level.

Indicator of Success 1: The percentage of 3rd- 5th grade students classified as students with an IEP performing at or above grade level in reading at the Meets Grade Level Standard on STAAR will increase from 53% to 55% by the end of the 2024 school year.

167 Roland P. Harris Elementary School Key Actions 2023-2024

Key Action 1: We will grow staff capacity to improve student achievement by raising the level of teacher-student engagement.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: 75% of the scores on-the-spot observations conducted in December 2034, will be proficient or higher in the delivery of high-quality instruction; that percentage will increase to 90% by May 2024.

Indicator of Success 2: 75% of teachers will receive a score of 2 or higher on the use of multiple response strategies by December 2023. This percentage will increase to 90% by May 2024.

Key Action 2: Improve student achievement in Reading/Language Arts & Math by implementing with fidelity the Eureka and Amplify curriculum.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By May 2024, 90% of Kinder-2nd grade students will perform at or above benchmark on the DIBELS assessment.

Indicator of Success 2: By May 2024, 90% of 3rd-5th grade students will perform at or above benchmark on the NWEA MAP assessment.

Indicator of Success 3: By May 2024, 90% of Kinder-5th grade students will perform at or above benchmark on End-of-Unit Eureka assessments.

Key Action 3: Improve student achievement of SPED and EB students by ensuring proper accommodations and supports are provided to our students.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By May 2024, 90% of Kinder-2nd SPED students will perform at or above benchmark on the DIBELS assessment.

Indicator of Success 2: By May 2024, 90% of 3rd-5th grade SPED students will perform at or above benchmark on the NWEA MAP assessment.

Indicator of Success 3: By May 2024, EB students will improve at least one English proficiency level as assessed by TELPAS composite scores.

168 Hartsfield Elementary School Key Actions 2023-2024

Key Action 1: The percentage of 3rd-5th grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 17% to 40% by the end of the 2024 school year.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: The percentage of 3rd-5th grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 17% to 40% by the end of the 2024 school year.

Key Action 2: The percentage of 3rd-5th grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 28% to 40% by the end of the 2024 school year.

Indicator of Success 1: The percentage of 3rd-5th grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 28% to 40% by the end of the 2024 school year.

Key Action 3: The percentage of 5th grade students performing at or above grade level in science as measured by the Meets Grade Level Standard on STAAR will increase from 3% to 25% by the end of the 2024 school year.

Indicator of Success 1: The percentage of 5th grade students performing at or above grade level in science as measured by the Meets Grade Level Standard on STAAR will increase from 3% to 25% by the end of the 2024 school year.

169 Harvard Elementary School Key Actions 2023-2024

Key Action 1: Strengthen math instruction campus wide.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 70% of the scores on the campus spot observations conducted during Math instructional time in December 2023 by the Leadership Team will score a 6/10 or higher; that percentage will increase to 80% in April 2024.

Indicator of Success 2: 80% of the teachers will be Proficient or higher in the delivery of high-quality math instruction as measured by the T-TESS Domain II rubrics.

Key Action 2: Increase Special Education Student Achievement

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 60% of our SPED students will score at the Approaches level or higher on all formative assessments throughout the school year, including district universal screeners, NWEA, and STAAR.

Indicator of Success 2: 100% in compliance for SPED for ARD Meetings and Progress Monitoring.

Key Action 3: Implement engaging, hands-on science instruction campus wide.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 100% of teachers will include a minimum of one hands-on science experiment per week.

Indicator of Success 2: 50% of the teachers' science instructional time will be dedicated to hands-on learning where students are engaged in experiments, writing, talking and exploring through science.

Key Action 4: Enhance community engagement and involvement to align with instructional requirements.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 75% of all school events will be aligned to our IB Primary Years Programme, STEM, and/or campus action plan goals.

Indicator of Success 2: Increase the number of school events to a minimum of 15 per semester; measured in December 2023 and May 2024.

170 Helms Elementary School Key Actions 2023-2024

Key Action 1: Improve effectiveness of PLC for all grade level teams.

Indicator of Success 1: 60% of PLC sessions will be dedicated to instructional practice & 40% dedicated to analysis of student data.

Indicator of Success 2: By December 2023, 90% of Spot Observations will indicate evidence of instructional feedback obtained from grade level

Key Action 2: Raise the proficiency of writing opportunities in all content areas.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By December 2023, 90% of spot observations will demonstrate evidence of at least one opportunity for student writing in each lesson.

Indicator of Success 2: 100% of all students will show at least one level of growth from their BOY to MOY writing assessment in their dominant language as determined by grade - level rubric.

Indicator of Success 3: By the end of the Spring Semester, 100% of students will score proficient in the second language using the grade - level writing rubric.

Key Action 3: Increase the frequency of opportunities for students to engage in academic discourse.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By December 2023, 90% of spot observations will demonstrate evidence of at least three opportunities for academic discourse in each lesson through the use language functions tools.

Indicator of Success 2: By MOY, 50% of teachers will increase to student - centered actions by implementing 80/20 teacher/student ratio to all lessons.

Indicator of Success 3: Teachers will complete a BOY Discourse Quality Self - Assessment; they will take an EOY Discourse Self - Assessment and achieve 7 out of 7 by May 2024.

Key Action 4: Improving Effective Practices for Biliteracy Instruction

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By September 22nd, 100% of our teachers will have successfully implemented a preview of a concept being taught in the language opposite of the language of instruction as observed through a minimum of 1 announced and 1 unannounced observation

Indicator of Success 2: By October 20th, 100% of our teachers will have successfully implemented a comprehensible input/output cycle through the use of visuals, sentence stems, etc, with specific corrective feedback as observed through a minimum of 1 announced and 1 unannounced observation .

Indicator of Success 3: By November 17th, 100% of our teachers will have successfully maintained the first two targeted components of lesson preparation through the framework of sheltered instruction.

Indicator of Success 4: By February 2nd, 100% of our teachers will have successfully implemented student tasks that allow them to practice and apply concepts taught in the language of instruction and provide timely intervention as needed.

Indicator of Success 5: By March 1st, 100 of our teachers will have successfully implemented and maintained all 4 targeted components of les son preparation through the framework of sheltered instruction: Building background knowledge, Comprehensible input/output Cycle, Practice/Application, and Review and Assessment

171 J.P. Henderson Elementary School Key Actions 2023-2024

Key Action 1: Increase staff capacity to provide high quality first-instruction.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: Students demonstrate progress in NWEA MAP (data increase by 5%).

Indicator of Success 2: Increase the number of students who perform at the meets and master's level in all content areas, specifically Reading and Math.

Indicator of Success 3: By October, out of 54 on spot observations by the school leadership team, 80% of teachers will receive proficient or higher. This percentage will increase to 90% by February 2024.

Indicator of Success 4: By November 2023, 80% of teachers will receive 2 points or higher in the area of purposeful instruction on the modified evaluation system.

Key Action 2: Effectively implement the new curriculum instruction (Eureka and Amplify) with fidelity.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Ensure that teachers are trained and have access to all Eureka and Amplify resources provided by the district by the end of September 2023.

Indicator of Success 2: 80% of on spot observations will reflect implementation of Eureka and/or Amplify in the classroom.

Indicator of Success 3: 100% of administrators attend training on effective implementation of Eureka and Amplify by the end of September 2023.

Key Action 3: Raise the level of student-teacher engagement, specifically the use of multiple response strategies.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Out of 54 spot observations of classrooms by October, 80% of teachers will utilize a multiple response strategy every 4 minutes during every lesson.

Indicator of Success 2: Out of 54 spot observations of classrooms by October, 70% of students will be able to effectively practice a multiple response strategy assigned. This percentage will increase to 80% by March 2024.

172 Nathaniel Q. Henderson Elementary School Key Actions 2023-2024

Key Action 1: Grow staff capacity to provide high quality first-instruction.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Out of 45 spot observations of classrooms in October by the school leadership team, 80% of= teachers receive a "2" or higher on the purposeful instruction section. This percentage increases to 90% by February 2024.

Indicator of Success 2: By November 2023, 80% of teachers will be able to effectively internalize the TEK by completing the "Know and Show" framework in PLC to script a grade level "I Do", which will increase to 90% by February 2024.

Key Action 2: Raise the level of student-teacher engagement, especially the use of multiple response strategies.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Out of 50 spot observations of classrooms in October by the building administration, 80% of teachers receive a "2" or higher on the use of multiple response strategies. This percentage increases to 90% by March 2024.

Indicator of Success 2: Out of 50 spot observations of classrooms in October by the building administration, 60% of students will be able to explain the multiple response strategy when asked. This percentage will increase to 80% by March 2024.

Indicator of Success 3: Conduct effective PLCs that focus on incorporating multiple response strategies throughout the lesson.

Key Action 3: Strengthen the "Science of Reading" instruction.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: K-1st grade students Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Zone of Growth will increase by 35% from BOY to MOY and then 70% from MOY to EOY improvement in their reading skills relative to students with similar initial scores

Indicator of Success 2: 2nd - 5th grade students will increase Northwest West Evaluation Association (NWEA) by 35% from BOY to MOY and then 70% from MOY to EOY

Key Action 4: Increase student attendance, so that students would be able to take advantage of the learning.

Strategic Priorities:
Increasing Organizational Efficiency

Indicator of Success 1: Increase student attendance from 91.6% in the 2022-23 school year to 96% by the end of the 2023-24 school year.

Indicator of Success 2: Increase perfect attendance from 2% at the end of the 2022-23 school year to 50% by the end of the 2023-24 school year.

173 Herod Elementary School Key Actions 2023-2024

Key Action 1: All Herod teachers K-5 will implement Eureka with fidelity.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Herod STAAR approaches grade level score will increase 10% in 3-5. Herods Meets grade level will increase 8% in 3-5, and Herods Masters grade level will increase 6% in all grade levels.

Summative Evaluation: Some progress made toward meeting Indicator of Success

Key Action 2: Use resources and data that addresses student needs that can cause chronic attendance issues.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Indicator of Success 1: Herod's average daily attendance rate will increase by 3%.

Key Action 3: Retain current teachers on campus to support campus growth.

Strategic Priorities:
Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: At the end of the 2023-2024 school year Herod will have five or less teacher leave.

Key Action 4: Continue to seek opportunities to increase communication and engagement between the school and parents/community.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being

Indicator of Success 1: Increased outbound communication/postings and interaction with community members.

Indicator 1: Feedback from parents/community and students.

Indicator 2: Family and Community Engagement Survey (FACE)/Parent survey results.

Indicator 3: Teacher communication/conference logs.

Community event sign-in sheets.

Key Action 5: Increase math proficiency and comprehension from kindergarten through fifth grade.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increase student academic achievement in STAAR assessments

Indicator 1: 65% of students will show growth on the math portion of the MAP assessment from BOY to MOY.

Indicator 2: 80% of students will show growth on the math portion of the MAP assessment from BOY to EOY.

Indicator 3: 80% of students will show growth on the 4th and 5th grade Math STAAR assessment as measured by domain 2 of the state accountability system

Key Action 6: Strengthen the science of teaching reading across all grade levels.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: 65% of students will show growth on the reading portion of the MAP assessment from BOY to MOY.

Indicator 1: 80% of students will show growth on the reading portion of the MAP assessment from BOY to EOY.

Indicator 2: 80% of students will show growth on the 4th and 5th grade Reading STAAR assessment as measured by domain 2 of the state accountability system.

Key Action 7: Grow staff's ability to provide high-quality, rigorous tier-one instruction.

Strategic Priorities:
Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: 80% of teachers will have an EOY rating of proficient or higher on the teacher evaluation system for the 2023-2024 school year.

Indicator 1: During spot observations conducted during the fall of 2023, 60% of teachers will receive full points for lesson alignment, purposeful instruction, and student engagement.

Indicator 2: During spot observations conducted during the fall of 2023, 80% of teachers will receive full points for lesson alignment, purposeful instruction, and student engagement.

Key Action 8: Successfully create a school-wide culture centering on inclusion, academic success, and support of all students.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: All teachers will implement IEP/504 accommodations daily. Documentation of the implementation of IEP/504 accommodations will be submitted bi-weekly

Indicator 1: There will be a 10% increase in special education students achieving Meets on the reading and math STAAR assessments.

Indicator 2: The number of Emergent Bilingual students advancing a minimum of one proficiency level on TELPAS will increase by 20%.

174 Highland Heights Elementary School Key Actions 2023-2024

Key Action 1: Highland Heights Elementary will improve the quality of Reading and Math instruction through the effective internalization and implementation of the Amplify and Eureka curriculum.

Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Aiming for consistent improvement, the goal is a 25% increase in students performing at or above grade level in Reading and Math from BOY to MOY in December 2023, with an additional 25% increase from MOY to EOY in May 2024, and 75% of students are expected to perform at the S1 and S2 level in Reading and Math LSAE activities by March 2024.

Indicator 1: There will be a 25% increase in the total number of students performing at or above grade level from the BOY to the MOY Reading and Math assessments administered in December 2023; that percentage will increase by an additional 25% from the MOY to EOY assessments administered in May 2024

Indicator 2: 75% of PK-5th grade Reading and Math teacher scores on "purposeful instruction" and "engagement" spot observation forms conducted by the Instructional Leadership Team in December 2023 will be proficient or higher; that percentage will increase to 85% by May 2024.

Indicator 3: 75% of students in Reading and Math will perform at the S1 and S2 level during the LSAE activity by March 2024.

Key Action 2: Highland Heights will insist on system-wide good first instruction by implementing Houston Ready characteristics for all instruction. Special Education Teachers will implement the LSAE model that combines direct instruction and highly differentiated instruction for all underserved students.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Special Education processes will be optimized through a tracking system for IEP accommodations and modifications, with a goal of 75% of SPED students showing a year's growth in Math and Reading, and aiming for a 10% increase in student proficiency from BOY to MOY, and an additional 10% from MOY to EOY in the 2023-2024 assessments.

Indicator 1: 100% of student Individualized Education Plan (IEP), accommodations and modifications will be visible through a tracking system where accommodations provided will be labeled directly on student's assignments in the SPED resource, and BSC class during instructional time.

Indicator 2: 75% of SPED students will show an increase of one year's growth from BOY to EOY on Math and Reading growth assessments. Checkpoints for student growth will be monitored every 6 weeks using Progress Track (SPED Tool) with documentation communicated to parents at every progress report and report card issued according to the district's schedule.

Indicator 3: Special Education students in Resource and BSC will increase in proficiency by 10% from the BOY to the MOY Reading and Math assessments administered in December 2023; that percentage will increase by an additional 10% from the MOY to EOY assessments administered in May 2024.

Key Action 3: Highland Heights ES will implement the LSAE model with fidelity using the guidelines and expectations set by the district.

Strategic Priorities:
Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: A majority of educators at Highland Heights will progressively demonstrate proficiency in the LSAE learning rubric, aiming for 85% proficiency by May 2024, while the institution seeks an overall proficient score; concurrently, they aim for a full 100% implementation of the LSAE model, as per spot observations, by February 2024.

Indicator 1: 75% of teachers, teacher apprentices and learning coaches will receive a proficient or higher score on the LSAE learning rubric assessed in December 2023. This percentage will increase to 85% by May 2024.

Indicator 2: Highland Heights will receive a proficient or higher score on the LSAE learning rubric assessed in December 2023 and May 2024

Indicator 3: Out of 80 spot observations of classrooms in October 2023 by the instructional leadership team, 95% of teachers, apprentices, and learning coaches will be at a "2" on the implementation of the LSAE model. This percentage will increase to 100% by February 2024

175 Hobby Elementary School Key Actions 2023-2024

Key Action 1: Grow teacher capacity to provide effective Tier 1 instruction.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Grow teacher capacity to provide effective Tier 1 instruction.

Indicator 1: 70 percent or more teachers will be rated above average on the new appraisal scale. Add correct verbiage from the new appraisal system.

Indicator 2: 80 percent of teachers will receive 3's or higher on 70 percent of their formal observation an or informal spot check observations conducted by December 2023.

Indicator 3: By May 2024 85 percent of teachers will provide students with effective Tier 1 instruction based on appraisal rubric.

Indicator of Success 2: 80 percent of teachers will receive 3's or higher on 70 percent of their formal observation an or informal spot check observations conducted by December 2023.

Indicator of Success 3: By May 2024 85 percent of teachers will provide students with effective Tier 1 instruction based on appraisal rubric.

Key Action 2: Based on our Needs Assessment, we will implement effective "on-grade-level" English Language Arts first instruction in K-5 grades by using the science of reading that includes writing across the content areas.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Monitoring of the "on grade level" English Language Arts instruction in K-5 grades by using the science of reading that includes writing across the content areas.

Indicator 1: The percentage of 3-5 grade students performing at or above grade level in reading as measured STAAR 2024 will increase by:
a. Approaching level or above: 10 percentage points increase, from 41% in STAAR 2023 to 51% in STAAR 2024
b. Meets level or above: 7 percentage points increase, from 53% in STAAR 2023

to 60% in STAAR 2024
c. Master's level: 4 percentage points increase, from 6% in STAAR 2023 to 10% in STAAR 2024

Indicator 2: 2. Student STAAR average in constructed response in 3rd grade will go from 60% of students at a rating of 0 in RLA 2023 to 40% of students at a rating of 4 or above in 2024 STAAR. We will monitor student progress as follows:
a. October-March: by-weekly PLC to analyze DOL based on constructed responses where teachers will score constructed based on TEA rubric. Goal 20% of students scoring 4 or above by February 2024
b. April: Constructed response assessment (based on Amplify DOL) with faculty meetings where teachers will score constructed response based on TEA rubric. Goal 40% of students scoring 4 or above.

Indicator 3: 3. We will progress monitor our students through NWEA assessment to ensure that we move from 40% of students needing intervention at BOY to 20% of students needing intervention at EOY in RLA. Our progress goals for students at the intervention level will be 30% at MOY and 20% at EOY.

4. School administration and staff will progress monitor student attendance to ensure that we maintain an attendance rate of 93.2% from the 2022-23 and implement strategies to increase student attendance by 1.8% to 95% for the 2023-24 school year. This will allow for student participation and learning to be maximized in the classrooms that will support STAAR reading goals.

Key Action 3: Based on our Needs Assessment, our key actions will focus on improving first instruction by implementing Eureka Math units with fidelity and building PK-5 numerical fluency.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Based on our Needs Assessment,(Need to change link)our key actions will focus on improving first instruction by implementing Eureka Math units with fidelity and building PK-5 numerical fluency.

Indicator 1: The percentage of 3-5 grade students performing at or above grade level in math as measured STAAR 2024 will increase by 10 percentage points for approaching grade level or above from 44% in STAAR 2023 to 55% in STAAR 2024

Indicator 2: 2. Master's level: 5 percentage points increase, from 3% in STAAR 2023 to 10% in STAAR 2024.
3. We will progress monitor our students through NWEA assessment to ensure that we move from 25% at BOY to 15% at EOY of students needing intervention in math. Our progress goals for students at the intervention level will be 12% at MOY and 10% at EOY.

Indicator 3: 4. Teachers will show-- according to the SPOT observation form on Teacher Coaching and Quality.
This indicator will be updated as soon as the MAP-NWEA universal screener becomes available.
5. School administration and staff will progress monitor student attendance to ensure that we maintain an attendance rate of 93.2% from the 2022-23 and implement strategies to increase student attendance by 1.8% to 95% for the 2023-24 school year. This will allow for student participation and learning to be maximized in the classrooms that will support STAAR reading goals.

Key Action 4: Increase student attendance by 1.8 %

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: School attendance increases from 93.2% in 2022-2023 to 95% for 2023-2024 school year.

Indicator 1: School leaders will create a communication plan for:
o Faculty and Staff
Reminders of ADA time
Reminder - Goal of 95%
Incentives for class with highest attendance for the month

Indicator 2: School leaders along with counselor, wraparound, and SIR will monitor student attendance weekly

178 Horn Elementary School Key Actions 2023-2024

Key Action 1: Staff will analyze data from NWEA as a grade level and as a school at BOY, MOY and EOY to determine instructional strategies needed to support student growth.

Data will be used to set goals for grade levels and students individually.

The information will guide instruction and professional development to meet the expected goals.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Indicators of success will be prominently defined by our commitment to monitoring student growth, ensuring a seamless transition from the Middle of Year (MOY) to End of Year (EOY) to fulfill yearlong growth goals.

Indicator 1: In the critical grade levels of 3rd to 5th, students will be actively engaged in understanding their personal yearlong growth objectives.

Indicator 2: Students 3-5 will be aware of their yearlong growth goal.

Indicator 3: Our benchmarks for success are to aspire to see 100% of students show growth from BOY to EOY, with an ambitious target of 85% of students attaining or surpassing the student growth measure at EOY.

Key Action 2: As a team, the administration and SEL team brainstormed ways that teachers could integrate SEL and the district ReThink Ed lessons into their instructional day without taking time away from core instruction. The team decided that twenty minutes should be built into every core teacher's instructional day to provide the district ReThink and campus SEL lessons. The team also decided that the SEL should provide resources for the teachers to help them implement the lessons. The first step was for administrators to restructure the master schedule so that every core teacher had twenty minutes of built-in SEL time each school day, called Cardinal Conversations, which was decided to be in a morning meeting format for most of the grade levels (some grade levels would have their SEL time built in during the afternoon)

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: 100% of teachers will have the time to build meaningful relationships with students and help create a more positive classroom environment (20 minutes per day)

Indicator 1: 80% increase in positive student behavior, which can positively affect student achievement.

Indicator 2: 80% decrease in negative student office referrals.

Indicator 3: 80% increase in positive student office referrals.

Key Action 3: At Horn our goal is to have 90% of our teachers return to Horn's campus next school year.

Strategic Priorities:
Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: 90% of our staff will return to Horn ES next school year.

Indicator 1: 100% of our new teachers will return to Horn ES for next school year.

Key Action 4: Horn admin, PTO, and SDCM will participate in activities to help us achieve Diamond status as a Family Friendly School.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: We will meet the criteria of the Family and Community Engagement (FACE) rubric to achieve Diamond status. We will know we are successful when we have completed the rubric.

Key Action 5: Ensure that the implementation of high-quality (HQI) and aligned accommodations for Special Education students are consistent since this is crucial to their academic success and overall development.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Indicator of Success 1: Horn ES Special Education compliance reports will be in "compliance" monthly.

Indicator 1: 85% of special education students will show growth on the MAP/NWEA assessment from BOY to MOY.

Indicator 2: 100% of special education students will show growth on the MAP/NWEA assessment from BOY to EOY.

Key Action 6: Grow staff capacity to provide the highest quality math instruction.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: By May 2024, the percentage of 3rd-grade students achieving "At Masters" level on the 3rd Grade Math STAAR will increase from 67% to 71%.

Indicator 1: By May 2024, the percentage of 4th grade students achieving "At Masters" level on the 4th grade Math STAAR will increase from 71% to 75%.

Indicator 2: 85% of students will show growth on the MAP/NWEA assessment from BOY to MOY.

Indicator 3: 100% of students will show growth on the MAP/NWEA assessment from BOY to EOY.

Key Action 7: Raise student-teacher engagement level, especially using Multiple Response Strategies.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: 80% of the teachers in grades PK-5 will receive a '5' or higher in 'Instruction' on the walkthrough observation forms throughout the school year.

Indicator 1: Student-teacher engagement will improve by 3% each semester as measured by walkthrough data and a survey of students administered by the school.

179 McGowen Elementary School Key Actions 2023-2024

Key Action 1: Grow staff capacity to ensure students receive high quality NES aligned instruction.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Increased scores across multiple evaluation systems

Indicator 1: By December 2023, 70% of teachers will be proficient or higher in the delivery of high-quality instruction as measured by that section in the new teacher evaluation rubric; that percentage will increase to 80% in June 2024.

Indicator 2: 80% of spot observations will be rated proficient or higher by December of 2023 with implementation of the LSAE model. That percentage will increase to 100% by May 2024

Indicator 3: By December 2023 100% of students will make 1.25 growth in Dibbles/MAP; 100% of students will make 1.8 growth by May 2024

Key Action 2: Implement the Science of Reading curriculum with fidelity (Amplify).

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increased academic outcomes across multiple assessments

Indicator 1: By December 2023, 70% of students in grades 3-5 will score at least 60% proficiency on the first district wide benchmark. The number of proficient students will increase to 80% on the second benchmark.

Indicator 2: By December 2023, 70% of students will have made 1.25 growth in MAP; by May 2024, 100% of students will have made 1.8 growth.

Indicator 3: By December 2023, 2nd-5th grade students will increase 2 pts on the extended constructed response writing scoring rubric; by May 2024 students will increase an additional 2 pts.

Key Action 3: Improve Special Education Math and Reading STAAR Scores in grades 3-5

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increased STAAR and MAP scores

Indicator 1: Each student receiving special education services will demonstrate 10 percentage points of growth in reading when 2023 STAAR scores are compared to 2024 STAAR scores in June of 2024.

Indicator 2: Each student receiving special education services will demonstrate 10 percentage points of growth in math when 2023 STAAR scores are compared to 2024 STAAR scores in June of 2024.

Indicator 3: Special Education students will show minimum 1/2 year growth by December of 2023 and minimum 1 full year growth by May of 2024 on the MAP assessment.

180 Isaacs Elementary School Key Actions 2023-2024

Key Action 1: Improve quality instruction built upon the science of reading framework in order to provide grade-level content at each grade level.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 70% of K-5 students will score at proficient/meets level on end-of-unit and formative assessments by December 2023 and 80% by March 2024

Indicator of Success 2: 75% of spot observation scores will be proficient or higher by December 2023 and 85% by April 2024.

Indicator of Success 3: There will be a 40-percentage point comparative increase in students performing at the Meets proficiency level between the 22-23AY and 23-24AY fall and spring interim tests respectively

Key Action 2: Increase the use of student participation and discourse utilizing multiple response strategies (MRSs).

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Based on spot observation and appraisal data, student engagement will improve by at least five points each quarter (baseline measured in August; other measures in November, February, and May).

Indicator of Success 2: 75% spot observation scores across campus in the Multiple Response Strategies (MRS) category will yield a score of a "2" or higher by November, increasing to 85% in February 2024 and 90% in April 2024.

Indicator of Success 3: Student performance on DOLs 25% will increase between October and April by 10 percentage points as a result of improved student participation and engagement.

Key Action 3: Implement the LSAE model campus-wide with full fidelity.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: There will be a 10% increase in module assessment from August to December and another 5% increase from December to May for those classes utilizing the LSAE model.

Indicator of Success 2: Through aggressive monitoring and of spot observation, NWEA MAP, and district module/unit assessment data, there will be a 15% increase in Student Achievement.

Indicator of Success 3: 60% of teachers will score a proficient or higher in the LSAE portion of the spot observation by October, increasing to 80% by April.

Indicator of Success 4: Isaacs ES will earn a proficient or higher on the LSAE learning rubric assessed by Executive Director in December 2023 and May 2024.

Key Action 4: Grow capacity in teachers' ability to maximize instructional time.

Indicator of Success 1: 70% of spot observation scores across campus in the *purposeful activities* section will yield a score of a "2" or higher by December, increasing to 85% in May 2024.

Indicator of Success 2: 70% of K-5 students will score at proficient/meets level on end-of-unit and formative assessments by December 2023 and 80% by March 2024 as a result increased instruction.

181 Janowski Elementary School Key Actions 2023-2024

Key Action 1: Develop leadership capacity through instructional coaching and feedback.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Cultivating Team HISD Talent

Indicator of Success 1: The plan aims to enhance educational leadership and teaching proficiency, targeting a 90% proficiency in Spot Observations by May 2024, improving leadership calibration walk alignment by 10% each period until May 2024, and boosting staff satisfaction rates in leadership perception surveys by 20% from the beginning to the end of the year.

Indicator 1: 75% of Spot Observations scored using the district's rubric will have a proficient rating or higher by December 2023 and increase to 90% proficiency by May 2024.

Indicator 2: Alignment of leadership calibration walks will increase by 10% from BoY to MoY, and from MoY to EoY (2 calibrated walks each month). Leaders will have an alignment rate of 90% by May 2024.

Indicator 3: Leadership perception survey from staff will indicate satisfactory or above and increase from BoY to EoY by 20%.

Key Action 2: Improve special education team compliance and instructional capacity by creating a compliance system and developing skills/strategies to build instructional capacity.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Aiming for 100% compliance in special education processes, there will be a targeted improvement in educational outcomes for special education students from 2nd-5th grades, reflected in a 10% growth in NWEA MAP assessment scores, and increased passing rates in STAAR reading and math tests, aiming for 30% and 85% passing, respectively.

Indicator 1: Maintain 100% special education compliance in EasyIEP, ARDS, progress monitoring, special education progress reports, documentation of accommodations in general education, resource room, and self-contained classes.

Indicator 2: Special education students in 2nd - 5th grades will demonstrate a 10% growth in the NWEA MAP assessment from the BoY to the EoY.

Indicator 3: The percentage of special education students, in the STAAR reading test will increase from 17% to 30% passing.

Key Action 3: Grow teacher capacity to improve high quality of Tier I instruction through coaching and feedback.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Efforts will be focused on enhancing teaching proficiency, as reflected in 75% of Spot Observations scoring proficient or higher by December 2023, aiming for 85% by May 2024, coupled with a targeted increase in NWEA math and reading growth, and a minimum of 5% improvement in TELPAS reading, writing, listening, and speaking domains by May 2024.

Indicator 1: 75% of Spot Observations scored using the district's rubric will have a proficient rating or higher in December 2023 and increase to 85% proficiency in May 2024.

Indicator 2: Increase NWEA math and reading growth between the BoY - MoY by 10%, and MoY to EoY by 15%.

Indicator 3: Increase proficiency in reading, writing, listening, and speaking domains in TELPAS by a minimum of 5% by May 2024.

182 Jefferson Elementary School Key Actions 2023-2024

Key Action 1: Systematically improve the level of high-quality and purposeful tier 1 instruction through leadership team calibration, spot on observations, and on the spot feedback with a follow through coaching.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 60% of the scores on spot observations conducted in December will be proficient or higher; that percentage will increase from 60% to 80% in May 2024.

Indicator of Success 2: 60% of the teachers will be proficient or higher in the delivery of the Lesson Obj. and DOL, Purposeful Instruction, Engagement, and Classroom management in December as measured by those sections of the spot-on observation rubric; that percentage will increase from 60% in December to 80% in May 2024.

Indicator of Success 3: Track feedback to measure teacher growth over time.

Key Action 2: Implement the new Amplify ELA curriculum and Eureka Math curriculum with fidelity to increase mastery of daily objectives.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 70% of ELA and Math lesson plans reflect Amplify/Eureka lesson components and internalization (including daily DOLs and MRS) as measured by lesson plan checklist in December; this percentage will increase to 90% by May 2024.

Indicator of Success 2: 70% of ELA and Math lessons will be on pace with Amplify/Eureka scope and sequence and lesson cycle as measured by weekly walkthroughs in December; this percentage will increase to 90% by May 2024.

Indicator of Success 3: 60% of students will demonstrate mastery of daily Amplify and Eureka lessons as measured by DOLs in December; this percentage will increase to 80% by May 2024.

Key Action 3: In the 2023-2024 the Jefferson Elementary students will grow 1.8 times the average U.S. growth in Reading as measured by the NWEA MAP assessment and using the mean RIT score for each grade, Kinder through fifth grade.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Jefferson Elementary will have 100% of student's participation during the testing window.

Indicator of Success 2: 60% of students in grades 3rd through 5th grade will be above the 50th percentile in the Reading Assessment as measured by the NWEA MAP during MOY and that percentage will be at a 90% duringthe EOY assessment.

Indicator of Success 3: 75% of the students in grades K-2 will demonstrate typical or above typical growth in DIBELS at the end of the school year.

Key Action 4: In the 2023-2024 the Jefferson Elementary students will grow 1.8 times the average U.S. growth in Math as measured by the NWEA MAP assessment and using the mean RIT score for each grade, Kinder through fifth grade.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Jefferson Elementary will have 100% of student's participation during the testing window.

Indicator of Success 2: 60% of students in grades 3rd through 5th grade will be above the 50th percentile in the Math Assessment as measured by the NWEA MAP during MOY and that percentage will be at a 90% during the EOY assessment.

Indicator of Success 3: 100% of K-5 students will be exposed to on grade-level HQIM (Eureka) as evidenced by unit assessments and the digital platform completion reports.

185 Kashmere Gardens Elementary School Key Actions 2023-2024

Key Action 1: Show consistent growth in Reading and Math from MOY/EOY NWEA testing.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Percentage of growth in reading and math assessments

Indicator 1: By December 2023, 75% students in grades 2-5, will demonstrate typical or above typical growth in reading as measured by the NWEA MAP assessment. This percentage will increase to 85% by May 2024.

Indicator 2: By December 2023, 75% students in grades 2-5, will demonstrate typical or above typical growth in Math as measured by the NWEA MAP assessment. This percentage will increase to 85% by May 2024.

Key Action 2: Increase special education students' achievement in reading and math.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increased outcomes across multiple assessments

Indicator 1: By December 2023, 3rd-5th grade special education students' average achievement score on reading (Amplify) and math (Eureka) assessments will meet or exceed 28%, 70% of the time; this rate will increase to 80% of the time by June 2024.

Indicator 2: By December 2023, 60% of special education students in grades K-3 will demonstrate typical or above typical growth in DIBELS. By June 2024, this rate will increase to 75%

Indicator 3: By December 2023, 70% of (4th and 5th grade) special education students will demonstrate growth on TEA math and reading interims. By May 2024, this rate will increase to 80% of special education students demonstrating growth on the TEA reading and math STAAR exams.

Key Action 3: Grow staff capacity to provide the highest quality instruction.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Increase scores on employee performance tools

Indicator 1: 70% of the scores on spot observations conducted in December by leadership team will be proficient or higher; that percentage will increase to 80% in May 2024.

Indicator 2: 80% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by that section in the teacher evaluation rubric. [The Principal and Assistant Principal will evaluate all teachers using the new evaluation system.]

186 Robinson Elementary School Key Actions 2023-2024

Key Action 1: Strengthen Reading Instruction in all grade levels.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 80% of students will have 5%-10% growth from BOY, MOY and EOY on Reading Assessments. There will be a 15% growth by the EOY. Students will show academic growth and improvement in their targeted skills.

Indicator of Success 2: By May 2024 85% of students in Grades K-2 will be proficient on HFW.

Key Action 2: Incorporate daily Read Aloud in Reading Lesson to model Great Reading.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 80% of students in grades K-5 will demonstrate at least 15%-20% of growth on Math Assessments from BOY to the EOY.

Indicator of Success 2: In May 2024 80% of students in grades K-2 will be proficient in Math Fluency and show progress on targeted skills.

Indicator of Success 3: In Grades 3-5 there will be a 20% growth in students performing at the Meets level from the May 2023 STAAR Test.

Key Action 3: Increase Educator capacity to strengthen first instruction and ensure High Quality Instruction for all learners.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: 90% of Educators at Robinson Elementary will be Proficient or above in Effective Instructional practices and Delivery using the District Evaluation tool.

Indicator of Success 2: Student Academic Performance will show 15%-20% growth from End of Fall Semester to the End of the school Year May 2024 on District Assessments.

Indicator of Success 3: By October 2024, 98% of Educators at Robinson Elementary will have attended content specific Professional Development in Amplify Reading or Eureka Math to support fully implemented aligned curriculum.

Key Action 4: Increase Student Engagement in all grade levels PK-5.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 100% of classrooms will increase student engagement to 98% by May 2024.

Indicator of Success 2: 18 out of 20 students will participate in student discourse during classroom instruction.

Indicator of Success 3: 95% of Educators will be Proficient in communicating clear and aligned expectations for purposeful talk during classroom room instruction according to the district evaluation tool.

Key Action 5: Maintain SPED Team's compliance of 100% and increase capacity around SPED accommodations in all classroom settings.

Indicator of Success 1: Accommodations are relevant and used consistently in the classroom following the student's Individual Education Plan.

Indicator of Success 2: Maintain SPED compliance by 100% in Easy IEP, including ARDS, Progress Monitoring, and Documentation of Accommodations, and successful implementation of IEP goals and objectives.

Indicator of Success 3: SPED Resource Teacher will participate in content PLCs to gain a better understanding of grade level content to better support learners and differentiate learning materials to best meet their individual learning goals.

187 Kelso Elementary School Key Actions 2023-2024

Key Action 1: Daily use of HQIM (High Quality Instructional Materials) aligned to instructional planning using district scope and sequence and interim and formative assessments to deliver a rigorous curriculum in grades K-5th.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: 70% of scholars will score proficient (70% or higher) on all unit assessments administered from October to February 2024.This percentage will increase to 80% by April 2024.

Indicator of Success 2: 50% of scholars will increase 1.5 times the U.S. growth in NWEA by the MOY administered in March 2024. By the EOY administration of NWEA this percentage will increase to 70%

Indicator of Success 3: By April 2024, Based on the Reading STAAR data from 2022-2023 school year, by April 2024 students performing at or above grade level, in Student Achievement Domain 1, will increase by:

Indicator 1: Meets (at grade level)- from 22 % to 40 %

Indicator 2: Masters (above grade level)- from 4% to 30 %

Indicator of Success 4: By May 2024, to close achievement gaps, based on the Reading STAAR data from 2022-2023 school year, students that do not meet the standard will decrease by 20% points:

Indicator 1: DNM- from 50 % to 30 %

Key Action 2: Increase the level of student engagement by developing a systematic approach for instructional feedback around the use of Multiple Response Strategies to improve the quality of instruction.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: By December 2023, out of 50 Spot Observations of classrooms conducted by the ILT 80% of teachers will receive "2" or higher on Engagement. This percentage will increase to 90% by February 2024.

Indicator of Success 2: By December 2023, 80% of all classrooms at Kelso will engage in daily instruction that includes 6 out of 8 Multiple Response

Strategies. By February 2024, this number will increase to 100%

Indicator of Success 3: As a result of increased engagement by March 2024, 80% of all scholars will score at least 70% or higher on all campus based and district level assessments.

Key Action 3: Build staff capacity to provide quality instruction on how to produce topic driven written responses to text using RACES strategy.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: By December 2023, 100% of Kelso classrooms will engage in structured written responses across content areas that follow the RACES format and are aligned to TEK standards.

Indicator of Success 2: By December 2023, 60% of the students will score at or above the proficient level using a 10pt. holistic rubric as measured by the timed Campus Based Writing assessments. The percentage will increase to 65% by February 2024.

Indicator of Success 3: By March 2024, 70% of students will meet or master intended writing benchmarks targets, scoring between 5 to 10 pts, using the state writing standards as measured by end of unit writing assessments.

Indicator of Success 4: By April 2024, Based on the Reading STAAR 2022-2023 data the percent of students obtaining a rating of 5 or more on their extended constructed response will increase by 5 points:

Indicator 1: Constructed response ratings- from 0 pts. to 5 pts, those who scored 3 pts to 8 pts.

Key Action 4: Consistently monitor and track student achievement data post-delivery of high-quality instructional material to increase daily student achievement at Meets and Masters levels.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: By December 2023, 40% of scholars will perform at advanced levels, meets and masters, on district and campus-based assessments. This performance indicator will increase to 50% by March 2024.

Indicator of Success 2: *By February/March 2024, during weekly data reviews of TEKS, 80% of scholars will perform at 70% or above on all instructed TEKS.

Indicator of Success 3: By April 2024, based on the Reading STAAR data from 2022-2023 school year, by April 2024 students performing at or above grade level, in Student Achievement Domain 1, will increase by:

Indicator 1: Meets (at grade level)- from 22 % to 40 %

Indicator 2: Masters (above grade level)- from 4% to 30 %

188 Kennedy Elementary School Key Actions 2023-2024

Key Action 1: Grow teacher capacity to improve the quality of first instruction and raise the level of student-teacher engagement through coaching and feedback.

Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: The objectives are to elevate NWEA math and reading growth by 10% from BoY to MoY and by 15% from MoY to EoY, enhance the proficiency in the delivery of high-quality instruction to 85% in Spot Observations, and boost the utilization of multiple response strategies in 90% of teachers as reflected in Spot Observations, all by May 2024.

Indicator 1: Increase NWEA math and reading growth between the BoY - MoY by 10% and MoY - EoY by 15%.

Indicator 2: By December 2023, 70% of Spot Observations will be proficient or higher in the delivery of high-quality instruction; that percentage will increase to 85% by May 2024.

Indicator 3: By December 2023, 70% of teachers will receive a 2 or higher on the use of multiple response strategies (MRS) as indicated in their Spot Observations. This percentage will increase to 90% by May 2024.

Key Action 2: Improve the SPED team's compliance and instructional capacity through the alignment of instructional skills and systems to narrow the student achievement gap of SPED students in the general education setting.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Aiming for excellence in special education (SPED), the objectives involve maintaining 100% compliance in the EasyIEP system, targeting 75% of K-5th grade SPED students to meet or exceed benchmarks in various reading assessments, ensuring 75-85% proficiency in the delivery of high-quality instruction through Spot Observations of SPED teachers, and committing to the full participation of SPED teachers in content PLCs, differentiated learning, and continuous IEP goal tracking throughout the school year.

Indicator 1: Improve the SPED team's compliance and instructional capacity through alignment of instructional skills and systems to narrow the student achievement gap of SPED students in the general education setting.

Indicator 2: 75% of K-2nd SPED students in the Science of Reading program will perform at or above benchmark on the DIBELS assessment.
75% of 3rd-5th SPED students in the Science of Reading program will perform at or above benchmark on the NWEA MAP assessment.

Indicator 3: By December 2023, 75% of Spot Observations of SPED teachers will be proficient or higher in the delivery of high-quality instruction; that percentage will increase to 85% by May 2024.

Key Action 3: Improve kindergarten through 5th grade reading instruction.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: The goals include incrementally increasing K-5th students' performance in DIBELS and NWEA assessments, aiming for substantial improvement in reading through the Science of Reading program, enhancing 3rd-5th graders' STAAR reading achievement, and ensuring all lesson plans meticulously incorporate language objectives and Demonstrations of Learning (DOLs), as per Spot Observations.

Indicator 1: Increase DIBELS growth between the BoY - MoY by 5% and MoY - EoY by 15% for K -2nd grade students.
Increase NWEA reading growth between the BoY - MoY by 5% and MoY - EoY by 15%.

Indicator 2: 80% of K-2nd students in the Science of Reading program will perform at or above benchmark on the DIBELS assessment.
80% of the 3rd - 5th students in the Science of Reading program will perform at or above benchmark on the NWEA assessment.

Indicator 3: Increase 3rd - 5th reading STAAR spring 2024 overall achievement at the meets and masters level- meets from 35% (70 students) to 45% (92 students); masters from 14% (28 students) to 24% (49 students).

189 Kolter Elementary School Key Actions 2023-2024

Key Action 1: Increase our Emergent Bilingual students' growth in proficiency levels on TELPAS.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Increase our Emergent Bilingual students' growth in proficiency levels on TELPAS.

Indicator 1: 30% of Emergent Bilingual will increase 1 proficiency level on TELPAS by June 2024.

Indicator 2: 100% of teachers will formally and informally progress monitor Emergent Bilingual students and use the data to drive small group instruction.

Key Action 2: Our goal is to host curriculum nights for our families during after school hours to bridge the gap from home to school and provide our parents with tools to meaningfully engage in students' education.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Our goal is to host curriculum nights for our families during after school hours to bridge the gap from home to school and provide our parents with tools to meaningfully engage in students' education.

Indicator 1: Host at least 2 curriculum nights that have at least 30-40% of families on each grade level in attendance.

Key Action 3: Our goal is to ensure that 100% of our teachers are implementing campus expectations: collaborating through PLC, communication, and high-quality instruction.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: Our goal is to ensure that 100% of our teachers are implementing campus expectations: collaborating through PLC, communication, and high-quality instruction.

Indicator 1: 100% of high quality lesson plans are submitted by Monday morning.

Key Action 4: Host events during the day and in the evening to ensure that we meet the needs of all parents.

Strategic Priorities:

Transforming Academic Outreach

Indicator of Success 1: Host events during the day and in the evening to ensure that we meet the needs of all parents.

Indicator 1: Attendance tracker

Key Action 5: Through multiple response strategies and providing students with engaging instructional content, students will show growth in mastering the grade level content.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Through multiple response strategies and providing students with engaging instructional content, students will show growth in mastering the grade level content.

Indicator 1: Out of 10 spot observations conducted weekly, 80% of teachers will receive a 2 or higher on the use of multiple response strategies.

Indicator 2: Students will show growth as evidenced by a 4% growth in the masters level on the reading STAAR test in the spring of 2024.

Key Action 6: Facilitate professional development for our staff.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: Facilitate professional development for our staff.

Indicator 1: All Project-Based Learning (PBL) will include a technology component for K - 5th by spring of 2024

Indicator 2: In the media lab, all 4th and 5th grade students will develop understanding of how to use either Google classroom or Canvas

192 Lantrip Elementary School Key Actions 2023-2024

Key Action 1: Improve Special Education Student Achievement in Reading.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 70% of teacher walk-throughs will score at least 12 out of 15 points or above by November. This percentage will increase to 85% by the end of May 2024.

Indicator of Success 2: 80% of our special education students will demonstrate .60 annual growth in the NWEA (MAP Assessment) from BOY to MOY. From MOY to EOY 90% of special education students, will demonstrate at least .70 annual growth.

Key Action 2: To Increase purposeful instruction focusing on Multiple Response Strategies.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 70% of teacher walk-throughs will score at least 12 out of 15 points or above by November. This percentage will increase to 85% by the end of May 2024.

Indicator of Success 2: 90% of our students will demonstrate growth on the following assessments: NWEA, TXKEA, TELPAS/Summit K-12, Circle. At 95% EOY, 95% of our students will meet expected growth.

Key Action 3: To increase the % of students achieving approaches to meets and from meets to masters by the use of Quality Tier 1 instruction by incorporating lesson internalization.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 70% of teacher walk-throughs will score at least 12 out of 15 points or above by November. This percentage will increase to 85% by the end of May 2024.

Indicator of Success 2: 80% of all students will demonstrate .60 annual growth in the NWEA (MAP Assessment) from BOY to MOY. From MOY to

EOY 90% of all students, will demonstrate at least .70 annual growth.

194 Lewis Elementary School Key Actions 2023-2024

Key Action 1: Provide effective, on grade level, first instruction through the implementation of Science of Reading with differentiated supports to increase mastery level of achievement and close achievement gaps.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Provide effective, on grade level, first instruction through the implementation of Science of Reading with differentiated supports to increase mastery level of achievement and close achievement gaps.
Based on the Reading STAAR data from 2022-2023 school year, students performing at, or above grade level will increase by:

Indicator 1: Meets- from 17 % to 22 % by December of 2023

Indicator 2: Meets- from 22 % to 27 % by May of 2024

Indicator 3: Masters- from 11% to 16 % by December of 2023

Masters- from 11% to 21 % by May of 2024

Indicator of Success 2: To close achievement gaps, based on the Reading STAAR data from 2022-2023 school year, students that did not meet the standard will decrease by:

Indicator 1: * DNM- from 42% to 36% by December of 2023

Indicator 2: * DNM- from 36% to 30 % by May 2024

Indicator of Success 3: Based on the Reading STAAR data the percent of students scoring 5 or above points on their extended constructed response will increase by:

Indicator 1: The tracking and analysis of NWEA benchmark assessment for BOY to MOY (.8 growth goal) and MOY to EOY (1.8 growth from BOY

Indicator 2: Meets- from 17 % to 22 % by December of 2023

Meets- from 22 % to 27 % by May of 2024

Masters- from 11% to 16 % by December of 2023

Masters- from 11% to 21 % by May of 2024

Indicator 3: Progress of this goal will be monitored through the tracking and analysis of daily DOL grades and student unit assessments from Amplify curriculum through

the OnTrack system.

Key Action 2: Provide effective, on grade level, first instruction through the implementation of the Eureka math curriculum with differentiated supports to increase mastery level of achievement and close achievement gaps.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Based on the Math STAAR data from 2022-2023 school year, students performing at, or above grade level will increase by:

Indicator 1: Meets- from 19 % to 24 % by December of 2023

Indicator 2: Meets- from 24 % to 29 % by May of 2024

Indicator 3: Masters- from 11% to 16 % by December of 2023

Masters- from 11% to 21 % by May of 2024

Indicator of Success 2: To close achievement gaps, based on the Math STAAR data from 2022-2023 school year, students that did not meet the standard will decrease by:

Indicator 1: * DNM- from 40% to 35% by December of 2023

Indicator 2: * DNM- from 35% to 30 % by May 2024

Indicator 3: Progress of this goal will be monitored through the tracking and analysis of daily DOL grades and student unit assessments from Amplify curriculum through the OnTrack system.

Indicator of Success 3: The tracking and analysis of NWEA benchmark assessment for BOY to MOY (.8 growth goal) and MOY to EOY (1.8 growth from BOY).

Key Action 3: Provide effective, on-grade level, first instruction targeted through close achievement gaps in specific sub-populations of our students.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Based on the Reading STAAR data from 2022-2023 school year, students in the special education group performing at, or above grade level will increase by:

Meets- from 0 % to 5 % by December of 2023

Meets- from 5% to 10% by May of 2024

Masters- from 0% to 5% by December of 2023

Masters- from 5% to 10% by May of 2024

Indicator 1: Based on the Reading STAAR data from 2022-2023 school year, students in the special education group performing at, or above grade level will increase by:

Meets- from 0 % to 5 % by December of 2023

Meets- from 5% to 10% by May of 2024

Masters- from 0% to 5% by December of 2023

Masters- from 5% to 10% by May of 2024

Indicator 2: Based on the Math STAAR data from 2022-2023 school year, students in the special education group performing at, or above grade level will increase by:

Meets- from 0% to 5% by December of 2023

Meets- from 5% to 10% by May of 2024

Masters- from 0% to 5% by December of 2023

Masters- from 5% to 10% by May of 2024

Indicator 3: Based on the Reading STAAR data from 2022-2023 school year, students in the African American group performing at, or above grade level will increase by:

Meets- from 21% to 26% by December of 2023

Meets- from 26% to 31% by May of 2024

Masters- from 11% to 16% by December of 2023

Masters- from 16% to 21% by May of 2024

195 Lockhart Elementary School Key Actions 2023-2024

Key Action 1: The percentage of 3rd-5th grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 36% to 46% by the end of the 2024 school year.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: The percentage of 3rd-5th grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 36% to 46% by the end of the 2024 school year.

Key Action 2: The percentage of 3rd-5th grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 14% to 21% by the end of the 2024 school year.

Indicator of Success 1: The percentage of 3rd-5th grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 14% to 21% by the end of the 2024 school year

Key Action 3: The percentage of 5th grade students performing at or above grade level in science as measured by the Meets Grade Level Standard on STAAR will increase from 14% to 20% by the end of the 2024 school year.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: The percentage of 5th grade students performing at or above grade level in science as measured by the Meets Grade Level Standard on STAAR will increase from 14% to 20% by the end of the 2024 school year.

Key Action 4: The percentage of 3rd- 5th grade students in special education performing at or above grade level in reading at the Meets Grade Level Standard on STAAR will increase from _____% to ____% by the end of the 2024 school year.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Students will meet goals on progress monitoring reports.

196 Longfellow Elementary School Key Actions 2023-2024

Key Action 1: Implement Eureka with fidelity and increase our math achievement.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Implement Eureka with fidelity and increase our math achievement

Indicator 1: 44% of 3rd through 5th grade students will achieve meets or masters on STAAR

Key Action 2: Improve the campus student attendance rate.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Improve the campus student attendance rate.

Indicator 1: Increase the attendance rate to 95% by June 1, 2024.

Key Action 3: Provide on the spot coaching for teachers.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: Provide on the spot coaching for teachers.

Indicator 1: Retain 80% of effective teachers.

Key Action 4: Reach Diamond Status for the FACE department.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Reach Diamond Status for the FACE department.

Indicator 1: FACE recognition status

Indicator 2: Creation and documented use of parent resource room.

Key Action 5: Improve reading and writing proficiency.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: By May 2024, the percentage of students in 3rd - 5th grade achieving meets or masters on the 2024 Reading STAAR will increase to 42%.

Indicator 1: Reading STAAR will increase to 44%.

Key Action 6: 1. Students will use Technology to complete Ontrack assessments from Eureka and Amplify.
2. Students will use IXL for interventions and enrichment.
3. Students will be taught proper technology etiquette.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: 80% of class assessments are completed online (OnTrack) in grades 3rd-5th

Indicator 1: 95% of students are using IXL for at least an hour a week for Math.

Indicator 2: 100% of students will have CIPA compliance.

Key Action 7: By May 2024, 80% of students with IEPS will make 1 year's progress as measured by NWEA, MAP assessment.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Growth on NWEA MAP

Key Action 8: Improve student math proficiency.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increased percentage of meets and masters on Math STAAR

Key Action 9: -

197 Looscan Elementary School Key Actions 2023-2024

Key Action 1: All students will increase their grade level proficiency score on the math NWEA from BOY to EOY.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By the NWEA Map MOY Assessment (January 2024), 40% of students will be at the 45th percentile in math.

Indicator of Success 2: By May 2024, 61% of students will be above the 50th percentile in math as measured in the NWEA Map assessments.

Indicator of Success 3: Student achievement for all 3rd-5th grade math at the Meets level will increase 20% by May 2024 to ensure at least 30% of the students are reaching the meets standards on the Math STAAR.

Indicator of Success 4: By January 2024, 50% of spot observations will be at the proficient level.

Indicator of Success 5: By May 2024, 70% of spot observation forms will be at the proficient level.

Key Action 2: All students will increase their grade level proficiency score on the Reading NWEA from BOY to EOY.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By January 2024, 40 % of students will be above the 41st percentile in Reading as measured in the Reading NWEA MAP assessment.

Indicator of Success 2: By May 2024, 70% of students will be above the 50th percentile in Reading as measured in the Reading NWEA MAP assessments.

Indicator of Success 3: Student achievement for all 3rd-5th grade reading at the Meets level will increase 30% by May 2024 to ensure at least 50% of the students are reaching the meets standards on the Reading STAAR.

Indicator of Success 4: As evidenced by Amplify, 60% of students in grades K-2 will be reading at or above grade level by January 2024.and 85% of K-2nd grade students will be on grade level by May 2024.

Indicator of Success 5: By May 2024, 70% of spot observation forms will be at the proficient level by.

Key Action 3: The administration will provide PD and on the spot coaching to grow staff capacity to provide high quality first instruction.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: 70% of On-the-Spot observations conducted by instructional leadership team will be proficient or higher during MOY, that percentage will increase to 80% in May 2024.

Indicator of Success 2: 80% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by the teacher evaluation system by May 2024.

Indicator of Success 3: By May 2024, 70% of spot observation forms will be at the proficient level by implementing on the spot coaching, professional development, and professional learning communities.

Indicator of Success 4: 80% of teachers will be proficient or higher through the use of Multiple Response Strategies every four minutes during the instructional cycle.

Key Action 4: Improve overall student attendance percentage.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Chronic Absenteeism (Students absent 10% or more days of school) will be reduced by 25% by January 2024 as compared to January 2023.

Indicator of Success 2: Chronic Absenteeism (Students absent 10% or more days of school) will be reduced by 50% by May 2024 as compared to May 2023.

Indicator of Success 3: By May 2024,the average daily attendance rate of 92% from school year 22-23 will grow to 96% for school year 23-24.

Indicator of Success 4: By May 2024, 61% of students will be above the 50th percentile in math as measured in the NWEA Map assessments.

Indicator of Success 5: Student achievement for all 3rd-5th grade reading at the Meets level will increase 30% by May 2024 to ensure at least 50% of the students are reaching the meets standards on the Reading STAAR .

198 Love Elementary School Key Actions 2023-2024

Key Action 1: Establish clear curriculum use expectations and level of instructional rigor across all grade levels.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 70% of scores on spot observations conducted in December 2023 by campus administration and an independent review team will be Proficient I or higher; that percentage will increase to 80% in May 2024.

Indicator of Success 2: 75% of teachers will receive a 2 or higher on the use of multiple response strategies on the spot observation form by December 2023; that percentage will increase to 90% by May 2024.

Indicator of Success 3: 80% of students will demonstrate one grade level of growth or more as demonstrated on the DIBELS/NWEA MAP Assessments from the BOY to the EOY administrations.

Indicator of Success 4: 80% of 4th and 5th grade students will demonstrate one level of growth or more as demonstrated on the STAAR Reading and STAAR Math Assessments in the Spring of 2024 when compared to their Spring 2023 STAAR Assessment results.

Key Action 2: Establish clear communication expectations between teachers to families and admin to teachers that are centered on establishing student goals, monitoring goal progress, and curriculum comprehension.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 100% or more of parents will be connected with the school/classroom messaging system ClassDojo and PowerSchool Grade Platform. Any families who do not have at least one device in the home, 100% of them will be issued one by the school.

Indicator of Success 2: 100% of classroom teachers provide weekly newsletters to their families that specifically state the upcoming week's learning objectives and goals and state ways in which families can support the specific classroom learning at home.

Indicator of Success 3: 100% of students who are failing 1 subject at the end of a grading cycle will receive a detailed report with explanation from the teacher explaining areas that lack progress and action steps to catch students up. 100% of students failing 2 or more subjects at the end of a grading cycle

will receive communication from the teacher and administration to arrange a conference to discuss an action plan for that student.

Key Action 3: Affirm and modify SPED service monitoring systems to ensure 100% compliance and implementation of SPED services that promote student growth.

Strategic Priorities:
Increasing Organizational Efficiency

Indicator of Success 1: 100% of SPED Student Progress Monitoring Report Cards will be completed by appropriate campus staff before or no later than the required deadline each grading cycle.

Indicator of Success 2: 100% of IEPs will remain in ARD compliance with all ARDS completed prior to or no later than the required compliance date.

Indicator of Success 3: 100% of students receiving SPED services will have an up to date and accurate file/binder that documents services provided including what specifically, by whom and for how long. These files will be available to all appropriate staff including general education teachers who work with identified students.

Key Action 4: Improve parent and community involvement within the school and promote an overall positive school image within the community.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being

Indicator of Success 1: Meet or exceed the current diamond status requirements from the Family and Community Engagement Department. This includes a minimum of 6 parent workshops and a minimum of 40 community and parent events such as Coffee with the Principal, Family Nights, School Events/ Festivals, participation in local community events, etc.

Indicator of Success 2: Actively promote parent and teacher participation in PTO by ensuring a minimum of 9 monthly general meetings and 9 monthly board meetings are held and include administration attendance. Coordinate with PTO to provide a minimum of 75% of classroom PTO Wishlist items.

Indicator of Success 3: Expand the current SDMC to include a total of 3 local business/organization representatives.

Indicator of Success 4: Establish a student mentorship program with volunteers and support from local organizations and business partners to meet with identified students a minimum of once a month.

Indicator of Success 5: Maintain accurate and up to date information on the campus website and campus social media platforms.

199 Lovett Elementary School Key Actions 2023-2024

Key Action 1: Raise the achievement of special education students through high quality instruction, effectively written, implemented and progress monitored IEP's.

Increase the level of student engagement through the consistent implementation of the appropriate multiple response strategies for each lesson.

Successfully Implement a phonics based instructional program to increase student acquisition of foundational reading skills

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Raise the achievement of special education students through high quality instruction, effectively written, implemented and progress monitored IEP's.

Increase the level of student engagement through the consistent implementation of the appropriate multiple response strategies for each lesson.

Successfully Implement a phonics based instructional program to increase student acquisition of foundational reading skills

Indicator 1: 40% or more of special education students will meet or exceed average growth as measured by EOY MAP RIT Scores

Indicator 2: A 5% increase in the percentage of students scoring at the master's level on STAAR 2024 Reading, Math, and Science

Indicator 3: 80% of K-2 students will meet growth expectations by the EOY NWEA Testing; 35% by MOY testing

Key Action 2: Raise the achievement of our magnet students through quality instruction to ensure that they consistently achieve "Meets Expectations" or "Masters" on the STAAR test, indicating their proficiency and readiness in the assessed subjects

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Raise the achievement of our magnet students through quality instruction to ensure that they consistently achieve "Meets Expectations" or "Masters" on the STAAR test, indicating their proficiency and readiness in the assessed subjects

Indicator 1: 73% of magnet students will achieve "meets" or "masters" when taking their STAAR Reading, Math, and/or Science in grades 3-5

Indicator 2: 90% of teachers will achieve an average score of 12 or higher from their T-TESS Formal Walkthrough Form

Indicator 3: 100% of lesson plans will include documentation that planned lessons are rigorous and will provide quality instruction

Key Action 3: Provide in the moment coaching and ongoing, timely feedback daily.

Utilize campus teacher specialist to prioritize support for first year teachers.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: Provide in the moment coaching and ongoing, timely feedback daily.
Utilize campus teacher specialist to prioritize support for first year teachers.

Indicator 1: Out of 80 spot observations in October; 80% of teachers will receive a 2 or higher on the use of Multiple Response strategies. This will increase to 95% by February 2024

Indicator 2: In the 24-25 school year, Lovett will reduce the number of positions to be filled by 10%

Key Action 4: In the fall of 2023, parents/families will have an opportunity to participate in Fall Literacy Night where they will learn strategies on how to help their child(ren) be successful in their learning.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: In the fall of 2023, parents/families will have an opportunity to participate in Fall Literacy Night where they will learn strategies on how to help their child(ren) be successful in their learning.

Indicator 1: All Lovett Parents will receive an invitation to attend a Literacy Night where teachers and staff will present to the different grade levels on new concepts as well as have speakers from FACE to present to families about how they can assist their child(ren) so that they can be successful.

Indicator 2: Provide an incentive to students' whose parents attend the parent meetings.

Key Action 5: Successfully Implement Really Great Reading to increase student acquisition of foundational reading skills.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Successfully Implement Really Great Reading to increase student acquisition of foundational reading skills.

Indicator 1: Out 80 spot observations in October 90% of teachers will score a two or above on RGR implementation.

Indicator 2: 95% of students will show proficiency on the EOY High Frequency Word Assessment

Indicator 3: 80% of K-2 students will show growth on MAP EOY Assessment

Key Action 6: Ensure that each year additional funds are allocated to support device replacement.

Ensure campus systems for issuing and maintain devices.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Ensure that each year additional funds are allocated to support device replacement.

Ensure campus systems for issuing and maintain devices.

Indicator 1: Grades 2nd -5th will continue to be one-to-one with Chromebook.

Indicator 2: Reduce lost devices to 0%

Indicator 3: Reduce broken devices due to student misuse

Key Action 7: Through the implementation of Leader in Me, strengthen the campus culture of engagement, achievement, and personal accountability to increase student academic achievement and social emotional development.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being

Indicator of Success 1: Through the implementation of Leader in Me, strengthen the campus culture of engagement, achievement, and personal accountability to increase student academic achievement and social emotional development.

Indicator 1: Lovett will meet the Leader in Me MRA target of 70% in the areas of Leadership-Student Leadership, Culture-Supportive Environment for Students and Academics-Empowering Teachers

Indicator 2: Lovett will meet the campus W.I.G(Wildly Important Goal) by May of 2024

Indicator 3: Out 0f 15 spot observations conducted weekly we will observe implementation of Leader in Me 7 Habits embedded in the classroom culture

201 MacGregor Elementary School Key Actions 2023-2024

Key Action 1: Incorporate oral and written open-ended responses across content areas.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 80% of 40 spot observations or walkthroughs conducted by October 31, 2023, will include evidence of open-ended written responses during the instructional block.

Indicator of Success 2: Teachers will incorporate open-ended questions throughout the lesson cycle to promote critical thinking.

Key Action 2: Increase student engagement.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 70% of 40 spot observations or walkthroughs conducted by October 31, 2023, will include Multiple Response Systems, increasing to 80% by December 2023.

Indicator of Success 2: 70% of 40 spot observations conducted by November 15, 2023, will demonstrate increased student-led activity and/or student discourse for at least 70% of the class period.

Key Action 3: Implement strategies to maintain a positive campus culture.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Implement school-wide rules in 21/21 core classrooms and maintain 0 ISS and 0 OSS.

Indicator of Success 2: 100% of teachers utilize Class Dojo for daily communication and classroom management. All teachers identify a student of the month each month.

Indicator of Success 3: The school counselor will provide at least 3 SEL lessons per semester per grade level.

Key Action 4: Grow staff capacity to provide highest quality instruction.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1:
During 75% of 40 spot observations or walkthroughs by October 31, 2023, teachers will release students to engage in tiered push-out activities at the appropriate level of challenge.

Indicator of Success 2: 80% of lessons will demonstrate alignment between TEKS, learning objective, and Demonstration of Learning (DOL).

203 Mading Elementary School Key Actions 2023-2024

Key Action 1: Provide effective, on grade level, first instruction in Reading/Language Arts through the implementation of High-Quality Instructional Materials (Amplify) with differentiated supports to increase mastery level of achievement and close achievement gaps.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Based on the Reading STAAR data from 2022-2023 school year, students performing at, or above grade level will increase from 17% to 45% (Meets) and from 7% to 30% (Masters).

Indicator of Success 2: To close achievement gaps, based on the Reading STAAR data from 2022-2023 school year, students that do not meet the standard will decrease from 42 % to 15% (DNM).

Indicator of Success 3: Based on the Reading STAAR data the percent of students obtaining a rating of 5 or more on their extended constructed response will increase.

Indicator of Success 4: 4. The percentage of students meeting their projected growth on the NWEA assessment will increase by 25% from BOY to MOY and 60% from MOY to EOY.

Key Action 2: Provide effective, on grade level, first instruction in Math through the implementation of High-Quality Instructional Materials (Eureka Math) with differentiated supports to increase mastery level of achievement and close achievement gaps.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Based on the Math STAAR data from 2022-2023 school year, students performing at, or above grade level will increase from 24% to 50% (Meets) and from 7% to 30% (Masters).

Indicator of Success 2: To close achievement gaps, based on the Math STAAR data from 2022-2023 school year, students that do not meet the standard will decrease from 34% to 15% (DNM).

Indicator of Success 3: The percentage of students meeting their projected growth on the NWEA assessment will increase by 25% from BOY to MOY

and 60% from MOY to EOY.

Key Action 3: Provide equitable opportunities for success of our underperforming subpopulations including SPED and LEP with targeted interventions and differentiated instruction.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: To close achievement gaps, based on the Reading STAAR data from 2022-2023 school year, Special Education students that do not meet the standard will decrease by understanding students IEP goals and accommodations.

Indicator of Success 2: To close achievement gaps, based on the TELPAS data from 2022-2023 school year, will decrease the number of LEP students at the beginning composite level of language proficiency from 27% to 10%.

Indicator of Success 3: The percentage of sub pop students meeting their projected growth on the NWEA assessment will increase by 25% from BOY to MOY and 50% from MOY to EOY.

Key Action 4: Create and promote engaging learning environments that utilize Multiple Response Strategies (MRS) and tracking Demonstration of Learning (DOL) data weekly.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: 50% of instructional staff's scores on spot observations conducted in October 2023 will receive the maximum of 3 points. In December 65% of teachers will receive the maximum of 3 points in "Purposeful Instruction"; the percentage will increase to 75% by February 2024 and 90% of teachers will score a 3 on purposeful instruction by June 2024.

Indicator of Success 2: 50% of instructional staff's scores on spot observations conducted in October 2023 will receive the maximum of 3 points. In December 65% of teachers will receive the maximum of 3 points in "Engage"; the percentage will increase to 75% by February 2024 and 85% of teachers will score a 3 on Engage by June 2024.

204 Memorial Elementary School Key Actions 2023-2024

Key Action 1: We will be able to grow teachers' capacity to ensure high-quality tier 1 instruction is occurring daily.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: Out of 50 SPOT observations of teachers, 80% will have correctly aligned DOLs to measure student skills mastery by October 1, 2023, increasing to 90% by May 1, 2023.

Indicator of Success 2: By October 2023, 60% of teachers score on spot observations on the purposeful instruction criterion 2.5 and above. That percentage will increase to 80% by March 2023.

Indicator of Success 3: 100% of 1st-5th grade students will show 1 year of growth from BOY to EOY in math and reading.

Indicator of Success 4: In May 2024, 85% will reach approaches, 70% will come meets, 33% will get masters in STAAR reading and STAAR math.

Key Action 2: Memorial Elementary will improve the quality of instruction delivered to students identified in special education. Students receiving special education services, regardless of their disability label or educational placement, will master their IEP goals and meet grade-level standards.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: As measured through special education progress reports, 90% of students identified in special education will meet 75% of annual goals.

Indicator of Success 2: 90% of special education students in grades 1st through 5th will demonstrate one-year growth from beginning-of-year (BOY) to end-of-year (EOY) on the NWEA Reading and NWEA Math assessments.

Indicator of Success 3: 90% of 4th and 5th grade students identified in special education will demonstrate one-year growth from the previous year's Reading STAAR.

Indicator of Success 4: 90% of 4th and 5th grade students identified in special education will demonstrate one-year growth from the previous year's Math STAAR.

Key Action 3: We will improve the quality and frequency of student engagement by implementing multiple response strategies (MRS).

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Out of 50 spot observations by October 1, 70% of teachers will score at least a 2 on a spot observation in the "Engagement" category, increasing to 85% by January 12, 2024.

Indicator of Success 2: Out of 50 spot observations by October 1, 70% of teachers will have 100% of students actively participating in the lesson; this will increase to 85% by January 2024 and 90% by May 2024.

Indicator of Success 3: By October 2023, 100% of teachers will implement at least 3 different MRS strategies in any given lesson. This will increase to 6 different strategies per lesson by May 2024.

Key Action 4: We will strengthen the quality of writing instruction across all content areas to improve student writing achievement.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 50% of our students will score a 5 or higher on the extended constructed response on the 2024 STAAR, with 20% of students achieving an 8 or higher.

Indicator of Success 2: At least 80% of all emergent bilingual (EB) students will have one year of growth in writing, as measured by TELPAS.

Indicator of Success 3: 100% of students will grow at least one proficiency level using the holistic writing rubric by the end of April.

Indicator of Success 4: 100% of teachers will incorporate writing in all core subject areas daily as reflections and DOLs.

207 Montgomery Elementary School Key Actions 2023-2024

Key Action 1: Based on campus assessment data from the 2023 STAAR a focus will be placed on increasing the capacity of campus teachers to provide high quality first instruction. This will allow teachers to meet the academic needs of all learners.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Based on campus assessment data from the 2023 STAAR a focus will be placed on increasing the capacity of campus teachers to provide high quality first instruction. This will allow teachers to meet the academic needs of all learners.

Indicator 1: 70 % of campus teachers (19 out of 27) will score in the proficient range of 10 out of 15 or higher in the following areas on the T-TESS Walk-Through Observation Form of Instructional Characteristics in the areas of Planning, Instruction and Learning Environment during classroom observations conducted weekly by the administrative team in October 2023.

Indicator 2: The percentage of teachers scoring at or above the proficient level of 10 or more will increase as follows:

By January 2024, 80% 22 out of 27 campus teachers will score at or above the proficient level of 12 out of 15 when observed using the T-TESS Walk- Through Observation Form of Instructional Characteristics during classroom observations conducted weekly by the administrative team in January 2024.

Indicator 3: By April 2024, 90% or 25 out of 27 campus teachers will score at or above the proficient level of 13 or more out of 15 when observed using the T-TESS Walk -Through Observation Form of Instructional Characteristics during classroom observations conducted weekly by the administrative team in April 2024

This will impact the ability of teachers to increase the performance level on STAAR Reading in 2024 to the following levels:

Grade 3 Approaches 70%	Meets 36%	Masters 10%
Grade 4 Approaches 75%	Meets 38%	Masters 15%
Grade 5 Approaches 72%	Meets 34%	Masters 12%

The ability of teachers to increase the performance level on STAAR Math in 2024 will increase to the following levels:

Grade 3 Approaches 69%	Meets 35%	Masters 10%
Grade 4 Approaches 75%	Meets 37%	Masters 16%
Grade 5 Approaches 80%	Meets 48%	Masters 25%

Key Action 2: STAAR performance data reflects students receiving services for special education were making limited progression toward the categories of Meets and Masters.

There is a need to improve the performance level of these students in the areas of reading and math. In addition, there is also a need to increase the ability of Special Education Teachers to deliver effective quality instruction to their students each day.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: STAAR performance data reflects students receiving services for special education were making limited progression toward the categories of Meets and Masters.

Indicator 1: 1. Student STAAR data reflects a failure rate of 69% in reading performance across grades 3-4-5 during the 2023-2024 school year.

2. Student STAAR data reflects a failure rate of 50% in math performance across grades 3-4-5 during the 2023-2024 school year.

3. 100% of students will receive small group instruction and targeted intervention daily.

Indicator 2: The campus goal is as follows for Special Ed students:

4. The failure rate of 69% will decrease to 50% or less on STAAR Reading in grades 3-4-5 during the 2023-2024 school year.

5. The failure rate of 65% will decrease to 69% or less on STAAR Math in grades 3-4-5 during the 2023-2024 school year.

Indicator 3: 6. 100% of Special Education Teachers will use student IEPs to plan accommodations that will assist the student with their assessment growth.

7. 100% of Special Education students will use a variety of TEA approved supplemental accommodation aids during daily class instruction and on campus, district and state assessments to promote mastery.

Key Action 3: Based on the Campus STAAR Data for 2022 and 2023, there is still a need to improve the ability of students in the area of Reading to read fluently, comprehend and respond to a variety of text features questions.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Reading to read fluently, comprehend and respond to a variety of text features questions.

Indicator 1: The performance level in the STAAR categories of Meets and Masters will increase or exceed the following targets:

Grade 3	Approaches	70%	Meets 36%	Masters	10%
Grade 4	Approaches	75%	Meets 38%	Masters	15%
Grade 5	Approaches	70%	Meets 34%	Masters	12%

Indicator 2: On STAAR in 2024 the number of students receiving a score of 0 will have the following targets:

Grade 3 from 60% to 30%, Grade 4 from 61% to 31% and Grade 5 from 47% to 34%.

Key Action 4: Based on the Campus STAAR Data for 2022 and 2023, there is still a need to improve the ability of students in the area of Math to comprehend and solve a variety of math problems which reflect grade level math objectives.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Improve the ability of students in the area of Math to comprehend and solve a variety of math problems which reflect grade level math objectives.

Indicator 1: 2022 STAAR

Grade 3	Approaches 64%	Meets 42%	Masters 10%
Grade 4	Approaches 55%	Meets 24%	Masters 5%
Grade 5	Approaches 77%	Meets 36%	Masters 16%

2023 STAAR

Grade 3	Approaches 66%	Meets 31%	Masters 5%
Grade 4	Approaches 67%	Meets 38%	Masters 13%
Grade 5	Approaches 77%	Meets 45%	Masters 22%

209 Neff Early Childhood Center Key Actions 2023-2024

Key Action 1: Prioritized Lever #1: Strong School Leadership and Planning

Prioritized Lever #2: Effective, Well-Supported Teachers

To increase the academic performance of special education students, general education instructors and special education teachers will collaborate weekly. They will collaborate to put student IEP goals into practice and actively change accommodations in response to learning displays from the students. Based on IEP goals and services, special education teachers will develop compliance monitoring mechanisms. These key action items will be performed PLC collaboration, ARD meetings and progress monitoring review.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Measurable Results

Indicator 1: SPED ARD compliance deadlines will be reviewed by campus administrators on a daily basis w/ Special Education Chair.

BOY- 85% or above MOY 90% or above EOY 100%

Indicator 2: SPED ensures all district compliance deadlines are met by at least 95% by EOY

Student IEP goals are being progress monitored and assessed weekly. Frequent IEP monitoring will be completed to support the teacher with student progress and also address families with student milestones and any further interventions needed.

Indicator 3: 70% of SPED students will earn their growth measure points in reading and math as evidenced by the NWEA Map, Dibels, Circle tests at the MOY of Year in March and 80% by EOY, in May.

100% of IEPs will remain compliant for the 2023-2024 school year.

Key Action 2: Instructional staff will participate in PLC, Coaching and Demo Lessons on a weekly basis to build instructional capacity.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Measurable results

Indicator 1: SDMC will meet quarterly to include teachers, community members, and parents to discuss school climate and culture. School committees will meet quarterly

to ensure school input around academic, safety, and climate. A parent meeting will be held to discuss student progress, achievement and outcomes.

Indicator 2: Teacher instructional capacity and improvement will reflect though T-TESS Walkthroughs and coaching visits

Indicator 3: Project Class referrals will reduce from 36% to 20% by End of Year

Key Action 3: Key Action for High Quality Instruction

Prioritized Lever #1: Strong School Leadership and Planning

Prioritized Lever #4: High-Quality Curriculum

Prioritized Lever #5: Effective Instruction

Increase the quality and capacity of instruction by ensuring Learning Objectives and DOL are aligned on daily lessons.

Maximizing instructional time and implementing MRS strategies throughout the lesson with the use of transitional learning.

These key action items will be implemented through weekly PLC collaborations, spot coaching, data dive meetings, lesson internalization, and lesson rehearsal.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Measurable results

Indicator 1: 100% of teachers will engage students in transitional learning by October,2023.

Indicator 2: 100% of teachers will be observed by coaches weekly beginning August 28th, 2023- in all core subjects.

Indicator 3: 80% of the scores of spot observations conducted in December will be proficient or higher; that percentage will increase to 90% in May 2024.

Key Action 4: For the 2023 - 2024 school year, Wraparound Services, our Parent Engagement Representative and HeadStart Family development will continue programs and support for parents and families in the Sharpstown Community. Neff ELC will continue to improve and increase school activities and 3 parent engagement events per month.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Measurable results

Indicator 1: 100% of students with high-risk behaviors will be supported through Wraparound and HeadStart Development Program

Indicator 2: Individualized Support is offered to students and/or families with multiple-complex needs typically provided in a one-on-one setting within the school community.

Indicator 3: Our families will participate in monthly parent engagement events.

210 Northline Elementary School Key Actions 2023-2024

Key Action 1: Improve TIER I instruction

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: The goals are set to significantly enhance student performance in reading and math assessments and teacher proficiency in instructional delivery, with specific, incremental targets outlined for December 2023 and May 2024, ensuring both academic growth in students and instructional improvement in teachers.

Indicator 1: Student district and unit assessment scores in reading and math will demonstrate 45% or higher being at or above (Meets) grade level in December 2023 and increase to 60% or higher in May 2024.

Indicator 2: 65% or more of students will demonstrate growth on NWEA assessment by December of 2023. 80% or more of students will achieve their MAP target score of increasing at least one grade level growth by the EOY assessment based on their BOY assessment score.

Indicator 3: 60% of teachers will perform at the Proficient 1 rating level on Spot Observation Forms by December 2023 and increase to 80% by May 2024.

Key Action 2: Improve student achievement of Special Education students through high-quality IEPs and accommodation implementation with fidelity.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: To improve special education outcomes, 100% of ARDs and progress monitoring will be completed, 70% of teachers will deliver engaging and relevant instruction as per Spot Observation Forms, and 40% of Special Education students will demonstrate growth in achievement based on STAAR and STAAR-ALT results by May 2024.

Indicator 1: 100% of ARD's and progress monitoring documentation will be complete for special education students.

Indicator 2: Based on Spot Observation Forms, 70% of teachers will deliver relevant and engaging instruction (campus and specialized curriculum per program) for Special Education students by May 2024.

Indicator 3: 40% of Special Education students will show growth in student achievement based on STAAR and STAAR - ALT results.

Key Action 3: Increase the number of students reading at or above grade level by implementing cross-linguistic connections.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency

Indicator of Success 1: To elevate educational outcomes by May 2024, the plan aims for a 60% increase in student reading benchmark scores, a 70% teacher implementation rate of cross-linguistic connection strategies across all content areas, and a 45% advancement in reading proficiency levels among emergent bilingual students on the TELPAS assessment.

Indicator 1: Student benchmark assessment scores in reading will demonstrate 40% or more showing growth on performance level in December 2023 and increase to 60% or higher in May 2024.

Indicator 2: Based on Spot Observation Forms, 70% of teachers will implement cross-linguistic connection strategies in all content areas for Emergent Bilingual students by May 2024.

Indicator 3: At least 45% of emergent bilingual students will show growth by at least one proficiency level on the reading portion of the TELPAS assessment.

211 Oak Forest Elementary School Key Actions 2023-2024

Key Action 1: Implement DOL aligned to current TEKS based on learning objectives daily to increase measurable student proficiency

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increased student proficiency

Indicator 1: Out of 50 spot observations completed by November 2023, 70% of teachers will receive a 2 in area 1 (Lesson OBJ AND DOL) as rated by the campus leadership team. This will increase to 80 % by March 2024. Reading student proficiency on DOL's will increase by 4 % during monthly checks from August to November.

Indicator 2: Out of 50 spot observations completed by November 2023, 70 % of observed DOL's will be directly aligned with daily LO. This will increase to 80% by March 2024.Reading student proficiency on DOL's will increase during monthly checks by 3 % from November to March 2024.

Key Action 2: Increase student proficiency to construct evidenced based extended responses by incorporating campus aligned writing responses into DOLs.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increased academic outcomes in evidenced based extended responses

Indicator 1: 2nd -5th grade cumulative student extended constructed response scores will increase by 1 point from initial BOY extended constructed response DOL samples to MOY extended constructed response DOL samples using STAAR aligned extended constructed response 10 point rubric.

Indicator 2: 3rd-5th cumulative score on the STAAR 2.0 extended constructed response question on the STAAR reading assessment will increase by 1 point from 2022-2023 STAAR assessment to 2023-2023 administration.

Key Action 3: Narrow special populations gap for students in grades 3rd-5th grade on STAAR achievement.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increased outcomes across multiple assessments related to STAAR

Indicator 1: 70% of SPED students across 3rd-5th grade will be at the approaches grade level on MOY MAP

Indicator 2: 40% of SPED students across 3rd-5th grade will be at meets grade level by the STAAR administration for the 2023-2024 school year on STAAR reading assessment.

Indicator 3: 35% of SPED students across 3rd-5th grade will be at meets grade level by the STAAR administration for the 2023-2024 school year on STAAR math assessment.

212 Oates Elementary School Key Actions 2023-2024

Key Action 1: Grow teacher capacity to provide high-quality instruction.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: 80% of our teachers will be proficient or higher in delivering high-quality instruction as measured by the district's teacher evaluation by April 2024.

Indicator of Success 2: Out of 120 classroom spot observations conducted by November by the Admin team, 70% of teachers will be proficient or higher. The percentage will increase to 80% by May 2024.

Key Action 2: Improve student proficiency using Amplify, Science of Reading, and Eureka instruction.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 70% of students will score proficient at the end of each module assessment as measured through Eureka.

Indicator of Success 2: As measured through Amplify, 70% of students will score proficient at the end of each module assessment.

Key Action 3: Improve proficiency in student writing across all curriculums.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 70% of our students will score proficient as measured by the writing assessment administered by December 2023. That number will increase to 75% in May 2024.

Indicator of Success 2: 70% of students will score proficiently as measured through our campus writing rubric administered monthly.

Key Action 4: Implement our campus Sped expectations with fidelity to improve student achievement for our students with special needs.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 65% of the students in SpEd will score at the proficient level as measured through Amplify and Eureka assessments by December 2023. This number will increase to 70% by May 2024.

Indicator of Success 2: 100% of our teachers will monitor the students as measured through the student's IEP accommodations to ensure progress is being met.

213 Osborne Elementary School Key Actions 2023-2024

Key Action 1: Improve staff capacity in providing high-quality Tier 1 instruction through instructional coaching and feedback.

Strategic Priorities:
Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Drive improvement in teaching and student outcomes by enhancing teacher proficiency and leadership alignment in observations, boosting student engagement, and aiming for consistent, incremental growth across various assessments, domains, and grade levels, with specific targets set for STAAR, NWEA, CIRCLE, and TELPAS from Pre-K through 5th grade.

Indicator 1: By December 2023, 70% of teachers will receive a rating of proficient or higher on Spot Observations conducted by the building leadership team. This percentage will increase to 85% by April 2024.

Indicator 2: The alignment of leadership calibration walks will increase by 10% quarterly (12 calibrated walks each quarter), with an overall alignment rate of at least 92% by May 2024. Student engagement and participation levels will improve by 10% each quarter as measured by classroom observation data and a student perception survey administered in December 2023 and April 2024.

Indicator 3: -Increase NWEA math, reading, and science growth between the BoY-MoY by 5% and MoY-EoY by 10% in grades K through 5th grade.
-Increase language and literacy, math, and science and social studies growth in the CIRCLE assessment between the Wave 1-Wave 2 window by 5% and Wave 2-Wave 3 window by 10% in grade Pre-K.
-Increase proficiency in listening, speaking, reading, and writing domains in TELPAS by at least 5% by May 2024 in grades Pre-K through 5th grade.

Key Action 2: Improve Pre-K through 5th -grade reading instruction through effective implementation of the Science of Reading.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: By April 2024, aim to elevate student performance across various assessments, such as achieving above benchmark results for 75% of Pre-K to 1st-grade students in areas like the CIRCLE and DIBELS assessments, boosting NWEA reading assessments scores in 2nd through 5th grades, and enhancing overall student achievement to meet and master levels in the STAAR reading assessments across 3rd to 5th grades, with detailed incremental goals outlined for each grade and assessment.

Indicator 1: By April 2024, 75% of Pre-K students will perform above benchmark on the three

components of the CIRCLE assessment (language and literacy, math, and science and social studies).

Indicator 2: By April 2024, 75% of K through 1st-grade students will perform above benchmark on the five components of the DIBELS assessment (phonemic awareness, phonics, fluency, vocabulary, and comprehension).

Indicator 3: NWEA reading assessments from the BoY-MoY will increase by 5% and MoY-EoY will increase by 10% for 2nd through 5th grades students.

Key Action 3: Improve the compliance and instructional capacity of the SPED team by aligning instructional skills and systems to narrow the student achievement gap.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Focused efforts will be directed towards enhancing the educational growth and performance of Pre-K and Special Education (SPED) students by targeting improvements in key areas such as language, literacy, math, and science, utilizing assessments like CIRCLE and NWEA, and ensuring a consistent and comprehensive implementation of IEPs and SPED compliance systems, while fostering a 100% engagement of SPED teachers in professional learning communities (PLCs) and rigorous monitoring of individualized education program (IEP) goals.

Indicator 1: Increase language and literacy, math, and science and social studies growth in the CIRCLE assessment between the Wave 1-Wave 2 window by 5% and Wave 2-Wave 3 window by 10% in grade Pre-K.

Indicator 2: Increase NWEA math, reading, and science growth between the BoY-MoY by 5% and MoY-EoY by 10% for special education students in grades K-5.

Indicator 3: Increase SPED compliance in implementing the EasyIEP system, including ARDS, progress monitoring, documentation of accommodations, and successful implementation of IEP goals and objectives by 9% (increments of 3% every quarter).

214 Park Place Elementary School Key Actions 2023-2024

Key Action 1: Based on our campus needs assessment, we will implement effective reading and language arts instruction using research-based strategies in order to raise student achievement and close achievement gaps.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: The percentage of students in grades 3-5 performing at or above grade level in reading as measured STAAR 2024 will increase as follows:

Indicator 1: Approaches level or above: 8 percentage points increase, from 72% on STAAR 2023 to 80% on STAAR 2024

Indicator 2: Meets level or above: 9 percentage points increase, from 41% on STAAR 2023 to 50% on STAAR 2024

Indicator 3: Masters level: 3 percentage points increase, from 19% on STAAR 2023 to 22% on STAAR 2024

Indicator of Success 2: The percentage of students in grades K-5 performing at advanced and advanced high levels on TELPAS Reading will increase from 31% on TELPAS 2023 to 40% on TELPAS 2024.

Indicator 1: Progress monitoring will be conducted through Summit K-12 program usage and assessments

Indicator of Success 3: Number of students scoring at or above benchmark on the beginning-of-the-year mCLASS/DIBELS and average and above on MAP Growth assessments in Reading will increase as follows:

Indicator 1: mCLASS/DIBELS (grades K-1)--by 10% on the middle-of-the-year assessments (from 67% to 77%) and by 20% from BOY to EOY (67% to 87%)

Indicator 2: MAP Growth (grades 2-5)--by 10% on the middle-of-the-year assessments (from 58% to 68%) and by 20% from BOY to EOY (68% to 78%)

Key Action 2: Based on our campus needs assessment, we will ensure effective implementation of Eureka Math curriculum in grades K-5 in order to increase student achievement and close achievement gaps.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: The percentage of students in grades 3-5 performing at or above grade level in math as measured STAAR 2024 will increase as follows:

Indicator 1: Approaches level or above: 7 percentage points increase, from 73% on STAAR 2023 to 80% on STAAR 2024

Indicator 2: Meets level or above: 5 percentage points increase, from 47% on STAAR 2023 to 52% on STAAR 2024

Indicator 3: Masters level: 3 percentage points increase, from 20% on STAAR 2023 to 23% on STAAR 2024

Indicator of Success 2: Number of students scoring average and above on the beginning-of-the-year MAP Growth assessments in Math will increase

Indicator 1: by 10% on the middle-of-the-year assessments, from 57% to 67%,

Indicator 2: by 20% from BOY to EOY, from 57% to 77%.

Key Action 3: Based on our campus needs assessment and in order to provide these students with access to high quality instruction across all content areas, we will ensure that all teachers serving Special Education students (1) know and implement their students' IEPs with fidelity; (2) monitor students' progress and report it to the students' parents every 3 weeks.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: 100% of students receiving Special Education services will have access to designated supports and receive appropriate accommodations and modifications during daily instruction in all classes, in accordance with their IEPs.

Indicator of Success 2:
90% of our students receiving Special Education services will show adequate progress towards their IEP goals, as measured by 3-weeks' progress notes; mCLASS/DIBELS and MAP Growth MOY and EOY assessments; and STAAR/STAAR Alt performance (for students in grades 3-5).

Indicator of Success 3: Campus is 100% compliant on ARD meetings and other district monitoring criteria

215 Parker Elementary School Key Actions 2023-2024

Key Action 1: Our goal will be to increase 3rd - 5th grade emergent bilingual (EB) students' reading results by 4% at the approaches level as measured by the 2024 STAAR Reading Exam.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Measurable results that describe success

Indicator 1: Emergent bilingual (EB) students in third grade who take Reading STAAR in Spanish will increase at the approaches level by a minimum of 4%, raising their percentage from 71% to 75%.

Indicator 2: EB students in fourth and fifth grade will also increase their passing percentage at the approaches level by 4%.

Key Action 2: Our goal is to foster a campus culture that encourages inclusivity, respect, and a sense of community to all students, faculty and staff.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Our goal is to foster a campus culture that encourages inclusivity, respect, and a sense of community to all students, faculty and staff.

Indicator 1: Completed calendar given a month in advance.

Teachers are able to plan effectively for instruction

Indicator 2: Positive feedback from the faculty and staff regarding communication.

Faculty and staff feel valued, empowered and have a greater sense of ownership for teaching their curriculum.

Indicator 3: Faculty and staff are able to implement technology tools, and updated materials and curriculum into their instructions.

Scores increase because of quality instruction.

Key Action 3: To retain our high effective teachers and staff, where our goal is have less than 10% turnover for the 2024-25 school year.

Strategic Priorities:
Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: To retain our high effective teachers and staff, where our goal is have less than 10% turnover for the 2024-25 school year.

Indicator 1: Teacher attendance data

Indicator 2: Texas Academic Performance Reports

HISD Teacher Dashboard

Indicator 3: Leadership and faculty surveys

Key Action 4: Parents of our bilingual students will be more engaged in our instructional activities to better support their children at home.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Parents of our bilingual students will be more engaged in our instructional activities to better support their children at home.

Indicator 1: Attendance for Parent-Teacher conferences and instructional activities will increase by 10%.

Indicator 2: Reading and Math scores of our bilingual students will increase by 5% on STAAR

Indicator 3: TELPAS scores will increase by 3%

216 Patterson Elementary School Key Actions 2023-2024

Key Action 1: Grow staff's capacity to plan and deliver high-quality instruction in mathematics by using high-quality instructional materials, research-based practices, the TTESS teacher evaluation system, and campus data-tracking system.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: The percentage of 3rd/4th/5th grade students performing at or above grade level in math as measured by the Meets grade level standard on Math STAAR will increase 5% percentage points, from 43% in the Spring of 2023 to 48% in the Spring of 2024.

Indicator 1: 3rd grade will increase from 35% to 40%

20% of students will show meets level standards from the 1st Interim Assessment
30% of Students will show meets or higher level standards on the 2nd Interim Assessment

Indicator 2: 4th grade will increase from 46% to 51%

30% of students will show meets level standards from the 1st Interim Assessment
40% of Students will show meets or higher level standards on the 2nd Interim Assessment

Indicator 3: 5th grade will increase from 47% to 52%

30% of students will show meets level standards from the 1st Interim Assessment
40% of Students will show meets or higher level standards on the 2nd Interim Assessment

Indicator of Success 2: By April 30, 2023 at least 80% of Patterson teachers will score proficient or higher on the TTESS evaluations system.

Indicator 1: By October 31, 2023 at least 50% of Patterson teachers will score proficient or higher on the TTESS observation or walkthroughs

Indicator 2: By January 32, 2024 at least 60% of Patterson teachers will score proficient or higher on the TTESS observations or walkthroughs.

Indicator of Success 3: The NWEA indicators of success will be reached by90% of students when given the EOY 2023/2024 assessment.

Indicator 1: 100% of students will be given the BOY assessment and given their indicators of success.
which equal to .8 months growth in the MOY and
1.8 years growth by the EOY administration.

Key Action 2: Grow staff's capacity to plan and deliver high-quality instruction in language arts by using high-quality instructional materials, research-based practices, the TTESS teacher evaluation system, and campus data-tracking system.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: The percentage of 3rd/4th/5th grade students performing at or above grade level in reading as measured by the Meets grade level standard on RLA STAAR will increase 5% percentage points, from 45% in the Spring of 2023 to 50% in the Spring of 2024.

Indicator 1: 3rd grade will increase from 42% to 47%

30% of students will show meets level standards from the 1st Interim Assessment

40% of Students will show meets or higher level standards on the 2nd Interim Assessment

Indicator 2: 4th grade will increase from 36% to 41%

20% of students will show meets level standards from the 1st Interim Assessment

30% of Students will show meets or higher level standards on the 2nd Interim Assessment

Indicator 3: 5th grade will increase from 53% to 58%

40% of students will show meets level standards from the 1st Interim Assessment

50% of Students will show meets or higher level standards on the 2nd Interim Assessment

Indicator of Success 2: By April 30, 2023 at least 80% of Patterson teachers will score proficient or higher on the TTESS evaluations system.

Indicator 1: By October 31, 2023 at least 50% of Patterson teachers will score proficient or higher on the TTESS observation or walkthroughs

Indicator 2: By January 32, 2024 at least 60% of Patterson teachers will score proficient or higher on the TTESS observations or walkthroughs.

Indicator of Success 3: The NWEA indicators of success will be reached by 90% of students when given the EOY 2023/2024 assessment.

Indicator 1: 100% of students will be given the BOY assessment and given their indicators of success which equal to .8 months growth in the MOY and 1.8 years growth by the EOY administration.

Key Action 3: Grow staff's capacity to plan and deliver high-quality instruction in science by using high-quality instructional materials, research-based practices, the TTESS teacher evaluation system, and campus data-tracking system.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: The percentage of 5th grade students performing at or above grade level in science as measured by the Meets grade level standard

on Science STAAR will increase 5% percentage points, from 30% in the Spring of 2023 to 35% in the Spring of 2024.

Indicator 1: 5th grade will increase from 30% to 35%

20% of students will show meets level standards from the 1st Interim Assessment

30% of Students will show meets or higher level standards on the 2nd Interim Assessment

Indicator of Success 2: By April 30, 2023 at least 80% of Patterson teachers will score proficient or higher on the TTESS evaluations system.

Indicator 1: By October 31, 2023 at least 50% of Patterson teachers will score proficient or higher on the TTESS observation or walkthroughs

Indicator 2: By January 32, 2024 at least 60% of Patterson teachers will score proficient or higher on the TTESS observations or walkthroughs.

Indicator of Success 3: The NWEA indicators of success will be reached by 90% of students when given the EOY 2023/2024 assessment.

Indicator 1: 100% of students will be given the BOY assessment and given their indicators of success which equal to .8 months growth in the MOY and 1.8 years growth by the EOY administration.

Key Action 4: Grow staff's capacity to plan and deliver high-quality instruction to diverse learners focusing on best practices for SpEd, EBs, At Risk Learners.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: By the end of the 2023-2024 school year, 50% of our Special Education students will have met or exceeded their End of the Year RIT Score individual growth projections based upon MAP testing.

Indicator 1: BOY to MOY SpEd students will meet half of their RIT score individual growth projection based upon MAP testing.

Indicator of Success 2: By the end of the 2023-2024 school year, 50% of our Emergent Bilingual students will have met or exceeded their End of the Year RIT Score individual growth projections based upon MAP testing.

Indicator 1: BOY to MOY SpEd students will meet half of their RIT score individual growth projection based upon MAP testing.

Indicator of Success 3: By the end of the 2023-2024 school year, 50% of our At-Risk students will have met or exceeded their End of the Year RIT Score individual growth projections based upon MAP testing.

Indicator 1: BOY to MOY SpEd students will meet half of their RIT score individual growth projection based upon MAP testing

217 Peck Elementary School Key Actions 2023-2024

Key Action 1: Focus on lesson plan internalization using HQIM (High-Quality Instructional Materials), specifically Amplify, to provide a rigorous on-grade-level reading curriculum for kindergarten through fifth-grade students.

Indicator of Success 1: By December 2023, 50% of the students will grow at least 5 % points from the BOY to the MOY on the NWEA Assessment.

Indicator of Success 2: 60% of students will grow at least 5 % points on the NWEA MAP assessment from the MOY to the EOY. The overall percentage of students achieving STAAR (with and without accommodations), STAAR Alternate 2 assessment standards in Reading will be at minimum 25% at Approaches, 50% at Meets, and 25% at Masters for Student Achievement (Domain 1).

Indicator of Success 3: The percentage of 3rd-5th grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 25% to 40% by the end of the 2024 school year.

Indicator of Success 4: The percentage of 3rd- 5th grade emergent bilingual students on TELPAS will have a minimum of 1.5 years of growth, increasing from 47% to 52% by the end of the 2024 school year.

Key Action 2: Focus on the concept development and demonstration of learning components of eureka to increase student growth by 35% based on district and state assessment data from the previous year.

Indicator of Success 1: Students will demonstrate grade level proficiency or higher in math on all common assessments, district assessments, and NWEA by May 2024.

Indicator of Success 2: 50% of the students will demonstrate proficiency or higher in math comprehension and accurately apply mathematical concepts on all common assessments and districts administered from the MOY to EOY.

Indicator of Success 3: The percentage of 3rd-5th grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 30% to 35% by the end of the 2024 school year.

Key Action 3: The percentage of 5th grade students performing at or above grade level in science as measured by the Meets Grade Level Standard on STAAR will increase from 13% to 28% by the end of the 2024 school year.

Indicator of Success 1: Teachers will attend PLCs and contribute to the community of growth and learning that includes effective lesson objectives and demonstrations of learning, multiple response strategies, "first, tier one instruction," differentiating instruction, and use of technology to improve instruction.

Key Action 4: The percentage of 3rd- 5th grade students in special education performing at or above grade level in reading at the Meets Grade Level Standard on STAAR will increase from 0% to 10% by the end of the 2024 school year.

Indicator of Success 1: 60% of students will grow at least 5 % points on the NWEA MAP assessment from the MOY to the EOY. The overall percentage of students achieving STAAR (with and without accommodations), STAAR Alternate 2 assessment standards in Reading will be at minimum 25% at Approaches, 50% at Meets, and 25% at Masters for Student Achievement (Domain 1).

Indicator of Success 2: By EOY, the overall percentage of students achieving STAAR (with and without accommodations), STAAR Alternate 2 assessments standards in Math will be at minimum 45% at Approaches, 35% at Meets, and 20% at Masters for Student Achievement (Domain 1).

Key Action 5: Improve the quality of instruction through instructional feedback, coaching, reflection, and action steps using the district's spot observation rubric.

Indicator of Success 1: By May 2024, 85% of core teachers will effectively internalize well-structured lessons that will increase students' master DOL and daily objectives through sequencing and alignment.

Indicator 1: By November 2023, 60% of teachers will effectively internalize well-structured lessons to increase students' master DOL and daily objectives through sequencing and alignment.

Indicator 2: By December 2023, 0% of teachers will score proficient or higher on spot observations

218 Pilgrim Academy Key Actions 2023-2024

Key Action 1: Improve mainstreamed Special Education Student performance across Reading and Math Curriculum

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Statistical data included:

Indicator 1: 17% of our Campus Special Education population will Meets Grade Level or above in Reading in STAAR & 21% of our Campus Special Education population will Meets Grade Level or above in Math in TEA Interim Examination. This percentage will be 19% and 23% respectively by Spring STAAR 2024.

20% of our Main Streamed Special Education Students will be meeting grade-level standard as evidenced by our Winter 2023 Map MOY. This percentage will be 25% by Spring 2024 MAP EOY.

Indicator 2: 20% of Mainstreamed Special Education Students will work through on grade level content as evidence through monthly reports via ZEARN, Summit K-12, MATHIA, & I-Ready by December 2023. This percentage will increase to 25% by Spring STAAR 2024.

Indicator 3: 100% of IEPS will be implemented and utilized in classrooms and interventions to support mainstreamed Special Education students for the 2023-2024 school yea

Indicator of Success 2: Track and measure the frequency and impact of student sessions with Ms. Parker.

Indicator 1: Recorded data that shows the frequency of each student's visits with Ms. Parker. Use SAF.

Key Action 2: Teachers need access to district and campus curriculum, resources and exemplar lessons so that they are able to deliver high quality instruction and provide necessary scaffolds and interventions.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Teachers need access to district and campus curriculum, resources and exemplar lessons so that they are able to deliver high quality instruction and provide necessary scaffolds and interventions.

Indicator 1: PLC agendas focus on specific instructional practices that the district has distributed to campuses. Teacher will be able to review and practice strategies within the PLC.

Indicator 2: Appraisers will be able to view these practices being utilized during their SPOT observations

Key Action 3: Our goal is to identify staff or stakeholders in the community who can help us with translating to our parents

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Increased participation

Indicator 1: There will be an increase in number of parents in attendance in our school events who do not speak English from last year to this school year.

Key Action 4: Track and measure the frequency and impact of student sessions with Ms. Parker

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Indicator of Success 1: Track and measure the frequency and impact of student sessions with Ms. Parker.

Indicator 1: Recorded data that shows the frequency of each student's visits with Ms. Parker. Use SA

Key Action 5: Provide teachers and test proctors training to be able to administer new assessments with fewer logistical errors and problems with test unfamiliarity.

Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Provide teachers and test proctors training to be able to administer new assessments with fewer logistical errors and problems with test unfamiliarity.

Indicator 1: Assessments will begin on time according to testing agendas.

Indicator 2: All assessments will be given within their respective windows with extra days to administer makeups as needed, included in the original testing window.

Indicator 3: Assessment results will have quick disbursement to teachers and students.

Key Action 6: Train teachers in Canvas to maximize its functionality.
Implement a system for regular parent updates through Canvas.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Train teachers in Canvas to maximize its functionality.
Implement a system for regular parent updates through Canvas.

Indicator 1: Increased Canvas Usage:

The percentage of teachers consistently using Canvas for classroom instruction, including uploading learning materials and assignments.

Indicator 2: Teacher and Staff Training:
Proficiency and comfort levels of teachers and staff in using Canvas features for instructional purposes such as uploading lesson materials and resources.

Indicator 3: Parent Engagement and Communication:
The frequency and quality of communication between teachers and parents through Canvas increased frequency of parent access for student grades and school communication

Key Action 7: Improve mainstreamed Special Education Student performance across Reading and Math Curriculum

Strategic Priorities:
Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: Improve mainstreamed Special Education Student performance across Reading and Math Curriculum

Indicator 1: 17% of our Campus Special Education population will MEETs Grade Level or above in Reading in STAAR & 21% of our Campus Special Education population will MEETs Grade Level or above in Math in TEA Interim Examination. This percentage will be 19% and 23% respectively by Spring STAAR 2024.

Indicator 2: 20% of our Main Streamed Special Education Students will be meeting grade-level standard as evidenced by our Winter 2023 MAP MOY. This percentage will be 25% by Spring 2024 MAP EOY.

Indicator 3: 20% of Mainstreamed Special Education Students will work through on grade level content as evidence through monthly reports via ZEARN, Summit K-12, MATHIA, & I-Ready by December 2023. This percentage will increase to 25% by Spring STAAR 2024.

Key Action 8: Promote and develop quality instruction centered around "lesson alignment" and "student engagement"

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Promote and develop quality instruction centered around "lesson alignment" and "student engagement"

Indicator 1: Out of 80 spot observations of classrooms in October by the building leadership team, 80% of teachers will receive a "one" on alignment. This percentage will increase to 90% by February 2024

Indicator 2: Out of 80 spot observations of classrooms in October by the building leadership team 80% of teachers will receive a "two" on engagement. This percentage will increase to 90% by February 2024.

Indicator 3: Student performance on MAP exams will improve because of an increase in student-teacher engagement. 70% of students will be performing at or above grade level as indicated by Winter 2023 MAP MOY and 75% of students will be performing at or above grade level by Spring 2024 MAP EOY.

Key Action 9: Promote and strengthen campus- wide attendance across all grade levels.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Promote and strengthen campus- wide attendance across all grade levels.

Key Action 10: Promote and develop student reading proficiency across all grade levels

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Promote and develop student reading proficiency across all grade levels

Indicator 1: 60% of our students in 3rd-8th grade will approaches and above on the 2023 Winter TEA Interim Examination 2024 Reading STAAR. This percentage will increase to 65% by the Spring 2024 STAAR Examination.

Indicator 2: Based on results from the December 2022 TEA Reading Interim Assessment where only 20% of 3rd - 8th students MET grade level, 25% of our students will MET on the December 2023 administration. Additionally, based on results from the March 2023 TEA Reading Interim Assessment where 26% of 3rd - 8th students MET grade level, 32% of our students will MET in our March 2024 administration.

Indicator 3: 60% of students will receive a "one" on their Writing Literacy Score component as evidenced by the STAAR rubric by December 2023. This percentage will increase to 70% by STAAR 2024.

219 Piney Point Elementary School Key Actions 2023-2024

Key Action 1: Piney Point Elementary scholars will increase our overall accountability rating from a C to a B

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Piney Point Elementary scholars will increase our overall accountability rating from a C to a B

Indicator 1: The percentage of 3rd grade scholars passing the 2024 STAAR RLA assessment will increase from 52% to 62% at Approaches, 24% to 30% at Meets, and 6% to 10% at Masters.

The percentage of 3rd grade scholars passing the 2024 STAAR Math assessment will increase from 49% to 60% at Approaches, 21% to 30% at Meets, and 3% to 10% at Masters.

Indicator 2: The percentage of 4th grade scholars passing the 2024 STAAR RLA assessment will increase from 53% to 65% at Approaches, 23% to 30% at Meets, and 8% to 15% at Masters.

The percentage of 4th grade scholars passing the 2024 STAAR Math assessment will increase from 69% to 75% at Approaches, 51% to 61% at Meets, and 27% to 35% at Masters.

Indicator 3: The percentage of 5th grade scholars passing the 2024 STAAR Science assessment will increase from 40% to 50% at Approaches, 3% to 10% at Meets, and 3% to 10% at Masters.

All grade levels will have 65% of their scholars receive a score higher than 0 on the extended constructed responses.

Key Action 2: Improve IAT response to scholars with outlier academic and behavior issues.

Improve attendance using challenges and incentives to create a love and interest in education.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency

Indicator of Success 1: Improve IAT response to scholars with outlier academic and behavior issues.

Improve attendance using challenges and incentives to create a love and interest in education.

Indicator 1: Fewer referrals to administration for repeated behavior scholars.

Teachers feel supported by the administration as evidenced in the school climate survey.

Indicator 2: The school counselor is seeing more scholars and is teaching them coping and calming techniques as evidenced in an increase in SAFs (Student Assistance Form).

Wraparound services are being provided to support these scholars as evidenced in an increase in SAFs.

Indicator 3: Our attendance will increase to 96% or higher each month instead of 93.9%

Key Action 3: Teacher support with curriculum and district initiatives will be top priority at PLCs to ensure teacher retention.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: Teacher support with curriculum and district initiatives will be top priority at PLCs to ensure teacher retention.

Indicator 1: By the end of November 2023, at least 31 of our 61 teachers will receive a 5 out of 8 points on Domain 2. By April 2024, this will increase to 51/61 (83%). This will be monitored by reviewing walkthrough data at weekly PLC meetings.

Indicator 2: By October 2023, 100% of reading, math, and science teachers will be aligned to Houston ISD Curriculum in Amplify, Eureka, and PhD Science. This will be monitored by ensuring LOs and DOLs are aligned to the district curriculum each morning.

Key Action 4: Our campus will host events at various times of the day that bring students, parents, and Piney Point staff together to have questions answered, learn, and have fun.

Strategic Priorities:
Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Our campus will host events at various times of the day that bring students, parents, and Piney Point staff together to have questions answered, learn, and have fun.

Indicator 1: Sign in sheets from events with at least a 30% increase from previous meeting or year,

Indicator 2: Parent surveys are completed by at least 20% of attendees.

Indicator 3: Piney Point will continue to be a Diamond-certified FACE school.

Key Action 5: Teachers will teach the new high-quality materials with fidelity to increase math, science, reading and writing scores on DOLS, district assessments, and STAAR.

Strategic Priorities:
Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: Teachers will teach the new high-quality materials with fidelity to increase math, science, reading and writing scores on DOLS, district assessments, and STAAR.

Indicator 1: 75% of mainstreamed special education scholars in grades 3-5 will meet their Closing the Gap targets for each content area.

Indicator 2: All scholars in grades 3-5 will meet their Closing the Gap targets for each content area.

Indicator 3: Student performance on grade level common assessments (Amplify and Eureka) will improve by 25% between August 2023 and April 2024 in reading, math, and science. This will be monitored twice per grading cycle.

Key Action 6: Use IXL as a support when creating intervention lessons for students who struggle with a particular objective.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Use IXL as a support when creating intervention lessons for students who struggle with a particular objective.

Indicator 1: The school administration will track student use of the IXL program in Reading, Math, and 5th grade Science.

Indicator 2: Students will understand how to read their data in IXL.

Indicator 3: Teachers will use IXL consistently to support interventions and to enforce learning of TEKS as evidenced during observations and during conversations.

Key Action 7: Improve academic outcomes for mainstreamed special education students through implementing IEPs developed using student data, ARD committee input, and research-based learning strategies.

Strategic Priorities:
Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: Improve academic outcomes for mainstreamed special education students through implementing IEPs developed using student data, ARD committee input, and research-based learning strategies.

Indicator 1: 75% of mainstreamed special education students in grades 1 through 5 will earn their growth measure points in reading and math as evidenced by the EOY NWEA Map test. Progress monitoring will be gauged through the special education progress reports (twice per grading cycle).

Indicator 2: 100% of IEPs will be utilized to support student learning during the 2023-2024 school year.

Key Action 8: Cultivate staffs' capacity to provide the highest quality of instruction to our students.

Strategic Priorities:
Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: Cultivate staffs' capacity to provide the highest quality of instruction to our students.

Indicator 1: By the end of October 2023, at least 31 of our 61 teachers will receive a 2 or higher on using MRS on their walkthroughs. By April 2024, this will increase to 51/61 (83%). This will be monitored by reviewing walkthrough data at weekly PLC meetings.

Indicator 2: By October 2023, 100% of reading, math, and science teachers will be aligned to HISD Curriculum in Amplify, Eureka, and PhD Science. This will be monitored by ensuring LOs and DOLs are aligned to the district curriculum each morning.

Key Action 9: Improve student outcomes in math and reading through teaching lessons on grade level and differentiating for support.

Strategic Priorities:
Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: Improve student outcomes in math and reading through teaching lessons on grade level and differentiating for support.

Indicator 1: By December 2023, walkthroughs will show that at least 80% of lessons are aligned to the NES curriculum, including rigor and common DOLs. This will increase to at least 95% by April 2024. Walkthrough data will be reviewed weekly at A-Team meetings to ensure alignment.

Indicator 2: Student performance on grade level common assessments (Amplify and Eureka) will improve by 25% between August 2023 and April 2024 in reading, math, and science. This will be monitored twice per grading cycle.

Key Action 10: Improve student achievement in 5th grade Science by strengthening alignment to the curriculum and increasing rigor in daily instruction.

Strategic Priorities:
Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: Improve student achievement in 5th grade Science by strengthening alignment to the curriculum and increasing rigor in daily instruction.

Indicator 1: By December 2023, 60% of teachers will receive at least 2 points for planning

(Domain 1), 4 points for instruction (Domain 2), and 3 points for learning environment (Domain 3). Walkthrough data will be reviewed at weekly leadership meetings throughout the fall

Indicator 2: By April 2024, 80% of teachers will receive at least 2 points for planning (Domain 1), 4 points for instruction (Domain 2), and 3 points for learning environment (Domain 3). Walkthrough data will be reviewed at weekly leadership meetings throughout the spring.

220 Pleasantville Elementary School Key Actions 2023-2024

Key Action 1: Raise the level of purposeful instruction, especially the provision of direct instruction that is engaging, at grade level, and rigorous.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 75% of teachers will earn 3 or more points on Spot Observation forms for Purposeful Instruction by the end of October 2023. This percentage will increase to 85% by the end of February 2024.

Indicator of Success 2: Increase Meets level performance on STAAR Math from 48% to 50% for all grades combined by April 2024.

Indicator of Success 3: Increase Meets level performance on STAAR Reading from 55% to 60% for all grades combined by April 2024.

Key Action 2: Raise the levels of student engagement, especially the use of a variety of multiple-response strategies at 10-minute intervals.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 75% of teachers will earn three or more points on Spot Observation forms for engagement by the end of October 2023. This percentage will increase to 85% by February 2024.

Indicator of Success 2: As measured by the teacher evaluation rubric, 70% of teachers will be proficient or higher in delivering high-quality instruction.

Indicator of Success 3: 50% of any given class will show proficiency in Demonstrations of Learning by December of 2023. This percentage will increase to 75% by March 2024.

Key Action 3: Improve the quality of science instruction.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: The percentage of fifth-grade students performing at the Meets Grade level standard on STAAR Science will increase to 45% for

the 23-24 school year.

Indicator of Success 2: 50% of fifth-grade students will demonstrate 70% or better proficiency on TEKS assessed in December 2024. This percentage will increase to 60% by April of 2024.

Key Action 4: Provide effective literacy instruction aligned with the Science of Teaching Reading in grades K through 5.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 75% of 1st - 5th Grade students will show at least 1.3 years of growth via the NWEA MAP Assessment by EOY 2024.

Indicator of Success 2: Achieve a growth rate of 90% for RLA, as indicated by STAAR Academic Growth Score calculations.

Indicator of Success 3: 50% of Kindergarten & First Grade students score proficiently on Diebels MOY. That percentage increases to 65% by EOY.

Key Action 5: Improve the quality of student writing (constructed responses) across all content areas.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 60% of students will receive a score of at least a 3 on STAAR RLA Extended Constructed Response questions.

Indicator of Success 2: 55% of students in grades 2-5 will demonstrate progress (earning at least half of the rubric points possible) on short and extended constructed response opportunities, as evidenced by student writing portfolios by January 2024. This percentage will increase to 70% by April 2024.

221 Poe Elementary School Key Actions 2023-2024

Key Action 1: Implement DOLs aligned to current TEKS based on learning objectives daily.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Out of 50 SPOT observations of teachers, 80% will utilize DOLs to measure student skills mastery by October 1, 2023.

Indicator of Success 2: 80% of teachers will use DOLs to sort students into Learning, Securing, and Enriching groups as a product of the PLC process.

Indicator of Success 3: By October 1st, 2023, 80% of teachers' DOLs will be aligned with the TEKS as determined through gradebook checks in PLCs.

Key Action 2: Improve the quality and frequency of student engagement through the implementation of MRS.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Out of 50 spot observations by November 1, 70% of teachers will score at least a 2 on a spot observation in the category of Engagement.

Indicator of Success 2: Out of 50 spot observations by January 13, 85% of teachers will score at least a 2 on a spot observation in the category of Engagement.

Indicator of Success 3: Out of 50 spot observations by November 1, 70% of teachers will have 100% of students actively participating in the lesson.

Key Action 3: General and special education teachers will work together to implement student IEP goals with fidelity and purposefully follow each student's service schedule.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 65% of SPED students across 1st-5th grade will score At or Above Mean on the NWEA MAP EOY.

Indicator of Success 2: 65% of SPED students across 1st-5th grade will score At or Above Mean on the NWEA MAP EOY.

Indicator of Success 3: The progress of students with IEPs will be monitored monthly, and ARDs will be called for students whose accommodations are not leading to growth.

Indicator of Success 4: 65% of SPED students will make at least a 1-grade academic progress between the BOY and EOY administrations of the NWEA MAP.

Key Action 4: Strengthen student writing across all content areas.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: At least 80% of all EB (emerging bilingual) students will make one-year growth in writing as measured by TELPAS.

Indicator of Success 2: 70% of all students score proficient or higher using the holistic writing rubric tied to STAAR expectations as measured by the writing sample in December. By the end of April, 80% of all students will score proficient or higher on a similar prompt and genre.

Indicator of Success 3: 100% of teachers will incorporate writing in all core subject areas daily as response cards and DOLs.

222 Port Houston Elementary School Key Actions 2023-2024

Key Action 1: Develop teacher capacity to provide high-quality first instruction.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By Nov., 60% of the scores on spot observations will be proficient or higher in delivering high-quality instruction.

Indicator of Success 2: By Dec., 70% of the scores on spot observations will be proficient or higher in delivering high-quality instruction.

Indicator of Success 3: By March, 80% of the scores on spot observations will be proficient or higher in delivering high-quality instruction.

Key Action 2: Raise the level of student-teacher engagement with the incorporation of multiple response strategies.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By November, 60% of teachers will receive a "2" or higher on using multiple response strategies on their October Spot Observations data.

Indicator of Success 2: By Dec., 70% of teachers will receive a "2" or higher on using multiple response strategies on their December Spot Observations data.

Indicator of Success 3: By March, 80% of teachers will receive a "2" or higher on using multiple response strategies on their February Spot Observations data.

Key Action 3: Successfully implement the new teacher evaluation.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By Nov., 40% of teachers will receive a proficient I or higher rating on their teacher metrics data.

Indicator of Success 2: By Dec., 50% of teachers will receive a proficient I or higher rating on their teacher metrics data.

Indicator of Success 3: By March, 60% of teachers will receive a proficient I or higher rating on their teacher metrics data.

Key Action 4: Develop leadership capacity to provide high-quality feedback.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: In the climate survey in October, at least 60% of teachers agree or strongly agree that the leadership feedback systems help them provide better-quality instruction.

Indicator of Success 2: In the climate survey in December, at least 70% of teachers agree or strongly agree that the leadership feedback systems help them provide better-quality instruction.

Indicator of Success 3: In the climate survey in March, at least 80% of teachers agree or strongly agree that the leadership feedback systems help them provide better quality instruction.

Key Action 5: Improve proficiency in student mathematics achievement across grade levels

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 40% of students score at the current Meets STAAR level on campus assessments administered in November 2023.

Indicator of Success 2: 50% of students score at the current Meets STAAR level on district assessments administered in December 2023.

Indicator of Success 3: 60% of students score at the current Meets STAAR level on state assessments administered in May 2024.

223 Pugh Elementary School Key Actions 2023-2024

Key Action 1: Students will master rigorous academic standards to ensure college and career readiness.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: By the BOY 23-24 MAP assessment, at least 35% of students across all grade levels will be at or above the 50th percentile.

Indicator of Success 2: By the MOY 23-24 MAP assessment, at least 65% of students across all grade levels will be at or above the 50th percentile.

Indicator of Success 3: By June 2023, Pugh Elementary will increase the combined % of students reading On Grade Level or Above Grade Level on the End-of-Year Running Records assessment in each primary grade, K, 1, and 2, [?] to 85%.

Key Action 2: Students will master rigorous academic standards to ensure college and career readiness.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By the BOY 23-24 MAP assessment, at least 35% of students across all grade levels will be at or above the 50th percentile.

Indicator of Success 2: By the MOY 23-24 MAP assessment, at least 65% of students across all grade levels will be at or above the 50th percentile.

Indicator of Success 3: By June 2023, Pugh Elementary will increase the % of students demonstrating progress in Math by >/ to 85%.

Key Action 3: Every Pugh student will benefit from an aligned system that supports his/her academic, social, and emotional needs.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being

Indicator of Success 1: Grades PreK-5 MAP.

Key Action 4: Actively engage the community to create a positive learning environment within Pugh Elementary.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being

Indicator of Success 1: Sign-in sheets.

Indicator of Success 2: Clubs/ organizations.

224 Red Elementary School Key Actions 2023-2024

Key Action 1: Red STEM Magnet teachers will use SAAVAS (Pre - K), Amplify (K - 5), and Science of Reading (Amplify) curriculum to improve Circle, DIBELS/Lectura, and STAAR Assessment scores in Reading for the 2023 - 2024 School Year.

Walkthroughs, observations, and daily instructional walks will be utilized to monitor the effectiveness of teachers' instructional execution. PLCs, side-by-side planning, and staff meetings will be utilized to coach teachers around campus and district level instructional expectations

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Eighty percent of all Red content teachers will receive at least a Proficient (or higher) score in T-TESS Dimensions 1.2 (Data and Assessment) and 2.2 (Content Knowledge and Expertise), and 2.3 (Communication) for their Semester II Walkthrough and Observation.

Indicator 1: All Pre-K - 5 students will show consistent, incremental growth (by at least 5%) in their Reading Circle, TX-KEA, MAP MOY, MAP EOY, and district-level formative assessments.

Indicator 2: Demonstrations of Learning and Unit Exams, as distributed through OnTrack, for grades 3 - 5, will show consistent growth in alignment to preparation for the NWEA MOY, BOY, interim STAAR, and 2024 Reading STAAR Administration (Spring), as evidenced through RIT Scores

Indicator 3: EB students will show consistent, incremental growth in their Reading, Speaking, Listening, and Writing proficiency, as evidenced through Summit K-12, Reading MOY, Reading EOY, Circle, and TX-KEA formative assessments.

100% percent of teachers will utilize campus multilingual learning strategies and the 2023 - 2024 Red Writing Plan in their daily instructional practices.

Key Action 2: Strengthen high quality instruction implementation through a structured PLC system.

Model instructional and professional expectations through face-to-face coaching via structured PLCs.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: By November 1, 2023, the Red Leadership team will be accurately calibrated in HQI Pulse Checks, Walkthroughs/Spot Observations, Observations, and PLC execution.

Indicator 1: 80% of content teachers will score at a Proficient (or higher) in T-TESS Dimensions 1.2 (Data & Assessment), 1.3 (Knowledge of Students), 2.2 (Content Knowledge & Expertise), 2.3 (Communication), and 2.4 (Differentiation) in their Progress Conference Rating.

Indicator 2: 100% of teachers at Red will score at a Proficient (or higher) in T-TESS Dimensions 1.2 (Data & Assessment), 1.3 (Knowledge of Students), 2.2 (Content Knowledge & Expertise), 2.3 (Communication), and 2.4 (Differentiation) in their EOY Conference.

Indicator 3: 100% of content teachers overall formative assessment data will trend positively for each assessment administration (Modules, Mid-Modules, MOY, EOY data points).

Key Action 3: Update the S.C. Red STEM Magnet Faculty & Staff handbook to fully highlight and underscore the most up-to-date systems, routines, and procedures occurring campus-wide to ensure 100% of teachers have clear guidelines for professional expectations.

Strategic Priorities:
Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Measurable results that describe success.

Indicator 1: Staff attendance will be above 90% daily.

High quality staff will be retained each year.

Indicator 2: Tier II & Tier III teachers will have a clear path of expectations to follow to move toward Tier I.

Indicator 3: A reduction in staff disciplinary concerns will occur.

A reduction in instructional and behavioral concerns for students will occur.

Key Action 4: The Parent and Community Engagement team at S.C. Red STEM Magnet will work to establish partnerships with a broad range of families to increase overall academic, behavioral, and social success for all students.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Measurable results that describe success

Indicator 1: 23-24 FACE Diamond Campus

Active FACE

Indicator 2: Parent meeting attendance

Positive POSSIP Survey Responses

Indicator 3: Increased student attendance

Reward families for their active support

225 Reynolds Elementary School Key Actions 2023-2024

Key Action 1: Increase the level of student teacher engagement, through multiple response strategies.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Instructional Improvement

Indicator 1: By November 2023, 70% of teachers will receive 1 point for "adjusts instruction and activities, based on monitoring student responses, to maintain engagement) in domain 1 of T-TESS WT form and 1 point for "frequently engaging all students and using a variety of MRS strategies" in domain 3 of T-TESS WT form . This percentage increases to 95% by March 2024.

Indicator 2: By September 2023, annotated lesson plans will reflect at 100% stopping points for the teacher to stop at intervals during the lesson to ask a pre-planned CFU questions and use an MRS strategy to engage the students.

Key Action 2: Grow staff capacity to provide the highest quality of first instruction.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Increase in Math and Reading Performance

Indicator 1: 70% of teachers will receive a 5 points or higher on T-TESS W/T forms in purposeful instruction by December 2023 and 6 points or higher by May 2024.

Indicator 2: 30% of students will perform at the Meets level or higher on campus, district, and state assessments (STAAR) in Reading and Math.

Indicator 3: 75% of students will show growth on MOY NWEA, this will increase to 85% showing 1 year's growth by EOY NWEA assessment in May 2024.

Key Action 3: Teachers will implement Eureka lessons with fidelity in order to increase student understanding and achievement.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Increase in Math Performance

Indicator 1: 70% of math classroom observations by the leadership team will reflect Eureka math implementation with fidelity based on the lesson observation tool provided by Eureka by December. This percentage will increase to 90% by May 2024.

Indicator 2: The percentage of students performing at the Approaches level in grades 3-5 will increase from 49% to 60%, Meets from 22% to 35%, and Masters from 5% to 20% as measured by the 2024 STAAR Math Assessment.

Key Action 4: Increase the academic performance of special education students in reading and math.

Strategic Priorities:
Increasing Organizational Efficiency

Indicator of Success 1: Mid-Year Goals Growth

Indicator 1: 85% of special education students will meet their mid-year goals as measured by their IEP and progress monitoring, this percentage will increase to 90% by their annual ARD in spring 2024.

Indicator 2: 50% of special education resource students will show growth on MOY NWEA, this will increase to 60% showing 1 year's growth by EOY NWEA assessment in May 2024.

227 McNamara Elementary School Key Actions 2023-2024

Key Action 1: Increase the number of students reading on grade level in Kinder-3rd grade

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increase the number of students reading on grade level in Kinder-3rd grade

Indicator 1: 70% of 2nd-3rd grade students will increase their RIT score on the Reading NWEA Map assessment by 7 points by December 2023 and at least 5 additional points by June 2024.

Indicator 2: 50% of K-1st grade students will move up one performance level from the BOY DIBELS/Lectura administration to the MOY administration. That number will increase to 65% of students for the EOY administration

Indicator of Success 2: Increase morale on campus, particularly for the teachers and staff

Indicator 1: 70% of teachers will express that they are satisfied with the campus climate and culture on the schoolwide survey in December 2023. This number will increase to 80% by May 2024.

Indicator 2: The teacher turnover rate will decrease from 20% to 10% at the end of the 2023-2024 school year.

Key Action 2: Grow staff capacity to provide the highest quality instruction

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Grow staff capacity to provide the highest quality instruction

Indicator 1: 60% of teachers will receive a score of 9 points or higher out of 15 total points on the spot observations by December 2023. This number will increase to 70% by May 2024.

Indicator 2: 60% of teachers will receive a score of "Proficient" or higher on all dimensions in Domain 2 on T-TESS during their one-hour observations by the leadership team by May 2024.

Key Action 3: Increase the number of parents that participate in school events and engage in their child's academic progress and education

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increase the number of parents that participate in school events and engage in their child's academic progress and education

Indicator 1: Parent participation in monthly "Coffee with the Principal" meetings will increase by 3% each month until May 2024

Indicator 2: 10% of parents will attend Literacy night in December 2023. That number will increase to 15% by Math/Science night in March 2024

Indicator 3: Teachers will communicate with 100% of parents for students in their homeroom at least once per grading cycle, for a total of 6 or more interactions by May 2024

Key Action 4: Increase morale on campus, particularly for the teachers and staff

Strategic Priorities:
Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Increase morale on campus, particularly for the teachers and staff

Indicator 1: 70% of teachers will express that they are satisfied with the campus climate and culture on the schoolwide survey in December 2023. This number will increase to 80% by May 2024.

Indicator 2: The teacher turnover rate will decrease from 20% to 10% at the end of the 2023-2024 school year.

Key Action 5: Increase the level of student-teacher engagement, especially the use of multiple response strategies

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increase the level of student-teacher engagement, especially the use of multiple response strategies

Indicator 1: 75% of teachers will receive both checks on Domain 2 and 3 for multiple response strategies on spot observations by the building leadership team by December 2023. This percentage will increase to 85% by May 2024.

Indicator 2: Out of 80 spot observations of classrooms in November, 75% of lessons observed will include at least two MRS strategies. This number will increase to 85% by March 2024.

Key Action 6: Improve our students' technology proficiency, particularly in basic navigation and typing/keyboarding

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Improve our students' technology proficiency, particularly in basic navigation and typing/keyboarding

Indicator 1: 60% of students in 3rd-5th grade will regularly complete the Keyboarding lessons on Learning.com by December 2023. This number will increase to 70% by May 2024.

Indicator 2: 60% of students in 3rd-5th grade will regularly complete the Computer Fundamentals lessons on Learning.com by December 2023. This number will increase to 70% by May 2024.

Key Action 7: Increase the level of student-teacher engagement, especially the sue of multiple response strategies

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Increase the level of student-teacher engagement, especially the sue of multiple response strategies

Indicator 1: 75% of teachers will receive a "2" or higher on the use of multiple response strategies on spot observations by the building leadership team by December 2023. This percentage will increase to 85% by May 2024.

Indicator 2: Out of 80 spot observations of classrooms in November, 75% of lessons observed will include at least 2 MRS strategies with 3rd-5th grade including at least one digital strategy. This number will increase to 85% by March 2024.

Key Action 8: Grow staff capacity to provide the highest quality instruction

Strategic Priorities:
Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: Grow staff capacity to provide the highest quality instruction

Indicator 1: 60% of teachers will receive a score of 2 or higher on the "Delivering purposeful instruction" section of spot observations by December 2023. This number will increase to 70% by May 2024.

Indicator 2: 70% of teachers will be proficient or higher in the delivery of high-quality instruction as measured by that section in the teacher evaluation rubric.

Key Action 9: Improve the English proficiency of our emergent bilingual students

Strategic Priorities:
Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: Improve the English proficiency of our emergent bilingual students

Indicator 1: 50% of emergent bilingual students will increase their composite score by at least .4 as compared to their previous year's TELPAS score buy the January 2024 Summit K-12 summative assessment administration

Indicator 2: 50% of emergent bilingual students will increase their composite score by at least 1 proficiency level as compared to their previous year's TELPAS score by the March 2024 TELPAS administration.

228 River Oaks Elementary School Key Actions 2023-2024

Key Action 1: River Oaks Elementary School will improve the quality of mathematics instruction.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 60% of teachers will receive a 2 or higher in purposeful instruction on spot observations by December 2023, increasing to 85% by May 2024.

Indicator of Success 2: 85% of students will make at least one year of growth in NWEA-MAP mathematics by May 2024.

Indicator of Success 3: 75% of students with a special education designation will show progress from BOY to MOY, increasing to 90% by EOY on the NWEA-MAP mathematics assessments.

Key Action 2: River Oaks Elementary School will improve writing instruction across all grade levels.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 60% of teachers will receive a 2 or higher in purposeful instruction on spot observations by December 2023, increasing to 85% by May 2024.

Indicator of Success 2: 50% of general education students will score proficient or higher on a 25-point holistic rubric to grade a campus-developed writing assessment administered in October 2023, increasing to 75% in April 2024.

Indicator of Success 3: 90% of students with a special education designation will make at least 10 points of growth using a 25-point holistic rubric to grade a campus-developed writing assessment by April 2024.

229 Roberts Elementary School Key Actions 2023-2024

Key Action 1: Roberts ES will increase student engagement in all K-5 classrooms by planning and delivering multiple-response strategies (MRS) during direct instruction. Teachers will implement engagement strategies to promote communication, collaboration, and critical thinking throughout the lesson cycle.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 80% of spot observations conducted between October 2023 and February 2023 will earn at least 2 points in "Engagement," as the campus leadership team rated. The percentage will increase to 90% in April 2024.

Indicator of Success 2: 80% of spot observations conducted between October 2023 and February 2023 will earn at least 2 points in "Classroom Management," as the campus leadership team rated. The percentage will increase to 90% in April 2024.

Key Action 2: Roberts ES will grow teachers' capacity to provide inquiry-based instruction through IB PLCs. The instructional practices targeted within PLCs will support aligning their current unit of inquiry and depth and complexity in lessons for IB learners.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: 80% of spot observations conducted between October 2023 and February 2024 will earn at least 2 points in "Purposeful Instruction," as the campus leadership team rated. The percentage will increase to 90% in April 2024.

Indicator of Success 2: 90% of all classroom visits between September 2023 and December 2023 will show active Wonder Wall-provoking inquiry discussions. The percentage will increase to 100% by April 2024.

Key Action 3: Roberts ES will strengthen the quality of instruction delivered to students identified in special education. Students receiving special education services, regardless of their disability label or educational placement, will make adequate progress toward mastering their IEP goals and meeting grade-level standards. All staff personnel supporting students in special education will receive appropriate professional development and the resources necessary to deliver high-quality instruction.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 75% of all students identified in special education will make appropriate progress toward mastery of their IEP goals.

Indicator of Success 2: 100% of all parents with students receiving Special Education services will receive Progress Reports at the end of each grading cycle. The graphs created in the progress report will determine trends that determine whether a student is making appropriate progress.

Indicator of Success 3: 100% of the eligible teachers will complete an accommodation checklist during each 6 weeks tracking accommodations utilized by identified Special Education students.

Indicator of Success 4: 90% of students identified in special education will demonstrate progress from the beginning-of-year (BOY) to the end-of-year (EOY) on the NWEA Reading and NWEA Math assessments.

Key Action 4: Roberts ES will improve the quality of instruction for all students identified as emergent bilingual (EB). EB students receiving content language support will make adequate progress toward meeting state and grade-level standards. All instructional staff supporting EB students will receive appropriate professional development and the resources necessary to deliver high-quality instruction.

Indicator of Success 1: By the end of the 2023-2024 school year, 80% of all Emergent Bilingual students will make one year of growth as measured by TELPAS.

Indicator of Success 2: 90% of students identified as Emergent Bilingual will demonstrate progress from beginning-of-year (BOY) to the end of year) on the NWEA Reading and NWEA Math assessments.

231 Roosevelt Elementary School Key Actions 2023-2024

Key Action 1: Increase student engagement with peers using Multiple Response Strategies.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Out of 60 spot observations performed during October, 75% of teachers will receive a "2" or higher in the Engagement section. This number will increase to 85% by February 2024.

Indicator of Success 2: Out of all teacher lesson plans reviewed during October, 75% will incorporate a minimum of 3 different Multiple Response Strategies Daily. This number will increase to 85% by February 2024.

Key Action 2: Raise the reading proficiency of all students.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Using the Benchmark Running Records assessment, 70% of students will read within the MOY Grade Level Range. This number will increase to 100% reading within the EOY Grade Level Range.

Indicator of Success 2: Across the campus, 55% of students will be in the 50th percentile or above in Reading as measured by the MOY NWEA Map Assessment. These numbers will increase to 75% of students in the 50th percentile or above by the EOY NWEA Map Assessment.

Key Action 3: Strengthen mathematical skills and problem-solving abilities campus-wide.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Across the campus, 55% of students will be in the 50th percentile or above in Mathematics as measured by the MOY NWEA Map Assessment. These numbers will increase to 75% of students in the 50th percentile or above by the EOY NWEA Map Assessment.

Indicator of Success 2: By the end of each Eureka Module in conjunction with the Campus/District Pacing Calendar, 80% of Grades 1-5 students will have completed all aligned Zearn Mission Lessons according to the Zearn Completion Report.

Key Action 4: Improve the quality of writing in all subject areas.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: For students in Grades 2-5, 50% will score proficiently using the Extended Response STAAR Rubric as measured by the campus writing assessment administered in December 2023. This number will increase to 75% of students at the proficient level for the campus writing assessment administered in March 2024.

Indicator of Success 2: During weekly spot observations, 100% of teachers will incorporate grade-level and TEKS-aligned short-response questions, as evidenced by students' writing journals in all subjects.

232 Ross Elementary School Key Actions 2023-2024

Key Action 1: Teachers will increase their capacity to execute High-Quality Instruction (HQI) by implementing the HQI curriculum and taking immediate actions that address coaching feedback to increase teacher capacity.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 70% of our teachers will obtain a rating of Proficient or higher in Lesson Objective and DOL, Purposeful Instruction, and Engagement on Spot Observations conducted by November 2023.

Indicator of Success 2: By the end of the 2023-2024 school year, 85% of our teachers will obtain a Proficient or higher rating in Lesson Objective and DOL, Purposeful Instruction, and Engagement on Spot Observations conducted by May 2024.

Key Action 2: All 2nd grade through 5th grade students will reach proficiency levels on reading fluency and comprehension skills, and all EB students will show growth and mastery on all portions of the TELPAS assessment.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Ross Elementary will have 100% of students participate during the MOY and EOY NWEA Reading testing window.

Indicator of Success 2: 50% of all students will make a 0.9 level gain in Reading on the MOY NWEA, and at least 70% will make another 0.9 level gain in Reading by the EOY NWEA assessment by May 2024, totaling a 1.8 level growth.

Indicator of Success 3: To raise TELPAS results, we will conduct monthly Training on campus and assign district and out-of-district training for our Bilingual and ESL teachers.

Key Action 3: 50% of all 2nd grade through 5th grade students will be above the 50th percentile in Math as measured by the NWEA MAP assessments.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Ross Elementary will have 100% of students' participation during the MOY and EOY NWEA Mathematics testing window.

Indicator of Success 2: 40% of all students will be in the 50th percentile or above in Mathematics as measured by the MOY NWEA assessment and at least 60% of all students will be in the 50th percentile or above in Mathematics by the EOY NWEA assessment by May 2024.

Key Action 4: Ensure that our campus Special Education department is in 100% compliance throughout the school year with implementing and tracking progress monitoring of our students within the Special Education program.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Ross Elementary Special Education Department will remain compliant throughout the 2023- 2024 school year.

Indicator of Success 2: Students within the Special Education Department will increase from 60% passing rate on the Reading and Mathematics MOY NWEA to 80% on the Reading and Mathematics EOY NWEA.

233 Rucker Elementary School Key Actions 2023-2024

Key Action 1: In alignment with Houston ISD Core Value #3, Teachers will improve the rigor of instruction to ensure students are meeting and/or mastering grade level standard on State Assessments.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Monitoring Purposeful instruction.

Indicator 1: * 75% of teachers will score 5 points in "purposeful instruction" on their spot observation forms in December 2023

Indicator 2: * 90% of teachers will score 7 points in "purposeful instruction" on their spot observation forms in May 2024

Indicator of Success 2: The percentage of 3rd-5th grade students performing at or above grade level as measured by STAAR 2024 will reflect the following:
* Meets will improve from 33% to 40% (7 percentage point increase)
* Masters will improve from 9% to 15% (6 percentage point increase)

To close achievement gaps, the percentage of 3rd-5th grade students performing below grade level will reflect the following:
* Did Not Meet will decrease 67% to 57% (10 percentage point decrease)

Key Action 2: In alignment with Houston ISD Core Value #1, Rucker Leadership team will implement systems of support that include internalization of lessons with accommodations and specially designed instruction (SDI) for special education students

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: * 100% of teachers will utilize individualized folders created by the Special Education team that contain the specific accommodations and designated supports to ensure their academic success.

Indicator 1: * 100% of teachers will utilize individualized folders created by the Special Education team that contain the specific accommodations and designated supports to ensure their academic success.

Indicator 2: * 90% of SpEd students will demonstrate progress of 1.0 grade level on NWEA MAP from BOY to EOY 2023-24.
* 100% of IEPs and Special Education progress reports will be in compliance with district expectations.

Indicator of Success 2: * The number of 3rd-5th grade special education students performing at grade level as measured by STAAR 2024 will reflect the following:
* Number of students in 3rd grade scoring at the meets level or above will increase from 2 out of 16 tests (12%) to 4 out of 16 tests (25%)
* Number of students in 4th grade scoring at the meets level or above will increase from 0 out of 10 tests (0%) to 4 out of of 10 tests (40%)
* Number of students in 5th grade scoring at the meets level or above will increase from 9 out of 33 tests (27%) to 14 out of 33 (42%)

Key Action 3: In alignment with Houston ISD Core Value #6 with a focus on equity, 3rd-5th Grade Teachers, Teacher Apprentices, Learning Coaches, and Administrators will prioritize the LSAE model and implement the model with integrity in order to accurately diagnose student misunderstanding and provide immediate feedback and support to close learning gaps and extend learning for all students.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: * Rucker ES will see at least a 10% reduction in the percentage of students who perform at or below the 35th percentile from the NWEA MAP Growth Assessment from BOY to MOY 2023-24. We will also see at least a 10% increase in the percentage of students performing at or above the 50th percentile from the NWEA MAP Growth Assessment from BOY to MOY 2023-24.

Indicator 1: * Rucker ES will see at least a 10% reduction in the percentage of students who perform at or below the 35th percentile from the NWEA MAP Growth Assessment from BOY to MOY 2023-24. We will also see at least a 10% increase in the percentage of students performing at or above the 50th percentile from the NWEA MAP Growth Assessment from BOY to MOY 2023-24.

Indicator of Success 2: * 70% of Rucker students will meet or exceed their EOY RIT Score Growth Target on the NWEA MAP Math Growth Assessment 2023-24.

Indicator of Success 3: * 50% of Rucker students will meet or exceed their EOY RIT Score Growth Target on the NWEA MAP Reading Growth Assessment 2023-24.

Key Action 4: In alignment with Houston ISD Core Value #2, the Rucker Leadership Team will refine the quality of our instructional coaching to ensure staff members receive frequent real time and on-the-spot feedback, resulting in improvement of quality instruction

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: * Principal and APs score at Proficient I or higher for the 2023-24 school year.

Indicator 1: Principal and APs score at Proficient I or higher for the 2023-24 school year.

Indicator 2: * Principal and APs will conduct at least one on-the-spot coaching form for each assigned appraisee per month and provide feedback to teachers.
* Principal and APs will conduct at least five one on-the-spot coaching forms per week.

Indicator 3: * 70% of scores on spot observation cards in December 2023 will be Proficient I or higher; that percentage will increase to 80% by May 2024.

234 BCM Biotech Academy at Rusk Key Actions 2023-2024

Key Action 1: Grow staff capacity to provide the highest quality instruction (PWA #2).

Strategic Priorities:
Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: 70% of teachers will have an average rating of proficient on SPOT observations by December and 80% by May.

Indicator of Success 2: 80% of teachers will be proficient in T-TESS observations by EOY.

Key Action 2: Improve proficiency in student writing across the curriculum.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 50% of students will score at or above a proficient rating by the MOY exam. This percentage will increase to 70% by the EOY exam.

Indicator of Success 2: When graded with a holistic rubric, 50% of students will score a 5 or better on their extended constructed responses at the MOY. This percentage will increase to 70% of students by the EOY.

Key Action 3: Improve student math proficiency across all three grade levels.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 70% of students will perform at or above grade level in math on universal screener assessment by the MOY and this percentage will increase to 85% of students by the EOY.

Indicator of Success 2: By the end of the year, 70% of students will show growth in math on the universal screener.

Key Action 4: Improve student proficiency in social studies across all three grade levels.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 50% of students will score at or above a proficient rating on social studies common assessments at the MOY. 65% of students will score at or above a proficient rating on common cycle assessments by the EOY.

Indicator of Success 2: When graded with a holistic rubric, 50% of students will score a 5 or better on their constructed responses at the MOY. This percentage will increase to 65% of students by the EOY.

237 Scarborough Elementary School Key Actions 2023-2024

Key Action 1: Grow teacher capacity to improve the quality of first instruction through coaching and feedback.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: The objectives aim for significant improvement across various educational assessments: 85% proficiency in Spot Observations by May 2024, increased student proficiency in PreK and K on the MoY Circle assessment, growth in K-5 students' performance on DIBELS and NWEA MAP assessments, and achieving a 65% Meets/Masters level in 3rd-5th grade students on the spring 2024 STAAR RLA tests.

Indicator 1: 70% of Spot Observations scored using the rubric by the district will have a proficient rating or higher in December 2023 and increase to 85% proficiency by May 2024

Indicator 2: 75% of PreK and K students will increase their proficiency on the MoY Circle assessment by 25% and 70% by EoY

Indicator 3: 75% of K-5 students will show 30% growth from the BoY and the MoY and 40% growth from the MoY to the EoY resulting in 75% of students performing above benchmark on the DIBELS assessment in the 5 components.

Key Action 2: Provide the highest quality math instruction in PreK-5
th grades during the 2023-2024 school year

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: The educational objectives aim to elevate proficiency levels in various areas, targeting a proficient rating in 85% of spot observations by May 2024, achieving incremental proficiency improvements in K-5th students on the NWEA MAP assessment, attaining a 65% Meets/Masters level in 3rd-5th graders on the spring 2024 STAAR math test, and enabling 3rd-5th graders to proficiently use digital tools like "AMIRA" and CANVAS for answering STAAR 2.0 question types.

Indicator 1: 70% of Spot Observations scored using the rubric by the district will have a proficient rating or higher in December 2023 and increase to 85% proficiency in May 2024.

Indicator 2: 70% of K-5
th students will increase proficiency by 10% on the MoY NWEA MAP assessment and 15% by EoY NEWA MAP.

Indicator 3: 65% of 3rd-5th grade students will achieve the Meets/Masters level as measured by the spring 2024 STAAR math test

- 3rd-5th grade students will be able to use digital tools, e.g., "AMIRA" writable and exit tickets via CANVAS to answer STAAR 2.0 question types.

Key Action 3: Increase the special education team's compliance and instructional capacity through realignment of skills and systems.

Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: This plan focuses on maintaining 100% SPED compliance in the EasyIEP system, improving the proficiency of SPED student learning and engagement through targeted growth measures in NWEA MAP and STAAR, and enhancing the quality of instructional delivery as observed in spot observations, with a commitment to continuous progress monitoring and adjustment throughout the academic year.

Indicator 1: Maintain SPED compliance in EasyIEP system at 100%, including ARDS, progress monitoring, documentation of accommodations, and successful implementation of IEP goals and objectives.

Indicator 2: 70% of Spot Observations scored using the rubric by the district will have a proficient rating or higher in December 2023 and increase to 85% proficiency in May 2024.

Indicator 3: 75% of 3rd-5th SPED students will show 5% growth from the BoY and the MoY, and 10% growth from the MoY to the EoY as measured by NWEA MAP.
-75% of 3rd- 5th SPED students will show 10% growth on the spring 2024 reading STAAR.
-Student engagement will increase by implementing MRS during core instruction as measured by STAAR.

239 Shearn Elementary School Key Actions 2023-2024

Key Action 1: Increase opportunities for parent engagement that are linked to learning.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Increase opportunities for parent engagement that are linked to learning.

Indicator 1: By May 2024, the number of parents attending campus wide events will increase by 10%.

Indicator 2: By May 2024, Shearn ES will meet 100% requirements to be designated a Diamond school by HISD's Family and Community Engagement department

Key Action 2: Improve the quality of coaching and professional development provided to teaching staff and the quality of student engagement across all classrooms.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: Improve the quality of coaching and professional development provided to teaching staff and the quality of student engagement across all classrooms.

Indicator 1: The percentage of teachers at the proficient level or above will increase by 10%.

Indicator 2: The percentage of students making one year of growth on TELPAS assessments will increase by 5%.

Indicator 3: In 2023-2024, 85% of students in grades 4 and 5 that DNM the previous year, will meet or exceed their progress goals on STAAR Reading and Math.

Key Action 3: Improve student attendance and academic achievement for special education and at risk students through individual supports.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Indicator of Success 1: Improve student attendance and academic achievement for special education and at risk students through individual supports.

Indicator 1: By May 2024, student attendance rates will increase from 93.6% to 96.0% campus wide.

Indicator 2: In 2023-2024, the percentage of at-risk students achieving at the meets level in Reading and Math will increase by 5% from the previous school year.

Key Action 4: Develop staff capacity to deliver high quality instruction

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: Develop staff capacity to deliver high quality instruction

Indicator 1: Out of 72 spot observations conducted by December 2023, 75% of teachers will receive 5 points or higher in Instruction (Domain 2) on the HISD Formal T-TESS Walkthrough rubric.

Indicator 2: By May 2024, 75% of teachers will be rated proficient or higher in Dimension 2.2 and 2.3 in Domain 2 on the T-TESS rubric.

Indicator 3: 85% of students will meet or exceed 1 year of annual growth goals on the MAP assessment from beginning of year to end of year

240 Sherman Elementary School Key Actions 2023-2024

Key Action 1: Sherman Elementary School will achieve higher academic growth in reading 3rd-5th grades due to the high quality of the teacher's instruction.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 70% of the observations conducted by the calibration team in December will be proficient or higher; that percentage will increase to 100% in April 2024.

Indicator of Success 2: 80% of the teachers will be proficient or higher in delivering high-quality instruction as measured by the 23-24 teacher evaluation system.

Key Action 2: Sherman Elementary School will achieve higher academic growth in math grades Kinder through 5th grades due to the high quality of the teacher's instruction.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 70% of the observations conducted by the calibration team in December will be proficient or higher; that percentage will increase to 100% in April 2024. (15 math teachers)

Indicator of Success 2: 80% of the teachers will be proficient or higher in delivering high-quality instruction as measured by 23-24 teacher evaluations.

Key Action 3: Sherman Elementary School will achieve higher academic growth in reading Kinder to 2nd grades due to the high quality of the teacher's instruction.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 70% of the observations conducted by the calibration team in December will be proficient or higher; that percentage will increase to 80% in April 2024.

Indicator of Success 2: 80% of the teachers will be proficient or higher in delivering high-quality instruction as measured by the 23-24 teacher evaluation

system.

Key Action 4: Sherman Elementary School will increase academic growth in math in grades Kinder through 2nd due to the high quality of teacher instruction.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 60% of the observations conducted by the calibration team in December will be proficient or higher; that percentage will increase to 80% by April 2024.

Indicator of Success 2: 80% of teachers will be proficient or higher in delivering high-quality instruction as measured by the 2023-2024 teacher evaluation.

241 Sinclair Elementary School Key Actions 2023-2024

Key Action 1: Provide High Quality Instruction

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increased outcomes on SPOT observations

Indicator 1: Out of 160 spot observations conducted by December 2023, 50% of teachers will be observed using MRS. This will increase to 75% out of 160 spot observations by May 2023.

Indicator 2: Out of 160 spot observations conducted by December 2023, 50% of teachers will be observed using DOLs. This will increase to 75% out of 160 spot observations by May 2023. DOLS will indicate that a minimum of 70% of students are proficient with the daily learning objective.

Indicator 3: Out of 160 spot observations conducted by December 2023, 50% of teachers will be observed making cross curricular connections. This will increase to 75% out of 160 spot observations by May 2023.

Key Action 2: Implement effective coaching protocols to increase teacher capacity.

Strategic Priorities:
Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Increased DOL/LO alignment

Indicator 1: Out of the 160 spot observations conducted by December 2023, 50% of teachers will receive a minimum score of 5 on the spot observation form. This will increase to a minimum score of 7 by May 2023.

Indicator 2: Out of 160 spot observations conducted by December 2023, 50% of observed DOL's will be directly aligned with Learning Objectives. This will increase to 80% by May 2024.

Indicator 3: Student proficiency on DOL's will increase during monthly checks by 5% from November to April 2024.

Key Action 3: All special population students will meet their goals on the educational plan and/or have accommodations implemented which are aligned to student success.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Student on track data

Indicator 1: Students with an educational plan (504, GT, IEP) will demonstrate at least 1/3 year of growth on MOY assessments and at least one year of growth on the EOY NWEA.

Indicator 2: 30% of SPED students will be on track to score at approaches in reading by MOY and 50% will score at approaches by EOY in Reading.

Indicator 3: 30% of SPED students will be on track to score at approaches in reading by MOY and 50% will score at approaches by EOY in Math.

242 Smith Elementary School Key Actions 2023-2024

Key Action 1: Strengthen the level of student engagement using multiple response strategies including student discourse and through written responses in all core content areas, PK-5.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: By May 2024, 95% of classroom observations will score 2 or higher in engagement using various strategies, and 60% of 2nd-5th grade emergent bilinguals will improve by one or more TELPAS proficiency levels in speaking and writing by June 2024.

Indicator 1: 95% of "Engage" spot observations of classrooms by the building leadership team will score 2 or higher using multiple response strategies, including using the Talk Read, Talk Write strategy, by May 2024.

Indicator 2: 60% of all 2nd-5th grade emergent bilinguals will increase by one or more TELPAS proficiency levels in speaking and writing by June 2024.

Key Action 2: Improve proficiency in student written responses in core contents, grades PK-5, both on paper and on the computer, with evaluation of students' compositions aligned to STAAR constructed response rubrics.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: By December 2023 and May 2024, a significant majority of students are expected to meet grade-level writing expectations in daily tasks and STAAR Constructed Response Rubrics, and by April 2024, most 2nd-5th graders will proficiently transfer written text into digital format as observed by the administration.

Indicator 1: By December 2023, 85% of student written responses on DOLs in all content areas will reflect the non-negotiable grade-level writing expectations. Additionally the summative data in May 2024 from students in grades 3-5 will score a 2 or higher using the STAAR Constructed Response Rubrics.

Indicator 2: By April 2024, 80% of all 2nd-5th graders will be proficient with transferring written text by typing short paragraphs into text boxes on a laptop as evidenced by spot observations completed by the building administration.

Key Action 3: Improve the delivery of daily high-quality instruction in Mathematics and Science in all grades K-5, via tightly aligned hands-on student investigations, DOLs, and formative assessments.

Strategic Priorities:
Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: A targeted improvement in student mastery is aimed for STAAR Math Reporting Categories 1 and 2, with a 5% increase by 2024,

and a progression from 70% to 80% proficiency in Direct Observations of Learning (DOLs) focusing on priority TEKS through student-written responses aligned with hands-on experiences during direct instruction, from November 2023 to April 2024.

Indicator 1: 70% of DOLs, by November 2023, will show proficiency of priority TEKS using student-written responses directly aligned to the hands-on experiences during direction instruction. Student mastery will increase to 80% by April 2024.

Indicator 2: Student mastery in STAAR Math Reporting Categories 1 and 2, Numerical Representations and Relationships and Computations and Algebraic Relationships, will increase by at least 5% on the 2024 STAAR Mathematics test.

243 Thompson Elementary School Key Actions 2023-2024

Key Action 1: Improve K-5th Grade Reading instruction

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Weekly spot observations throughout the first semester completed by the leadership team will yield 80% of teachers receiving a "2" or higher in purposeful instruction using reading strategies such as decoding, language comprehension, daily opportunities to complete short constructed responses and text annotation. This percentage will increase to 90% by March 2024 and will be measured by data collected on the spot observation forms.

Indicator of Success 2: DIBELS

Indicator 1: 50% of 1st grader students will move from Emergent level on a minimal of a level H by the second administration of the DIBELS assessment. This percentage will increase to 80% of 1st graders on a level K, Upper Emergent level by the 3rd administration of the DIBELS assessment taken at the end of the year.

Indicator 2: 60% of 2nd grade students will move from Upper Emergent level on a minimal of a level K by the second administration of the DIBELS assessment. This percentage will increase to 80% of 2nd graders on a level Q, Early Fluent level by the 3rd administration of the DIBELS assessment taken at the end of the year.

Indicator of Success 3: All students that are administered the NWEA will be at or above the 50th percentile in reading as measured on the NWEA MAP assessment by the MOY assessment. This percentile will increase to at or above the 60th percentile by the conclusion of EOY administration of the MAP assessment.

Key Action 2: Raise the level of student-teacher engagement in Math, specifically using manipulatives and story problems.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Weekly spot observations throughout the first semester will yield 80% of teachers receiving a "2" or higher on the use of multiple response strategies, that include the use of manipulatives to increase student ownership of learning and mastery of standards. This percentage will increase to 90% by March 2024.

Indicator of Success 2: Staff will internalize learning objectives and create daily word problems during planning so that students are engage with story problems 50% or more during all math classes.

Indicator of Success 3: The percentage of 4th - 5th grade students performing at "Meets" level standard on the 2024 STAAR will increase from the previous year's Math STAAR data. 4th grade students performing at the "Meets" level will increase from 26% to 60% and 5th grade students performing at "Meets" level will increase from 38% to 45%.

Indicator of Success 4: The percentage of 4th - 5th grade students performing at "Meets" level standard on the 2024 STAAR will increase from the previous year's Math STAAR data. 4th grade students performing at the "Meets" level will increase from 26% to 60% and 5th grade students performing at "Meets" level will increase from 38% to 45%.

Key Action 3: The percentage of 5th grade students performing at, or above grade level is science as measured by the "Meets" level standard on the STAAR assessment will increase by 10% as compared to the 2023 STAAR Science campus data.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Students in grades K-5 will score at or above 70-79% range score that indicates on grade level in science on the NWEA MAP assessments by the end of the 23-24 school year as compares to BOY and MOY assessment scores.

Indicator of Success 2: Students will participate in hands-on laboratory experimental investigations in their science classes at a minimum of 1-2 times weekly. This will be measured by spot observations provided by the leadership team.

Indicator of Success 3: The percentage of 5th grade students performing at, or above grade level is science as measured by the "Meets" level standard on the STAAR assessment will increase by 10% as compared to the 2023 STAAR Science campus data.

Key Action 4: Improve the quality of instruction for Special Education students

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Students receiving special education services will receive additional support anchored in a small group setting to master learning targets. This includes guided practice/modeling problems with teacher, practice and collaborate with peers as they write, cut and glue reference materials in an Interactive Notebook. As a result of these practices 50% or more of these students will be leveled as S2's or higher as measured by the daily DOL. This will increase by 80% or more by May 2024.

Indicator of Success 2: All 3rd thru 5th grade students receiving special education services in the general education setting will perform at or above the Approaches level on all STAAR assessments. 50% will be performing at the Approaches level on M STAAR and 33% on R STAAR assessments on the

mid-year STAAR Interim assessment in January 2024. STAAR data will increase to 60% on the STAAR Math and 43% on the STAAR R in May 2024 on the STAAR EOY assessments.

Key Action 5: All 3rd-5th grade students will perform at the Masters level on all STAAR assessments. 20% will be performing at the Masters level on all STAAR assessments on the mid-year STAAR Interim assessment in January 2024. STAAR data at the Masters level will increase to 30% on all STAAR assessments in May 2024.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Staff will facilitate opportunities for students to demonstrate their learning through differentiated response techniques using multiple response strategies such as as response cards, think-jot-share, and whip around, to ensure that the literacy needs of all students are met.

Indicator of Success 2: Building leaders will provide staff with ongoing weekly professional development opportunities on highly effective literacy practices such as utilizing annotations, read alouds, R.A.C.E strategy, constructive response rubrics, thinking maps and sentence starters for citing and explaining, so that students have maximal instructional growth in literacy.

244 Southmayd Elementary School Key Actions 2023-2024

Key Action 1: Students will be able to read on grade level in 1st-5th grade in order to increase student achievement in reading, math, and science.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: NWEA Assessment Results

Indicator 1: By the middle of the year (MOY) administration of the NWEA-Reading, the percentage of 1st -5th grade students performing at or above grade level in reading will increase by 15%.

Indicator 2: By the end of the year (EOY) administration of the NWEA-Reading, the percentage of 1st -5th grade students performing at or above grade level in reading will increase by 20%.

Key Action 2: To improve our campus culture and climate we will implement positive reinforcers for teacher, staff, and student performance that include behavioral rewards, free dress and campus spirit days, staff social activities, and attendance incentives.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Attendance rate and discipline referrals numbers.

Indicator 1: By December 2023, we will increase our attendance rate to 98% for the fall term.

Indicator 2: By January 2024 we will implement campus expectations, establish peer mentorship relationships, and develop a communication plan to help or staff and students better adjust to overall changes and action plans.

Key Action 3: Southmayd will be able to retain and recruit certified strong pedagogy personnel to increase student achievement in all content areas.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Teachers retention rate.

Indicator 1: By the end of the 2023-2024 school year Southmayd will have a 10% increase in its retention rate.

Key Action 4: Increase in Parent Engagement

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increase in Parent Engagement participation rate.

Indicator 1: By May 2024, parent attendance at workshops will increase by 10%.

Indicator 2: We will provide at least 1 continued educational class and FACE Workshop per semester for parents and secure low-cost to free resources.

245 Stevens Elementary School Key Actions 2023-2024

Key Action 1: Increase student achievement by providing high quality on grade level instruction.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Increase student achievement on STAAR and NWEA MAP by providing high quality on grade level instructions.

Indicator 1: * By February 2024, 45% of students in grades 3rd through 5th will show .6 times expected annual growth on the NWEA assessment in math.
* By February 2024, 45% of students in grades 3rd through 5th will show .6 times expected annual growth on the NWEA assessment in reading.
* By February 2024, 45% of students in grades 3rd through 5th will show .6 times expected annual growth on the NWEA assessment in science.

Indicator 2: * By May 2024, 65% of students in grades 3rd through 5th will show 1.4 times expected annual growth on the NWEA assessment in math.
* By May 2024, 65% of students in grades 3rd through 5th will show 1.4 times expected annual growth on the NWEA assessment in reading.
* By May 2024, 65% of students in grades 3rd through 5th will show 1.4 times expected annual growth on the NWEA assessment in science.

Indicator 3: * By May 2024, the average meets performance in Reading, Math and Science STAAR will increase from 20% to 45%.

Key Action 2: Enhance the quality of instruction through the use of implementing high quality instructional materials and defining best practices in pedagogical moves.

Strategic Priorities:
Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: Improve the quality of instruction as measured by T-TESS walkthroughs and Circle, Dibbles and NWEA Map data.

Indicator 1: * By May 2024, the leadership team will strategically recruit and retain 80% of our high quality teachers as measured by Circle, Dibbles and NWEA MAP student achievement data.

Indicator 2: * By December 2023, 70% of the teachers will use a minimum of 4 multiple response strategies during a whole group lesson with an increase to 100% by April 2024 as documented on T-TESS walkthroughs.

Indicator 3: * By December 2023, 70% of the teachers will engage the students in purposeful and objective aligned lessons in core subjects with an increase to 100% by April 2024 as documented on T-TESS walkthroughs.

Key Action 3: Decrease the number of students with excessive absences by providing individualized interventions and providing additional support to monitor and promote attendance.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Improve student attendance and reduce the number of excessive absences.

Indicator 1: * Improve our attendance rate to 95% or higher for the 2023-2024 school year.

Indicator 2: * Decrease the number of scholars with excessive absences from 52% to 20% by April 2023.

Key Action 4: Increase student achievement of students in subpopulations by implementing appropriate designated supports and/ or accommodations.

Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency

Indicator of Success 1: Increase of performance on STAAR/TELPAS for special education students and emergent bilingual students.

Indicator 1: * By May 2024, the percent of SPED students at the Approaches level on Math STAAR will increase from 25% to 50%.
* By May 2024, the percent of SPED students at the Meets level on Math STAAR will increase from 0% to 25%.

Indicator 2: * By May 2024, the percent of SPED students at the Approaches level on Reading STAAR will increase from 12% to 30%.
* By May 2024, the percent of SPED students at the Meets level on Reading STAAR will increase from 6% to 25%.

Indicator 3: * By May 2024, the percent of EB students with an advanced composite score will increase from 12% to 40%.
* By May 2024, the percent of EB students with an intermediate composite score on TELPAS will increase from 40% to 60%.

247 Young Elementary School Key Actions 2023-2024

Key Action 1: Improve data driven instruction to increase student achievement and close achievement gaps in both math and reading.

Indicator of Success 1: Utilize MAP results to create a plan of action around implementation of curriculum with fidelity

Indicator 1: By May 2024, MAP data will indicate at least one year of growth for 75% of the students in reading and math.

Indicator 2: By May 2024, students reading two or more grade levels below will show an increase of 1.5 years through EOY Map data.

Indicator 3: By May 2024, 40% of students will perform at the Meets level or higher on campus, district, and state assessments (STAAR) in Reading and Math.

Key Action 2: Increase the level of student engagement through the use of Multiple Response Strategies with student discourse.

Indicator of Success 1: Increased scores on Spot Observations each quarter

Indicator 1: By October 2023, 60 of 80 (75%) spot observations will have a score of 2 or higher on the student engagement rubric.

Indicator 2: By February 2024, 70 of 80 (88%) spot observations will have a score of 2 or higher on the student engagement rubric.

Indicator 3: By May 2024, 72 of 80 (90%) spot observations will have a score of 2 or higher on the student engagement rubric.

Key Action 3: Improve campus systems and routines around attendance to maximize instructional time.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Monitor daily attendance percentages and quarterly results.

Indicator 1: By May 2024, campus YTD attendance will increase from 96.3% to 97%. By December 2023, campus YTD will increase to 96.6%.

Indicator 2: By October 2023, 65 out 80 spot observations by the Leadership Team will have a score of 1.5 or higher on the 'Purposeful Instruction' rubric. By February 2024, the ratio will increase to 70 of 80 spot observations and 76 of 80 by May 2024.

Key Action 4: Improve special education practices to increase students' achievement in special population that aligned with their specific IEP.

Indicator of Success 1: Improved student achievement of SpEd students based on progress monitoring.

Indicator 1: By October 2023, 60% of campus Special Education population will show 10% growth on progress monitoring.

Indicator 2: By February 2024, 70% of the Special Education population will show 15% growth from BOY to MOY.

Indicator 3: By May 2024, 80% of the Special Education population will meet their action goals aligned in their IEP.

248 Sutton Elementary School Key Actions 2023-2024

Key Action 1: Build teacher capacity to provide rigorous high-quality instruction that promotes critical thinking and is differentiated and scaffolded to meet the needs of English learners, students with disabilities, and gifted and talented.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: Teacher Quality

Indicator 1: 70% of the scores on spot observations conducted by the admin team in October 2023 will be proficient or higher and this percentage will increase to 75% in January 2024 and 80% in April 2024.

Indicator 2: 70% of the teachers will be proficient or higher on the fall-on-spot observations conducted by the division and campus team. This percentage will grow to 80% on the Spring 2024 observation.

Indicator 3: 80% of the teachers will score proficient or higher in Doman 2 (Instruction) of the T-TESS Rubric.

Key Action 2: Improve PreK-5th grade reading and writing achievement.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Reading and Writing Achievement

Indicator 1: The percentage of students showing growth in Reading on the NWEA MAP will increase by at least 5% points from BOY to MOY and another 5% points from MOY to EOY administration.

Indicator 2: The percentage of students in grades 3-5 scoring at the meets or above grade level in Reading shall increase by at least 5% points from 31.7% to 36.7% between Spring 2023 to Spring 2024.

Indicator 3: The percentage of Pre-K and K students who are On-Track with phonological awareness and phonics as measured by the Circle and DIBELS respectively will improve by at least 10 percentage points from BOY to MOY and another 10 percentage points from MOY to EOY administration.

Indicator of Success 2: TELPAS

Indicator 1: The percentage of students growing one level of language proficiency in TELPAS will increase from 49% to at least 54% from Spring 2023 to Spring 2024.

Key Action 3: Improve PreK-5th grade Math and Science achievement.

Strategic Priorities:

Indicator of Success 1: Mathematics Achievement

Indicator 1: The percentage of students showing growth in math as measured by NWEA MAP, will increase by at least 5% points from BOY to MOY and another 5% points from MOY to EOY administration.

Indicator 2: The percentage of students in grades 3-5 scoring at the meets or above grade level on STAAR Math shall increase by at least 5% points from 32.8% to 37.8% between Spring 2023 to Spring 2024.

Indicator 3: The percentage of Pre-K and K scoring On Track on Math Circle and showing growth on NWEA data will increase by 5% points from the BOY to MOY and another 5% points from MOY to the EOY administration.

Indicator of Success 2: Science Achievement

Indicator 1: The percentage of students in grades 2-5 showing growth in science, as measured by NWEA MAP, will increase by at least 5% points from BOY to MOY and another 5% points from MOY to EOY administration.

Indicator 2: The percentage of students in grades 3-5 scoring at the meets or above grade level on STAAR Science shall increase by at least 5% points from 18.7% to 23.7% between Spring 2023 to Spring 2024.

Key Action 4: Increase student attendance by providing social emotional, behavioral, and health supports.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being

Indicator of Success 1: Student Attendance

Indicator 1: Increase attendance from 93.8% to at least 95% by May 2024.

Indicator 2: Reduce the number of out of school suspensions between Spring 2023 to Spring 2024 from 2.1% to 1.05% as measured by the ratio of end of year total out of school suspensions versus the total number of students.

Indicator 3: 80% of Student Assistance Forms will be completed by the Wraparound Specialist within 48 hours.

Indicator of Success 2: Immunization Compliance

Indicator 1: Increase immunization compliance from at least 70% in October to 80% in January and 95% by May 2024.

Key Action 5: Increase positive school culture on campus by integrating positive behavior intervention systems, English language learner instructional strategies, and the increased use of translation at parental involvement meetings.

Strategic Priorities:

Increasing Organizational Efficiency

Indicator of Success 1: Positive School Culture

Indicator 1: There will be a decrease of in-school suspensions by 10% compared to the 2022-23 school year.

Indicator 2: Campus students and staff will complete a Fall and Spring climate survey which will show an increase in campus favorability between the Fall and the Spring.

Indicator 3: Attendance at Newcomer Night will increase by 10% following personalized invitations and an increase in translation services.

Key Action 6: Increase parental participation and involvement in school activities.

Strategic Priorities:
Increasing Organizational Efficiency

Indicator of Success 1: Parental Involvement

Indicator 1: Increase communication between school and families by providing 100% translation of invitations to native language.

Indicator 2: Increase in parent participation by 25% of families throughout the year.

Indicator of Success 2: Parental Satisfaction

Indicator 1: POSSIP parent survey will show at least 80% satisfaction from all parents.

Key Action 7: Ensure alignment between curricula, instruction, and assessment.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Curriculum Alignment

Indicator 1: 100% of teachers demonstrate alignment between the lesson objective and demonstration of learning.

Indicator 2: 100% of teachers demonstrate internalization of lessons.

Indicator of Success 2: Student Mastery

Indicator 1: Increased student performance by 10% from fall 2023 to Spring 2023.

Indicator 2: At least 80% student mastery on DOLs.

Key Action 8: Increase technology integration in instruction and assessment.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Technology Integration

Indicator 1: 100% of teachers are integrating technology into their lessons and assessments

Indicator 2: 100% of students in kindergarten through 5th grade will demonstrate independence testing online.

Indicator 3: The percentage of students demonstrating Meets Standard on district assessments will increase by 10% from Fall of 2023 to Spring of 2024.

Key Action 9: Build Teacher capacity to provide rigorous high-quality instruction that promotes critical thinking and is differentiated and scaffolded to meet the needs of English learners, students with disabilities, and gifted and talented.

Strategic Priorities:
Increasing Organizational Efficiency

Key Action 10: Increase parental involvement in school activities.

Strategic Priorities:
Transforming Academic Outreach

Key Action 11: Ensure alignment between curricula, instruction, and assessment.

Strategic Priorities:
Expanding Educational Opportunities

Key Action 12: Increase technology integration in instruction and assessment.

Strategic Priorities:
Increasing Organizational Efficiency

249 Travis Elementary School Key Actions 2023-2024

Key Action 1: Implement Demonstration of Learning (DOL) opportunities aligned to current TEKS based on daily learning objectives.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 85% of spot observations completed between October 2023 and February 2023 will earn at least 1 point in 'Lesson Objective and DOL.' The percentage will increase to 90% in April 2023.

Indicator of Success 2: 85% of spot observations completed between October 2023 and February 2023 will earn at least 2 points in 'Purposeful Instruction.' The percentage will increase to 90% in April 2023.

Key Action 2: Increase proficiency in using multiple response strategies (MRS) to improve the quality of student engagement. Teachers will prioritize engagement strategies to ensure 100% of students are engaged throughout the lesson cycle.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 85% of spot observations completed between October 2023 and February 2023 will earn at least 2 points in 'Engagement'. The percentage will increase to 90% in April 2023.

Indicator of Success 2: 85% of spot observations completed between October 2023 and February 2023 will earn at least 1 point in 'Classroom Management'. The percentage will increase to 90% in April 2023.

Key Action 3: General and special education teachers will work together to develop and implement student IP goals and actively use accommodations based on student demonstration of learning.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 85% of SPED students across 3rd-5th grade will demonstrate progress from middle-of-year (MOY) to end-of-year (EOY) on the NWEA Reading and NWEA Math assessments.

Indicator of Success 2: 60% of SPED students across 3rd-5th grade will be at the 'Meets' level on the STAAR in Reading and Math for the 2023-2024 school year.

Key Action 4: Increase teacher capacity and student opportunities to develop habits of thinking that focus on developing high levels of understanding and the ability to apply learning in real-world contexts.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 85% of spot observations completed between October 2023 and February 2023 will earn at least 2 points in 'Engagement.' The percentage will increase to 90% in April 2023.

Indicator of Success 2: 75% of spot observations completed between October 2023 and February 2023 will demonstrate various MRS strategies, including specific Thinking Routines.

Indicator of Success 3: By May 2024, 95% of grades 3-5 students will demonstrate an application of their understanding in a real-world context through DOLs.

251 Twain Elementary School Key Actions 2023-2024

Key Action 1: Mark Twain will improve Science instruction across the curriculum.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 90% of students will perform at Proficiency on the NWEA MAP Growth Science EOY.

Indicator of Success 2: 80% of teachers will earn a rating of Proficient in Purposeful Instruction during the Spot-On Observations in October by the leadership team. The rating will increase to Proficient 2 or higher during January Spot-On Observations.

Indicator of Success 3: 90% of students will perform at the Masters Level on the STAAR test.

Key Action 2: Mark Twain will improve Writing and Science of Reading instruction across the curriculum.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 90% of students will increase their constructed response score on the STAAR Assessment 2024.

Indicator of Success 2: Students identified as economically disadvantaged will demonstrate growth of 1.5 times the average US growth rate in reading as measured by the NWEA MAP assessment.

Indicator of Success 3: Students receiving Special Education services will demonstrate growth of 1.5 times the average US growth rate in reading as measured by the NWEA MAP assessment.

Indicator of Success 4: 80% of teachers will earn a rating of Proficient in the area of purposeful instruction during the Spot-On Observations in October by the leadership team. The rating will increase to Proficient 2 or higher during January Spot-On Observations.

Key Action 3: Mark Twain will increase math problem-solving skills across the curriculum.

Strategic Priorities:

Transforming Academic Outreach

Indicator of Success 1: 90% of students will increase their math score by 1.25 times the statewide average on the Math STAAR Assessment 2024.

Indicator of Success 2: 30% of students will score at the Masters level on the math STAAR test in May 2024. (20% in 2023) Students receiving Special Education services will demonstrate 1.5 times the average US growth rate in math as measured by the NWEA MAP assessment.

Indicator of Success 3: Students identified as economically disadvantaged will demonstrate 1.5 times the average US growth rate in reading as measured by the NWEA MAP assessment.

Indicator of Success 4: 80% of teachers will earn a rating of Proficient in purposeful instruction during the Spot-On Observations in October by the leadership team. The rating will increase to 90% Proficient 2 or higher during January Spot-On Observations.

Key Action 4: Differentiation of Assessments.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 70% of students will score at the Masters Level on the STAAR 2024

Indicator of Success 2: 95% of students will score at the Meets Level on the STAAR 2024.

Indicator of Success 3: 95% of students will perform at Proficiency on the NWEA MAP Growth EOY.

252 Wainwright Elementary School Key Actions 2023-2024

Key Action 1: Raise the level of student-teacher engagement, by utilizing the use of multiple response strategies, annotating student work, and increasing student participation.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: The objective is to enhance educational effectiveness and student performance through targeted improvements: 80% of teachers will receive a point for using MRS strategies on the SPOT observation form by the end of the first semester. This percentage will increase to 90% by May 2024, alongside an aim to elevate student performance on district assessments in ELA and Math across all grade levels.

Indicator 1: 80% of teachers will receive a point for using MRS strategies on the SPOT observation form by the end of the first semester. This percentage will increase to 90% by May 2024,

Indicator 2: 70% of teacher submitted PLC Protocols will have planned MRS/Engagement strategies by the end of the first semester. This percentage will increase to 100% by May 2024.

Indicator 3: Increase student performance on district assessments (unit assessments) in ELA and Math to 80% approaches, 50% meets, and 20% masters across all grade levels.

Key Action 2: Improve the quality of instruction provided to special education students, by ensuring special education and general education teachers are implementing IEPs with fidelity.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: To achieve 100% compliance, all ARD meetings will be meticulously scheduled before the IEP end date, facilitated by a closely monitored yearly calendar, and aiming for Special Education students to attain a minimum growth of .5 years in reading and math, as evidenced by the NWEA-MAP assessments, with progress vigilantly reviewed through the analysis of mid-year scores.

Indicator 1: Special Education students will grow at least .5 years from fall to spring in reading and math as measured by the NWEA-MAP assessment. Progress toward this goal will be monitored by analyzing MOY NWEA-MAP scores.

Indicator 2: All ARD meetings held prior to the end IEP date, resulting in 100% compliance. A yearly calendar will be created and monitored weekly during PLC.

Key Action 3: Increase student achievement in reading and math, through the implementation of the LSAE model with fidelity.

Strategic Priorities:
Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Aiming to elevate educational outcomes, the objective is to augment STAAR ELA and Math scores to specified proficiency thresholds, enhance teacher performance based on spot observations, and achieve significant student growth in reading and math, as measured by NWEA-MAP assessments, across all relevant grade levels within designated timelines.

Indicator 1: Increase STAAR ELA and Math scores to 80% approaches, 50% meets, and 20% masters across all STAAR grade levels

Indicator 2: 80% of teachers will receive a point for LSAE on the SPOT Observation form by the end of the first semester. This will incrase to 90% by May 2024.

Indicator 3: Kindergarten- 5th grade students will grow at least 1.8 years from fall to spring in reading and math as measured by the NWEA-MAP assessment. Progress toward this goal will be monitored by analyzing MOY NWEA-MAP scores.

253 Walnut Bend Elementary School Key Actions 2023-2024

Key Action 1: Student Achievement

Strategic Priorities:
Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Improve high quality instruction through effective PLCs and coaching.

Indicator 1: By May 2024, 75% of students will meet and/or exceed their individualized NWEA growth goal as measured between BOY and EOY MAP growth norms.

By May 2024, 75% of Kinder-1st grade students will meet and/or exceed their expected growth between BOY and EOY DIBELS.

By the end of the 2023-2024 School Year, the Math, ELA and Science STAAR results in each grade level will increase to at least:

Reading: 70% or more at Approaches or better/40%or more at Meets or better.

Math: 60% or more at Approaches or better/30% or more at Meets or better.

Science: 50% or more at Approaches or better/25% or more at Meets or better.

Indicator 2: By January 2024, 65% of the students will meet their growth target on the common assessments for reading, math, and science every 3 weeks. By April 2024, this percentage will increase to 75%.

By January 2024, 60% of the spot observations conducted by the leadership team will meet the following number of indicators (point awarded) according to the rubric. By April 2024, the percentage spot observations will increase to 75%.

LO and DOL: 3 out of 4 or more indicators (at least .5 pt)

Purposeful Instruction: 5 out of 7 or more indicators (at least 2.5 pts)

Engagement: 4 out of 5 or more indicators (at least 3 pts)

Instruction: 5 out of 6 or more indicators (at least 1 pt)

Overall score/rating: 7/Proficient I or higher

Key Action 2: Improve the School and Student Culture

Strategic Priorities:
Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: CAMPUS CULTURE AND CLIMATE

Indicator 1: By August 2023, we will revise our current mission statement, which serves as a guiding document for the school's purpose and direction.

By October 2023, all students will behave and walk quietly in the hallways, cafeteria, and classrooms as observed by the Leadership Team.

This indicator focuses on student behavior and sets a clear standard for success: all students exhibiting appropriate behavior as observed by the Leadership Team.

The observable and specific nature of this measure makes it clear whether the goal has been met.

Indicator 2: By January 2024, 65% of the students will meet their growth target on the common assessments for reading, math, and science every 3 weeks. By April 2024, this percentage will increase to 75%.

This indicator focuses on teacher collaboration and its impact on student outcomes. Success is defined as teachers working together effectively to improve student outcomes, particularly reaching a specified threshold of 75% at the "approaches" level as measured by common assessments.

This demonstrates a clear, quantifiable target for improvement in student performance.

Indicator 3: In the PLC survey conducted in January 2024 and May 2024, at least 65% of teachers will respond positively by selecting true or very true for at least 12 out of 15 indicators. By May 2024, this percentage will increase to 75%.

This indicates that the school expects to gauge staff satisfaction and alignment with the revised mission through a survey.

Success is defined as 75% of staff members responding positively, indicating agreement or a sense of shared purpose.

Key Action 3: STAFF QUALITY, RECRUITMENT, AND RETENTION
Recruit quality teachers, improve their capacity and retain them at Walnut Bend ES

Strategic Priorities:
Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: By January 2024, 75% of the teachers will respond positively to a school climate survey. By May 2024, 80% of the teachers will respond positively to a school climate survey.

Achieving the desired survey response rates and positive responses is an ongoing effort.

We will consistently monitor progress, adapt strategies as needed, and maintain a focus on continuous improvement.

This will foster a healthy and supportive school climate

254 Wesley Elementary School Key Actions 2023-2024

Key Action 1: Build teacher capacity leading to high-quality instruction in each classroom.

Strategic Priorities:
Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: An increase in high-quality instruction will be reflective in high results in teacher SPOT observations, and NWEA/MAP data.

Indicator 1: 60% of teacher ratings on Spot Observations conducted by the Wesley instructional leadership team in December 2023 will be proficient or higher. This percentage will increase to 80% by May 2024.

Indicator 2: 80% of all teachers will score proficient or higher as measured by ratings in the Teacher Evaluation System by May 2024.

Indicator 3: 65% of K-5 scholars will display at least 10 % growth by from the BOY NWEA MAP to the EOY administration.

Key Action 2: Provide high quality math and reading instruction in all classes for 2nd-5th grade scholars

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Indicators of success for high quality math and reading instruction will be reflected by high Spot observation performance and high student performance on STAAR.

Indicator 1: 60% of Spot Observations conducted using the district's rubric will result in teachers scoring a proficient rating or higher by December 2023 and will increase to 75% proficiency by May 2024.

Indicator 2: Weekly leadership team calibration data result in 70% alignment among all members by December 2023 and will increase to 85% alignment by May 2024.

Indicator 3: An average of 70% of scholars will show 10% growth on the 2024 STAAR
math and reading assessments.

Key Action 3: Increase special education scholars' academic performance while maintaining grade-level rigor.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Indicators for success for special education students will show an increase in student performance on state and nationally normed assessments.

Indicator 1: By November 2023, 75% of SPED scholars' unique academic needs will be met in accordance with their IEP learning goals and accommodations and increase

to 100% by May 2024.

Indicator 2: 3rd - 5th grade SPED scholars will display 5% growth in achievement (Domain I) on the spring 2024 STAAR assessment in both the meets in masters levels in the areas of reading, math, and science.

Indicator 3: Increase SPED scholars' growth on the MAP NWEA by 5% in December 2023 and by 10% in May 2024.

255 West University Elementary School Key Actions 2023-2024

Key Action 1: As measured by the Meets Grade Level Standard on STAAR, the percentage of 4th-grade students performing at or above grade level in reading will increase five percentage points from data needed in spring 2023 to data required in spring 2024. The percentage of 4th-grade students performing at the Master's Grade Level Standard will increase 5 percentage points from data needed in spring 2023 to data required in spring 2024.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Utilizing spot observations, lesson objectives (LO) will align with Daily Observation of Learning (DOL)
* By October 31, 70% of DOLs will align with the LO out of 30 spot observations
* By January 31, 85% of DOLs will align with the LO out of 30 spot observations
* By April 5, 100% of DOLs will align with the LO out of 30 spot observations.

Indicator of Success 2: 4th graders will complete the math STAAR interim exam in the spring and 95% will perform at the Approaches Grade Level Standard, 80% at the Meets Grade Level Standard, and 60% at the Masters Grade Level Standard.

Indicator of Success 3: 95% of our 4th-grade students will be at or above grade level measured by the Renaissance 360 Mathematics assessment (or whatever assessments are utilized) by the end of the 2023-2024 school year.

Indicator of Success 4: 23-24 Math STAAR assessment.

Key Action 2: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-5 Reading will increase three percentage points from spring 2023 to spring 2024.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: An increase in the % of SPED students in 3rd-5th grade will be at the Meets Grade Level on MOY MAP.

Indicator of Success 2: Data needed % of SPED students in 3rd-5th grade will be at the Meets Grade Level Standard on the STAAR 3-5 Reading in the spring of 2024.

Key Action 3: Attendance will rise from 96.1% to 98% for the 2023-2024 school year.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Decrease the number of students who need credit appeal to zero.

Indicator of Success 2: Attendance checks will occur at progress reports and the end of the cycles and will be above 98%.

Indicator of Success 3: End of the year, attendance will be 98% or higher.

256 Wharton K-8 Key Actions 2023-2024

Key Action 1: Increase teacher instructional capacity to provide the highest quality reading and writing dual language instruction.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: By December 2023, 75% of dual language teachers will receive a 1 or higher in the effective delivery of multiple response strategies focused on second language acquisition measured by a campus-created MRS tracker during spot observations. This percentage increases to 95% by May 2024.

Indicator of Success 2: By December 2023, 75% of dual language teachers will receive a 2 or higher in the spot observation form engagement portion. This percentage increases to 95% by May 2024.

Indicator of Success 3: By May 2024, 85% of students will show one year's growth from BOY to EOY, as assessed on the NWEA MAP assessment.

Indicator of Success 4: By May 2024, 68% of 3rd to 8th students will score meets, and 30% will score masters on Reading STAAR.

Indicator of Success 5: By May 2024, 100% of 3rd - 8th-grade teachers will conduct effective Reading DOL formative assessments at the end of instructional units to efficiently inform instruction, identify achievement gaps, and provide targeted intervention support, as evidenced in the teacher data tracking system (campus data binder).

Key Action 2: Increase English language acquisition of emergent bilingual students.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By May 2024, 85% of 1st-8th grade emergent bilingual students will increase their TELPAS English proficiency by at least one composite level supported through the integration of RBIS as indicated through the science of reading.

Indicator of Success 2: By May 2024, 100% of 6th -8th-grade emergent bilingual students who have been at Wharton DLA for the past four years will meet the exit criteria for TELPAS and STAAR Reading supported through the integration of RBIS.

Indicator of Success 3: By May 2024, 85% of Emergent Bilingual students will show one year's growth from BOY to EOY as assessed on the NWEA MAP assessment.

Key Action 3: To strengthen the quality of Special Education instruction and student learning.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 80% of SPED students will meet their annual IEP goals by May 2024.

Indicator of Success 2: By May 2024, 85% of special education students will show one year's growth from BOY to EOY, as assessed on the NWEA MAP assessment.

Indicator of Success 3: 100 % of ARD meetings will be conducted and completed on time.

Indicator of Success 4: 100% of special education IEPS will be monitored quarterly.

257 Whidby Elementary School Key Actions 2023-2024

Key Action 1: Provide effective on grade level high quality instruction through the implementation of high quality instructional materials with differentiated supports to increase Meets and Masters while closing achievement gaps.

Indicator of Success 1: The percentage of 3rd-5th grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 32% to 43% by the end of the 2024 school year.

Key Action 2: Focus on internalizing lessons, concept development and demonstration of learning components of eureka to increase student growth.

Indicator of Success 1: The percentage of 3rd-5th grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 21% to 30% by the end of the 2024 school year.

Key Action 3: Improve the quality of instruction by implementing a system for continuous instructional feedback, coaching, reflection, and action steps using the district's spot observation rubric.

Indicator of Success 1: The percentage of 5th grade students performing at or above grade level in science as measured by the Meets Grade Level Standard on STAAR will increase from 15% to 25% by the end of the 2024 school year.

Key Action 4: Increase student growth for achievement in Special Education students across grade level.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: The percentage of 3rd- 5th grade students in special education performing at or above grade level in reading at the Meets Grade Level Standard on STAAR will increase from 0% to 5% by the end of the 2024 school year.

258 Whittier Elementary School Key Actions 2023-2024

Key Action 1: Grow the capacity of staff to provide the highest quality of instruction.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: 70% of spot observations conducted in December of 2023 by an instructional review team will be proficient or higher; that percentage will increase to 80% by May of 2024.

Indicator of Success 2: 80% of teachers will be proficient or higher in the delivery of high-quality instruction as measured by the teacher evaluation rubric by May 2024.

Indicator of Success 3: 80% of participating students will consistently grow from BOY - MOY - EOY, as measured by assessment data, including NWEA data.

Key Action 2: Increase student-teacher engagement by implementing multiple response strategies (MRS).

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Based on spot observation data completed by the campus leadership team in October, 80% of teachers will receive a "2" or higher on multiple response strategies. This percentage will increase to 90% by February 2024.

Indicator of Success 2: During leadership classroom walkthroughs, there will be evidence of student discourse, writing, reading, and critical thinking during 95% of the lesson.

Key Action 3: Improve student outcomes for students receiving special education services.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By September 2023, 90% of teachers and teacher assistants will understand how to read and implement students' IEPs based on leadership walkthroughs, spot observations, and documentation review.

Indicator of Success 2: With appropriate accommodations and modifications, 70% of special education students will consistently grow from BOY - MOY - EOY, as measured by NWEA assessment data.

Key Action 4: Improve Pre-K - 5th grade reading instruction.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 80% of pre-kindergarten and Kindergarten students will improve their reading performance levels as evidenced by progress monitoring at critical points such as BOY - MOY- EOY, as measured by Circle Assessment and TX-KEA.

Indicator of Success 2: 80% of students in grades 1st - 5th will consistently improve reading performance from BOY - MOY - EOY, as measured by NWEA assessment data.

259 Baker Montessori Key Actions 2023-2024

Key Action 1: Grow staff capacity to provide the highest quality instruction using Multiple Response Strategies.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By the 2023 - 2024 STAAR administration, the percentage of 3rd -8th grade students at each performance level (Average of All Grades and All Subjects) will increase by 7%. According to the 22 - 23 scaled score conversion tool, this would result in an A rating in Domain 1.

Indicator of Success 2: By June 2023, 80% of teachers will receive a proficient or higher score on their spot observations.

Key Action 2: Successfully implement Eureka Math (K-5) and Carnegie Math (6-8) curriculum components in conjunction with Montessori-aligned math lessons.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By the 2023 - 2024 math STAAR administration, 67% of 3rd -8th grade students will perform at Meets Grade Level or Above. 22 - 23 STAAR scores show this metric at 52%.

Indicator of Success 2: By June 2024, economically disadvantaged students will make an average of 1.25 years worth of growth or more from BOY NWEA MAP to the EOY NWEA MAP math assessments.

Indicator of Success 3: By June 2024, all students will make an average of 1 year's worth of growth or more from BOY NWEA MAP to the EOY NWEA MAP math assessments.

Key Action 3: Increase student achievement for students receiving Special Education services.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: On average, students receiving Special Education services in grades 3rd through 8th will demonstrate the equivalent of 1.25 years of growth from BOY NWEA MAP to EOY NWEA MAP assessments.

Indicator of Success 2: By the 2023 - 2024 STAAR administration, the percentage of 3rd -8th-grade students receiving special education services who perform at approaches grade level or above (average of all grades and all subjects) will increase by 10%.

260 Windsor Village Elementary School Key Actions 2023-2024

Key Action 1: Based on the comparative 2022 and 2023 STAAR performance data it shows that in Reading we remained at 82% in approaches. It also shows that we decreased in our meets and masters levels. There is a need to improve proficiency in RLA across all student groups.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Reading goals

Indicator 1: The performance level distributions on the Winter practice tests (mid-year) will match or exceed the year-end scores from May 2023 at the following levels:

Grade 3 Approaches 75% Meets 30% Masters 10%
Grade 4 Approaches 83% Meets 58% Masters 20%
Grade 5 Approaches 79% Meets 49% Masters 16%
On this Winter STAAR practice test the average points earned on the 10point extended constructed response question will improve from the 2023 scores as shown:

Grade 3 from 2.50 in 2023 to 2.85
Grade 4 from 2.85 in 2023 to 3
Grade 5 from 2.87 in 2023 to 3

Indicator 2: The performance level distributions on the actual STAAR in 2024 will improve at the following rates:
Grade 3 Approaches 80% Meets 50% Masters 20%
Grade 4 Approaches 82% Meets 50% Masters 21%
Grade 5 Approaches 81% Meets 51% Masters 18%

Indicator 3: On the STAAR in 2024 the average points earned on the 10point extended constructed response question will improve from the Winter STAAR Practice as shown:
Grade 3 from 2 in Winter 2023 to 3
Grade 4 from 3 in Winter 2023 to 4
Grade 5 from 3 in Winter 2023 to 4

Key Action 2: Based on the comparative 2022 and 2023 STAAR performance data it shows that in Math we decreased by 2% in Approaches from 85% to 82%. It also shows that we decreased in our meets and masters levels. There is a need to improve proficiency in math across all student groups.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Math goals

Indicator 1: The performance level distributions on the Winter practice tests (mid-year) will match or exceed the year-end scores from May 2023 at the following levels:

Grade 3 Approaches 75% Meets 30% Masters 10%
Grade 4 Approaches 84% Meets 50% Masters 18%
Grade 5 Approaches 78% Meets 53% Masters 29%

Indicator 2: The performance level distributions on the actual STAAR in 2024 will improve at the following rates:
Grade 3 Approaches 80% Meets 50% Masters 18%
Grade 4 Approaches 82% Meets 50% Masters 20%
Grade 5 Approaches 80% Meets 55% Masters 30%

Indicator 3: All students will make growth on their NWEA Math Data

Key Action 3: Based on performance data from the 2023 STAAR a focus will be placed on increasing staff capacity to provide high quality first instruction to meet the needs of all students.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Quality of Instruction

Indicator 1: By the end of fall 2023 semester 80% of teachers will receive 2 points on Domain 1 60% will receive 5 points on Domain 2 and 70% will receive 3 points on Domain 3 based on their walkthroughs.

Indicator 2: By the end of Spring 2024 semester 100% of teachers will receive 2 points on Domain 1, 80% will receive 5 points on Domain 2, and 90% will receive 3 points on Domain 3 based on their walkthroughs.

Indicator 3: 100% of teacher classrooms will receive informal walkthroughs weekly and one formal walkthrough monthly.

Key Action 4: Based on STAAR performance data it shows that students receiving special education services were 6% at or above grade level in Reading and 12% at or above grade level in Math. 1)There is a need to improve the proficiency levels in reading and math for students receiving special education services. 2)There is a need to increase teacher capacity.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Special Education academic achievement

Indicator 1: Students will show growth in reading growing from 56% to 59%.

Students will show growth in math growing from 59% to 62%.

Indicator 2: 100% of teachers will receive and use IEPs that contain specific accommodations that will assist with student growth.

100% of students will use supplemental aids during independent or whole group practice.

Indicator 3: 100% of students will receive small group targeted instruction.

262 Grissom Elementary School Key Actions 2023-2024

Key Action 1: Based on our Needs Assessment, we will improve student engagement by increasing student communication/discourse and writing by implementing multiple response strategies across all subject areas including math, reading, science, and social studies.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Improve student engagement by increasing student communication/discourse and writing by implementing multiple response strategies.

Indicator 1: * By the end of September 2023, 85% of teachers will embed 1-2 multiple response strategies in their lesson plans.
* By the end of November 2023, 85% of students will actively engage in 2 multiple response strategies during a lesson.

Indicator 2: * 50% 3rd-5th grade students SCR will be at a 1 rating following TEAs SCR rubric
* 70% 3rd-5th grade students SCR will be at a 2 rating following TEAs SCR rubric

Indicator 3: * 80% of teachers will engage students in discourse through the MRS tracker

Key Action 2: Based on our Needs Assessment, all teachers will implement high quality instructional practices including multiple response strategies to increase our student achievement in math when using the Eureka curriculum.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Based on our Needs Assessment, all teachers will implement high quality instructional practices including multiple response strategies to increase our student achievement in math when using the Eureka curriculum.

Indicator 1: 1. The percentage of 3-5 grade students performing at or above grade level in math as measured STAAR 2024 will increase by:

a. Approaching level or above: 10 percentage points increase, from 58% in STAAR 2023 to 68% in STAAR 2024
b. Meets level or above: 24 percentage points increase, from 26% in STAAR 2023 to 50% in STAAR 2024
c. Masters level: 19 percentage points increase, from 6% in STAAR 2023 to 25% in STAAR 2024

Indicator 2: 2. Individual teacher's NWEA BOY data will reflect 60% of students scoring at least .6

annual growth.
3. Individual teacher's NWEA MOY data will reflect 70% of students scoring at least .9 annual growth.
4. Individual teacher's NWEA EOY data will reflect 80% of students scoring at least 1.8 annual growth.

Indicator 3: 5. Teachers will show at a minimum of 6-7.5 proficiency 1 on overall score according to the SPOT observation form on Teacher Coaching and Quality.
6. Attendance will increase from 92.6% to 95.6% which will impact student achievement in meets/master on STAAR

Key Action 3: Based on our Needs Assessment, all teachers will implement high quality instructional practices including Multiple response strategies to increase our student achievement in RLA.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Based on our Needs Assessment, all teachers will implement high quality instructional practices including Multiple response strategies to increase our student achievement in RLA.

Indicator 1: 1. The percentage of 3-5 grade students performing at or above grade level in reading as measured STAAR 2024 will increase by:

* Approaching level or above: 33 percentage points increase, from 57% in STAAR 2023 to 70% in STAAR 2024
* Meets level or above: 29 percentage points increase, from 21% in STAAR 2023 to 40% in STAAR 2024
* Masters level: 19 percentage points increase, from 6% in STAAR 2023 to 25% in STAAR 2024

Indicator 2: 2. Student STAAR average in constructed response will go from 60% of students at a rating of 0 in RLA 2023 to 40% of students at a rating of 4 or above in 2024 STAAR.
We will monitor student progress as follows:

* October-March: by-weekly PLC to analyze DOL based on constructed responses where teachers will score constructed responses based on TEA rubric. Goal: 50% of students scoring 4 or above by February 2024
* April: Constructed response assessment (based on Amplify DOL) with faculty meetings where teachers will score constructed responses based on TEA rubric. Goal: 70% of students scoring 4 or above.

Indicator 3: 3. We will progress monitor our students through the NWEA MAP assessment to ensure that we move from 41% of students needing intervention at BOY to 10% of students needing intervention at EOY in RLA. Our progress goals for students at the intervention level will be 25% at MOY and 10% at EOY.

Indicator of Success 2: Based on our Needs Assessment, all teachers will implement high quality instructional practices including Multiple response strategies to increase our student achievement in RLA.

Indicator 1: 4. By November 2023, 70% of students will score proficient or higher on the demonstration of learning by the end of each Amplify lesson as evidenced by using campus data tracker.

Indicator 2: 5. By December 2023, 75% of teachers will be at proficient or higher on ratings on purposeful instruction during each weekly SPOT observation.
6. By February 2024, 80% of teachers will be at proficient or higher on ratings on purposeful instruction during each SPOT observation.

Indicator 3: 7. By May 2024, 90% of teachers will be at proficient or higher on ratings on purposeful instruction during each SPOT observation.
8. Attendance will increase from 92.6% to 95.6% which will increase student achievement in meets/masters on STAAR

Key Action 4: We will ensure that all teachers with Special Education students in their classroom know their students' IEP and implement their accommodations with fidelity, so all our students with Special Education services have access to high quality instruction across all content areas. (2) 100% of teachers will progress monitor and track accommodations through PowerSchool, lesson plans, and student work samples to ensure achievement for students receiving special education services.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Increase percentage of students in the SPED program achieving meets by 10%

Indicator 1: 1. 100% of students receiving Special Education services will have access to content and language support in the classroom according to their IEP.

2. 100% of students will have individualized folders created by the Special Ed team that contain the specific accommodations and designated Supports that will ensure their academic success.

Indicator 2: 3. 90% of our students receiving Special Education services will show 70% mastery towards their IEP goals, as measured by the Special Education teachers monthly progress notes, the students' NWEA MAP MOY and EOY assessment results, as well as STAAR/ STAAR Alt for students in grades 3 to 5.

4. 10% of students receiving SPED services will achieve meets on the STAAR assessment.

Indicator 3: 5. 50% of our students receiving Special Education services will demonstrate .6 year growth on the MOY MAP.

263 Law Elementary School Key Actions 2023-2024

Key Action 1: Provide effective, on grade level, first instruction through the implementation of HMH Science of Reading with differentiated supports to increase mastery level of achievement and close achievement gaps.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: ELA

Indicator 1: Based on the Reading STAAR data from 2022-2023 school year, students performing at or above grade level will increase by:
Meets- from 35% to 60 %
Masters- from 27 % to 35%

Indicator 2: To close achievement gaps, based on the Reading STAAR data from 2022-2023 school year, students that do not meet the standard will decrease by:
DNM- from 32 % to 15%

Indicator 3: Based on the Reading STAAR data the percent of students obtaining a rating of 5 or more on their extended constructed response will increase by:
Constructed response ratings- from 32 % to 54 %
Progress for this goal will be monitored through i-Ready constructed response formatives.

Key Action 2: Provide effective, on grade level, first instruction through the implementation of Eureka Math with differentiated supports to increase mastery level of achievement and close achievement gaps.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Math

Indicator 1: Based on the Math STAAR data from 2022-2023 school year, students performing at or above grade level will increase by:
Meets- from 55 % to 60 %
Masters- from 21 % to 30%
Progress of this goal will be monitored through i-Ready formative assessments, NWEA Map diagnostics, and interventions.

Indicator 2: To close achievement gaps, based on the Math STAAR data from 2022-2023 school year, students that do not meet the standard will decrease by:
DNM- from 21 % to 15% %

Progress for this goal will be monitored i-Ready formative assessments, NWEA map assessment, and interventions.

Indicator 3: The 100 percent of students will meet their projected growth on the NWEA assessment from BOY to MOY and from MOY to EOY.
Progress for this goal will be monitored through NWEA diagnostics and IXL

Key Action 3: Provide equitable opportunities for success of our underperforming subpopulations including SPED and LEP with targeted interventions, differentiated instruction.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Special Populations

Indicator 1: To close achievement gaps, based on the Reading STAAR data from 2022-2023 school year, Special Education students that do not meet the standard will decrease by:
DNM- from 72% to 47 %
Progress for this goal will be monitored through NWEA map, and i-ready formative assessments.

Indicator 2: To close achievement gaps, based on the TELPAS data from 2022-2023 school year, will decrease the number of LEP students at the beginning composite level of language proficiency by:
From 38% to 15%

Indicator 3: The 100 percent of sub pop students meeting their projected growth on the NWEA assessment will increase by from BOY to MOY and from MOY to EOY.
Progress for this goal will be monitored through NWEA diagnostics and IXL

Key Action 4: Professionally develop teachers to deliver high quality instruction.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Quality of Instruction

Indicator 1: 80% of teachers will receive a rating of proficient or higher on the teacher evaluation systems. Progress monitoring target-monthly review of formal walkthroughs during leadership meeting.

Indicator 2: During walkthrough conducted by school leaders in the fall of 2023, 60% of teachers will receive at least 2 points for planning (Domain 1), 5 points for instruction (Domain 2), and 3 points for learning environment (Domain 3). Progress monitoring target-review of walkthroughs during weekly leadership meetings, final review in December 2023.

Indicator 3: During walkthrough conducted by school leaders in the spring of 2024, 80% of teachers will receive at least 2 points for planning (Domain 1), 5 points for instruction (Domain 2), and 3 points for learning environment (Domain 3) Progress monitoring target-review of walkthroughs during weekly leadership meetings, final review in May 2024.

264 Mitchell Elementary School Key Actions 2023-2024

Key Action 1: Based on our Needs Assessment, we will monitor student performance daily in Tier I instruction to ensure implementation of high-quality, rigorous practices to increase the levels of student achievement resulting in an increase in performance on district and state assessments by achieving 1.8 years growth in MAP and student achievement 80% approaches, 60% meets, 25% masters.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: 100% of students will be measured by at least 10% increase in proficiency on each of the two NWEA MAP assessments administered in the middle of the year and in May 2024 in both reading and math.

Indicator of Success 2: 80% of teachers will receive Proficient or higher on T-TESS observations in instruction by December 2023 and 90% of teachers will receive Proficient or higher by May 2024.

Indicator of Success 3: 70% of students will score proficient or higher on the demonstration of learning (DOL), every day in Math, Reading, and 5th grade Science by December 2023, and 80% of students will score proficient or higher on daily DOL's by May 2024.

Indicator of Success 4: 60% of students will perform at the Meets level or higher on campus, district and state assessments(STAAR) in Reading, Math, and Science.

Key Action 2: Based on our Needs Assessment, we will increase the level of student engagement during Tier 1 instruction by implementing multiple response strategies (MRS) to ensure students are mastering the learning objective with 90% competency by May 2024.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: 70% of the scores on T-tess Observations on the Instructional component conducted by administration will be Proficient by November 2023 and that percentage will increase to 80% by February 2024, and increase to 90% by May 2024.

Indicator of Success 2: Teachers will annotate the number of times a MRS strategy will be used during Tier 1 instruction in their lesson plans . 70% of the lesson plans will indicate a minimum of 10 MRS by October 2023. 80% of the lesson plans will indicate a minimum of 12 MRS by November 2023. 100% of the lesson plans will indicate a minimum of 15 MRS by December 2023.

Indicator of Success 3: Teachers will use a MRS strategy every four minutes during Tier 1 instruction to check for student understanding and promote active engagement. By the end of September 2023, 80% of students will participate during MRS strategies every four minutes to demonstrate learning, by the end of October 2023 90% of students will engage in MRS strategies, and by the end of November 2023, 100% of students will actively engage in MRS strategies.

Indicator of Success 4: Students will demonstrate mastery of the learning objective and demonstrate growth by 70% by October 2023, and that percentage will increase by 80% by February 2024, and the percentage will increase to 90% by May 2024 as measured by daily D.O.L in the AllinLearning platform.

Key Action 3: Based on our Needs Assessment, we will implement a systematic approach to differentiate instruction for students by using the LSAE model in order to ensure we are accelerating learning as well as closing gaps for all students so that students achieve 1.8 years growth in MAP and student achievement 80% approaches, 60% meets, 25% masters by May 2024.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: By May 2024, 70% of students in 1st-5th grade will obtain a scaled score at grade level range (within standard deviation) on the MAP assessment in both reading and math. Progress monitoring will be assessed by Lexile range in Amplify Boost (growth will be indicated at 8 points every 3 weeks) and Zearn (lesson completion of 7 lessons every 3 weeks). Progression of goal: 45% of students by the end of October, 55% of students by the end of December, 60% by the end of March and 70% by the end of May.

Indicator of Success 2: By May 2024, 90% of teachers will be at proficiency or higher on ratings of the LSAE model during each SPOT observation. Progression will be monitored by teachers reaching these proficiency benchmarks: 60% by November 2023 75% by February 2024. Additionally, student achievement progress will be monitored through daily demonstrations of learning (DOLs) in the AllinLearning platform.

Indicator of Success 3: By May 2024, 90% of students in Kindergarten and 1st grade will be proficient on Dibels

Key Action 4: Based on our Needs Assessment, teachers will implement academic scaffolding during Tier I instruction and targeted interventions during LSAE model for subpopulations of emergent bilingual students, special education students, and the 20% of students identified as being the most striving students in 1st through 5th based on the BOY MAP and STAAR data.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: By May 2024, identified students will demonstrate 50% growth in the mastery of TEKS based on their DOL and unit/module

assessments data in AllinLearning in reading and math. By December 2023, identified students (EBs, SPED, and targeted striving students, will demonstrate 10% growth on the TEK mastery.

Indicator of Success 2: Students will score in the 85% percentile of growth on each of the two NWEA MAP assessments administered at the end of the year. Progress monitoring will be assessed by Lexile range in Amplify Boost (growth will be indicated at 8 points every 3 weeks) and Zearn (lesson completion of 7 lessons every 3 weeks). Progression of goal: 45% of students by the end of October, 55% of students by the end of December, 60% by the end of March and 70% by the end of May.

265 Petersen Elementary School Key Actions 2023-2024

Key Action 1: Monitor teacher instruction using the HISD Spot Observation Form to increase teacher effectiveness which will lead to increased student achievement and close achievement gaps.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Teacher Effectiveness and Student Achievement

Indicator 1: By November 2023 80% of teachers will score 10 out of 15 on the TTESS walkthrough form. By January 2024 88% of teachers will score 12 out of 15 and by April 2024 92% of teachers will score 12 out of 15 on the T-TESS walkthrough form..

Indicator 2: By the end of the 2023-2024 school year, the average percentage of all students in grades 3,4, and 5 on the STAAR Reading will increase from 66% to 75% Approaches, 25% to 30% Meets and 5% to 10% Masters.

Indicator 3: By the end of the 2023-2024 school year, the average percentage of students in grades 3,4, and 5 on the STAAR Mathematics will increase from 74% to 80% Approaches, 24% to 30% Meets, and 8% to 12% Masters.

By June 2023 the average daily attendance rate for the school year will increase from 93% to 96% which will impact achievement in meets and masters STAAR scores.

Key Action 2: Increase student discourse and student engagment while incorporating the use of Multiple Response Strategies (MRS)

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Student Engagement

Indicator 1: By October 2023 80% of teachers will average 1.5 (2 out of 5 indicators) on Engagement. By January 2024 88% of teachers will average 2.5 (3 out of 5 indicators) on Engagement and by April 2024 92% of teachers will average 3.5 (4 out of 5 indicators) on Engagement.

Indicator 2: By October 2023, during the internalization process 80% (20 out of 25) of teachers will identify and label MRS while internalizing the lesson and implement the strategies during the lesson.

Key Action 3: Create and implement a campus wide writing plan to increase student writing performance in all grades.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Writing Accross All Content

Indicator 1: 85% of 3rd, 4th, and 5th grade students will score at least a 6 out of 10 on the extended constructed response on the Spring 2024 RLA STAAR.

Indicator 2: Using the STAAR Redesign Spring 2023 RLA Extended Constructed Response Rubric, 85% of 2nd through 5th grade students will score a 4 out of 5 on their classroom extended written responses by March 2024.

Indicator 3: By the end of the 2023-2024 school year 80% of 3rd, 4th and 5th grade students who take TELPAS will grow one proficiency level on writing.

Key Action 4: Increase the number of parents actively participating in the PTO to further promote effective parent engagement, community support and increase student attendance

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Parental Engagement

Indicator 1: Increase the number of PTO parents who participate in the PTO activities by 50% by May 2024.

Indicator 2: Facilitate two parent engagement sessions focused on student expectations, student achievement, student attendance and parent engagement opportunities. September meeting parent goal - 80 parents, 25% of enrolled population. January meeting, 120 parents, 35% of enrolled population.

Indicator 3: By June 2023 the average daily attendance rate for the school year will increase from 93% to 96%

Key Action 5: Execute the intervention plan to provide targeted intervention, based on data, for Tier 2, Tier 3, Emergent Bilingual and Special Education students as determined by thier IEP.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Closing the Gap with Sub-populations

Indicator 1: 80% of students will show growth of 1.8 on the NWEA Map Assessment by the end of year.

Indicator 2: 80% of Special Education Students will meet their IEP goals for the 2023-2024 school year.

Indicator 3: By the end of the 2023-2024 school year, the average percentage of all students in grades 3,4, and 5 who reach Approaches on the STAAR Reading will increase from 68% to 75%

By the end of the 2023-2024 school year, the average percentage of students in grades 3,4, and 5 who reach Approaches on the STAAR Mathematics will increase from 74% to 80%

267 Ed White Elementary School Key Actions 2023-2024

Key Action 1: Teachers will use the student learning objective to develop the demonstration of learning for each daily lesson. Teachers are using multiple response strategies throughout the lesson to engage students and check for understanding.

During our weekly professional learning meeting, we will model our teaching strategies and refine our practices before implementing them in the classroom with student

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Teachers will use the student learning objective to develop the demonstration of learning for each daily lesson. Teachers are using multiple response strategies throughout the lesson to engage students and check for understanding.

During our weekly professional learning meeting, we will model our teaching strategies and refine our practices before implementing them in the classroom with student

Indicator 1: Students will show 5 RIT point gain from BOY MAP to EOY MAP

Indicator 2: Students will increase STAAR scores improvement to one level (DNM to approach, approach to meet, meet to masters

Key Action 2: Teacher investment in the Ed White School Community will increase by their participation of school culture events.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Teacher investment in the Ed White School Community will increase by their participation of school culture events.

Indicator 1: Teachers are encouraging student participation in programs designed to engage students in positive behavior traits and ownership in their part of the community for our campus

Indicator 2: Teachers are participating in planning for campus events that support our community involvement

Key Action 3: Ed White will refine teacher recruitment system and teacher mentoring program to retain high quality teachers

Strategic Priorities:
Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Ed White will refine teacher recruitment system and teacher mentoring program to retain high quality teachers

Indicator 1: Teachers who are retained will have a growth mindset aligning with the HISD district priorities.

Key Action 4: Parents engagement will be increased by 10% for the 2023-2024 school year

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Parents engagement will be increased by 10% for the 2023-2024 school year

Indicator 1: Parent workshops focus on various academic and socio-economic issues.

Indicator 2: Increase parent volunteer in the classroom

Indicator 3: Increase parent membership in the PTO

Key Action 5: The goal is to ensure each teacher on campus can follow the instructional cycle to provide high quality instruction to students.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: The teachers check for understanding and modify the instruction based on the student's response.

Indicator 1: The teachers use a tracker to track student's work with fidelity and use the data for the small group instruction daily.

Indicator 2: The teachers monitor student's progress and document the progress no matter in the small group instruction or intervention.

Indicator 3: The teachers use the student data to plan for the lesson.

Key Action 6: Using instructional applications to enhance student learning.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being

Indicator of Success 1: Teachers will use instructional applications to enhance students' ability to think, read, and write while doing research, typing an essay, or creating a PowerPoint presentation.

Indicator 1: Teachers are utilizing the Canvas platform to its fullest potential to provide students opportunities to use technology in creating their demonstration of knowledge.

Key Action 7: Ed White Elementary School will grow staff capacity in providing timely services for students of special needs

Strategic Priorities:
Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: Ed White Elementary School will grow staff capacity in providing timely services for students of special needs

Key Action 8: Ed White Elementary School will grow staff capacity to provide highest quality purposeful instruction

Strategic Priorities:
Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: Ed White Elementary School will grow staff capacity to provide highest quality purposeful instruction

Indicator 1: We will conduct monthly Spot Observation as part of teacher evaluation. We will use our September observation as the point of reference focusing on all observation areas. By April 2024, 70% of our teachers will be able to demonstrate purposeful instruction by their proficient rating in demonstrating the use of one or more MRS strategies throughout instruction. By April 2024, 70% of our teachers will be rated "Proficient" and higher on the delivery of high-quality instruction as measured by the rubric.

Key Action 9: Ed White Elementary School will successfully implement T-TESS to improve the quality of instruction in the classroom

Strategic Priorities:
Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: Ed White Elementary School will successfully implement T-TESS to improve the quality of instruction in the classroom

Indicator 1: In the 2023-2024 school year, 100% of the appraised teachers will receive a final rating using T-TESS. In the 2023-2024 school year, 100% of the teachers' rating will be aligned to the district teacher evaluation rating goal.

Key Action 10: Ed White Elementary School will increase rigor in classroom instruction by raising the level of student-teacher engagement using multiple response strategies.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Ed White Elementary School will increase rigor in classroom instruction by raising the level of student-teacher engagement using multiple response strategies.

Indicator 1: Out of 40 Spot Observations in September, a minimum of 40% of the teachers will receive a "2" or higher on using multiple response strategies. By March 2024, 70% of the teachers will receive a "2" or higher using multiple response strategies.

Indicator 2: By October 2023, 100% of the core content teachers will align their lesson plan with Learning Objectives (LO) with the Demonstration of Learning (DOL).

Indicator 3: By January 2024, 100% of the core content teachers will implement Depth of Knowledge (DOK) scaffolded tasks for students as part of the lesson plan

268 Benbrook Elementary School Key Actions 2023-2024

Key Action 1: Increase the level of teacher-student interaction by incorporating multiple response strategies at least four times during whole-group direct instruction.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Use of MRS Strategies

Indicator 1: Our objective is to provide teachers with the necessary resources to integrate at least three or more multiple-response strategies in their everyday whole-group instruction. We aim to have 65% of teachers capable or above of implementing these strategies by October and increase it to 85% by December. By February 2024, we aim to have all teachers proficient in this area. To accomplish this, every teacher will participate in one monthly Spot On observation session and receive daily coaching to improve their teaching skills. By November, we plan to ensure that 100% of our students consistently interact with their teachers by incorporating MRS everyday strategies.

Indicator 2: By the end of September 2023, teachers will daily implement three multiple-response strategies per learning objective to ensure complete engagement between themselves and their students. By December of the same year, these strategies will increase to 75% at four MRS per learning objective, maintaining a 100% student engagement rate. In February, the number of response strategies employed during whole-group instruction will be raised to 100% at five MRS strategies.

Key Action 2: Implement academic interventions with fidelity by adhering unwaveringly to the non-negotiables established by the campus, ultimately driving toward improvement in academics for TIER II and III scholars in reading and math.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increased MAP & STAAR Scores

Indicator 1: We have identified 62 Tier II-III students in math and 83 in reading. Through bi-weekly monitoring for TIER II and weekly progress monitoring for TIER III, we expect that 75% or more of these students will display academic progress during the second administration of the Map assessment.

Indicator 2: All teachers will provide daily academic interventions to Tier II and III students by November. The aim is to help 60% of 3rd to 5th graders achieve a 65% or higher passing grade on the December Reading and Math STAAR interim.

Key Action 3: Decrease the number of scholars with excessive absences per grade level by creating individualized interventions and providing additional support systems.

Strategic Priorities:
Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Increased student attendance

Indicator 1: As a campus, we aim to improve our attendance rate from 93% to 95% or higher for the 2023-2024 school year. To achieve this, we plan to implement home visits, weekly attendance interventions, and a mentorship program.

Indicator 2: Our goal for the 2023-2024 academic year is to significantly decrease the number of scholars with excessive absenteeism in prekindergarten to 1st grade. By holding four parent meetings by December we achieve this by reducing an average of 11 students, which is equivalent to approximately 30% of the affected population.

Key Action 4: Increase the overall passing rate of our Special Population by 25% on STARR Math, Reading, and Science summative assessments through daily individual supports and differentiated instructional strategies.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Success will be seen when special education and emergent bilinguals show improvement of state accountability assessments.

Indicator 1: By closely implementing and tracking Individualized Education Plans (IEPs), 504 plans, and dyslexia plans, our goal is for 75% of students with special education needs to demonstrate a 25% improvement in their academic performance on campus, district, beginning of year, middle of year, end of year, and state interim assessments by the end of the year.

Indicator 2: EB scholars will consistently evaluate and enhance their language proficiency in listening, speaking, reading, and writing. The campus-wide objective is to elevate the TELPAS scores from 52% to 58% by instituting weekly checkpoints with the assistance of Sumit-k12.

269 Scroggins Elementary School Key Actions 2023-2024

Key Action 1: Grow staff capacity to provide high-quality instruction.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 70% of the scores on spot-on observations conducted in December 2023 will be proficient or higher, increasing to 80% by May 2024.

Indicator of Success 2: 75% of the teachers will be rated proficient or higher in the delivery of high-quality instruction as measured in the teacher evaluation rubric by the end of the school year 2024

Indicator of Success 3: As a result of high-quality instruction, unit, and common assessment data will show a steady increase in academic achievement in all content areas.

Key Action 2: Improve student performance on the NWEA MAP reading assessments.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 65% or more students will have an RIT score in the average or above average range by the end of year 2024.

Indicator of Success 2: Students scoring below average or lower on the BOY assessment will show a growth of 25% of their current score after their subsequent benchmark assessments.

Indicator of Success 3: Students scoring average or higher on the BOY assessment will remain in the average or higher range on their subsequent benchmark assessments.

Key Action 3: Improve student performance on the NWEA MAP math assessments.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 65% or more students will have a district assessment math score in the average or above average range by the end of year 2024.

Indicator of Success 2: Students scoring below average or lower on the BOY math assessment will show a growth of 25% of their current score after their subsequent benchmark assessments.

Indicator of Success 3: Students scoring average or higher on the BOY math assessment will remain in the average or higher range on their subsequent benchmark assessments.

271 Foerster Elementary School Key Actions 2023-2024

Key Action 1: Foerster ES will increase the campus Meets level by 50% on the 2024 5th Grade Science STAAR assessment by ensuring effective implementation of HQI.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being

Indicator of Success 1: Foerster ES will increase the campus Meets level by 50% on the 2024 5th Grade Science STAAR assessment by ensuring effective implementation of HQI.

Indicator 1: The number of students in grade 5 achieving approaches or higher on the 2024 Spanish STAAR Science assessment will increase from 19% to 75%.

Indicator 2: The number of students in grade 5 achieving approaches or higher on the 2024 English STAAR Science assessment will increase from 34% to 75%.
In order to move scholar achievement to 75% approaches or higher on the Spanish Science assessment and to 75% on the English Science test FES teachers will use the district approved Science curriculum along with the assessments provide to monitor scholar progress. FES Science teachers will use the HISD science scope and sequence to plan lessons and assessments. FES 5th grade teachers will also use Summit K-12 as a science intervention.

Key Action 2: Use the Multi-Tiered System of Support to identify scholars who need specialized services and supports, aligned with the SPED district initiative and expectations.

Indicator of Success 1: Use the Multi-Tiered System of Support to identify scholars who need specialized services and supports, aligned with the SPED district initiative and expectations.

Indicator 1: The assistant principal and SPED chair will have a tracking system located on SharePoint that outlines specific deadlines and criteria necessary to create a response to intervention for any scholar identified by their teacher thro

Indicator 2: Scholars will be identified for special services within the first 6 weeks, by using formative assessments, teacher observations and referrals.

Indicator 3: The FES SPED chair tracks ARD review and annual ARDS through the HISD system Easy IEP. ARD meetings are scheduled a week in advance to be certain that all ARDS remain current.
FES personnel will measure the progress by determining the 2023-2024 ARD calendar and being sure to schedule ARDs accordingly.

Key Action 3: FES aims to recruit, retain, and grow teachers and quality staff (counselor, teacher aids, interventionists) and on the campus to meet the individual needs of the students and the community by determining the unique talents needed to serve the various student populations, conducting planned and purposeful PLCs to improve instructional qualities, establishing mentors for beginning teachers, and providing services to assist students and families with resources to enhance the overall academic progress of the scholars.

Indicator of Success 1: FES aims to recruit, retain, and grow teachers and quality staff (counselor, teacher aids, interventionists) and on the campus to meet the individual needs of the students and the community by determining the unique talents needed to serve the various student populations, conducting planned and purposeful PLCs to improve instructional qualities, establishing mentors for beginning teachers, and providing services to assist students and families with resources to enhance the overall academic progress of the scholars.

Indicator 1: The retention rate remains close to 100%, as a result of the actions by school leaders to retain current staff.

Indicator 2: The number of recruited teachers decreases from the previous school year.

Indicator 3: Overall student achievement (Domain 1) progresses with the recruitment of ESL/BIL, SPED, and minority teachers to provide relevancy to the students served at FES.
Implementation of strategies, resources, and feeback provided in PLC.

Key Action 4: Foerster Elementary school is dedicated to raising family participation in school sponsored events from 13% to a consistent 50% for the remainder of the 23-24 school year in events such as but not limited to, Grandparent's Day, Meet the Teacher, Open House, Parent Teacher Organization, Chaperone, Volunteer Reading Night, STAAR Night and Parent Conferences.

Indicator of Success 1: Foerster Elementary school is dedicated to raising family participation in school sponsored events from 13% to a consistent 50% for the remainder of the 23-24 school year in events such as but not limited to, Grandparent's Day, Meet the Teacher, Open House, Parent Teacher Organization, Chaperone, Volunteer Reading Night, STAAR Night and Parent Conferences.

Indicator 1: Foerster ES will know that our efforts have been successful when we see a consistent increase in family participation across school sponsored events regardless of the basis for the event.

Indicator 2: FES looks to increase the attendance for each event by 10% until 50% of student families show engagement in school/district sponsored events. Each month FES will sponsor an event to which families are invited. The goal is to raise family attendance by 6% a month until we are at a consistent 50% attendance.

Key Action 5: Foerster ES has a goal to increase student outcomes from a percentage that hoovers around 35% passing on standardizes tests to 75% or more by May 2024.
STAAR 75%
-Math
-Reading
-Science

-Circle 75%
-Renaissance 360 75%
-NWEA- 75% growth

Indicator of Success 1: Foerster ES has a goal to increase student outcomes from a percentage that hoovers around 35% passing on standardizes tests to 75% or more by May 2024.

STAAR 75%
-Math
-Reading
-Science

-Circle 75%
-Renaissance 360 75%
-NWEA- 75% growth

Indicator 1: Foerster ES scholar will show incremental growth for each administration of the following tests STAAR, Circle, Renaissance 360 and NWEA. Each scholar will demonstrate consistent incremental growth of 5% for each administration of the afore mentioned assessment tools until Foerster ES has the achieved a rating of 75% MEETS for all of the tests.

Key Action 6: Develop and implement a structured and ongoing technology training program for both teachers and students. This program should cover the effective use of Clevertouch boards, learning management systems like Canvas, and other relevant academic programs. The training should be tailored to the specific needs and proficiency levels of each group. Additionally, establish a support system to provide ongoing assistance and resources for teachers and students as they integrate technology into their daily routines

Indicator of Success 1: Develop and implement a structured and ongoing technology training program for both teachers and students. This program should cover the effective use of Clevertouch boards, learning management systems like Canvas, and other relevant academic programs. The training should be tailored to the specific needs and proficiency levels of each group. Additionally, establish a support system to provide ongoing assistance and resources for teachers and students as they integrate technology into their daily routines

Indicator 1: 90% of teachers will improve student engagement and participation in lessons that incorporate technology.

Indicator 2: 40% of the staff will attend bimonthly technology training regarding areas of needed.

Indicator 3: 90% of teachers will incorporate canvas as part of the instructional learning platform.

Key Action 7: Use the Multi-Tiered System of Support to identify scholars who need specialized services and supports, aligned with SPED district initiative and expectations.

Indicator of Success 1: The assistant principals and SpED chair will have a tracking system located on SharePoint that outlines specific deadlines and criteria necessary to create a response to intervention for any scholar identified by their teacher through the RTI/IAT process. Scholars will be identified for special services within the first 6 weeks, by using formative assessments, teacher observations and referrals. The FES SPED chart tracks ARD review and annual ARDS through the HIsD system Easy IEP. ARD meeting are scheduled a week in advance to be certain that all aARDS remain current. FES personnel will measure the progress by determining the 2023-2024 ARD calendar and being sure to schedule ARDs accordingly.

273 Ashford Elementary School Key Actions 2023-2024

Key Action 1: The specific objective is to have a 50% turnout of the student body's parent attendance at all Ashford events.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: The specific objective is to have a 50% turnout of the student body's parent attendance at all Ashford events.

Indicator 1: The indicators of success will be the Title 1 Parent Sign In Sheets with 275 parent signatures.

Key Action 2: A key action or goal to enhance and sustain teacher capacity is to establish a comprehensive and ongoing professional development program. This program should focus on the following aspects:

leadership development
continuous learning opportunities
ongoing coaching and modeling
spot/formal observations and meaningful feedback
reflective practices
curriculum and technology integration
evaluating impact

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: A key action or goal to enhance and sustain teacher capacity is to establish a comprehensive and ongoing professional development program. This program should focus on the following aspects:

leadership development
continuous learning opportunities
ongoing coaching and modeling
spot/formal observations and meaningful feedback
reflective practices
curriculum and technology integration
evaluating impact

Indicator 1: Enhancing and sustaining teacher capacity is successful when it results in improved student outcomes, increased teacher satisfaction, higher retention rates, greater collaboration among teachers, incorporation of best practices, innovative teaching methods, and consistent alignment with curriculum goals.

Indicator 2: Additionally, successful teacher capacity-building is marked by teachers taking on leadership roles, utilizing feedback for improvement, and actively participating in professional learning communities, ultimately fostering a positive school culture of lifelong learning and engagement.

Key Action 3: The objective is to improve inclusion at Ashford. This is crucial for creating a supportive and equitable learning environment for all students. Here are key actions to enhance inclusion at Ashford:

Professional Development

Promote Inclusive Education

Parent and Community Involvement

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Cultivating Team HISD Talent

Indicator of Success 1: The objective is to improve inclusion at Ashford. This is crucial for creating a supportive and equitable learning environment for all students. Here are key actions to enhance inclusion at Ashford:

Professional Development

Promote Inclusive Education

Parent and Community Involvement

Indicator 1: Professional Development- 6.0 hrs of Diversity and Inclusion training for all staff

Indicator 2: Promote Inclusive Education-Celebrate cultural, religious, and national diversity through events, cultural days, and activities that promote understanding and appreciation once monthly.

Indicator 3: Parent and Community Involvement- hold at least one Community Engagement event monthly

Key Action 4: Increase leadership capacity that improves a culture of high quality instruction.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: Increase leadership capacity that improves a culture of high quality instruction.

Indicator 1: By the end of August 2023, 100% of the Administration Team will have the knowledge, conditions, and resources needed to provide effective coaching and feedback to teachers aligned to the SPOT Observation Form.

Indicator 2: By the end of October 2023, 100% of the Ashford staff will be calibrated on all components of the SPOT Observation Form and the New Teacher Evaluation that improves the quality of instruction as measured by daily spot checks and bi-monthly calibration sessions.

Indicator 3: By the end of December 2023, the Administration Team will have identified and cultivated an instructional core team of teacher leaders to effectively co-lead 60% of professional development training or professional learning community meetings that are focused on high quality content-specific practices and Multiple Response Strategies.

Key Action 5: Implement the LSAE model effectively for 3rd-5th grade students to provide purposeful, differentiated activities and assignments daily.

Strategic Priorities:
Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: Implement the LSAE model effectively for 3rd-5th grade students to provide purposeful, differentiated activities and assignments daily.

Indicator 1: By the end of November 2023, 70% Ashford staff will have the knowledge, conditions, and resources needed to consistently incorporate and facilitate the differentiated activities and assignments in the 70% of TEAMS Centers and classes for all students as evaluated through daily check ins.

Indicator 2: By the end of December 2023, 70% of Ashford Learning Coaches and Teacher Apprentices will receive an average rating of Proficient or higher score on the LSAE Learning Rubric.

Indicator 3: By the end of December 2023, 60% of students will utilize assignments and activities that are either Securing 2, Accelerating, or Enriching.

Key Action 6: Our objective at Ashford is to improve the quality of instruction through the effective use and implementation of technology.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Our objective at Ashford is to improve the quality of instruction through the effective use and implementation of technology.

Indicator 1: The indicators of success will be our STAAR testing data, one Virtual Field Trip a semester and the use of Zearn twice weekly in grades Kinder-5.

Key Action 7: Grow teacher density to consistently provide high quality instruction

Strategic Priorities:
Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: Grow teacher density to consistently provide high quality instruction

Indicator 1: By the end of November 2023, 70% of Ashford teachers and teacher apprentices will have the knowledge, conditions, and resources needed to consistently execute all lessons at the Proficient level as measured by the SPOT Observation Form.

Indicator 2: As a result of the increased teacher capacity for 75% of teachers, then 80% of Ashford students will increase their RIT point growth on the NWEA MAP by

advancing one to two percentile rankings by the End-of-Year administration.

Indicator 3: By the end of December 2023, 100% of teachers and teacher apprentices will engage in small, intensive weekly professional learning community meetings focused on internalizing and effectively executing Amplify and Eureka curriculum in 70% of all Kinder-5th grade classes.

Key Action 8: Provide enhanced professional development and professional learning community meetings that improve instructional practices.

Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Provide enhanced professional development and professional learning community meetings that improve instructional practices.

Indicator 1: By the end of December 2023, 100% of Ashford staff will routinely participate and engage in quality professional development or professional learning community meetings on campus.

Indicator 2: By the end of May 2023, 80% of Ashford staff agree or strongly agree on the climate survey that the campus-provided professional development or professional learning community meetings improved their quality of instruction.

Indicator 3: By the end of May 2023, 80% of Ashford staff agree or strongly agree that they received the support and coaching they needed to perform their instructional responsibilities well.

274 Askew Elementary School Key Actions 2023-2024

Key Action 1: Increase instructional capacity to provide rigorous, high-quality instruction for kinder through fifth-grade students by implementing solid system for observation & feedback, monitoring, data tracking and the implementation of HQIM Eureka Math and Amplify Reading.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Statistical Data Provided

Indicator 1: 80% students meet and/or exceed their individualized NWEA growth goal as measured between Fall 2023 to Spring 2024 MAP growth norms. 80% Kinder and 1st grade students will meet and/or exceed their expected growth between Fall 2023 and Spring 2024 in DIBELS.

By June 2024, 80% of students will meet or exceed their NWEA and growth goal measured by BOY and EOY quantitative data.

Indicator 2: 100% implementation of Eureka and Amplify in all K - 5 classrooms by October 2023.

Out of 51 walkthrough observations conducted by the Instructional Leadership Team in October 2023, 60% of teachers will receive at least 1 point on planning (T-TESS Domain 1). This percentage will increase to 80% by March 2024.

Indicator 3: Out of 51 walkthrough observations conducted by the Instructional Leadership Team in October 2023, 60% of teachers will receive at least 4 points or higher on instruction (T-TESS Domain 2). This percentage will increase to at least 80% by March 2024.

Key Action 2: Integrate the Leader in Me program into the existing curriculum and instructional practices and identify opportunities to infuse leadership concepts and habits into various subjects and activities.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Statistical data given as indicators:

Indicator 1: By October 2023, at least 90% of teachers will utilize Leader In Me website to align curriculum and instruction with the program.

Indicator 2: By May 2024, at least 70% of teachers will be rated proficient or higher in the learning environment as measured in the teacher evaluation system (T-TESS Domain 3).

Indicator 3: In the climate survey conducted in December 2023 and May 2024, at least 80% of teachers will agree or strongly agree that Professional Learning Communities and coaching conversations have positively impacted their instructional practices.

Key Action 3: Observation & Feedback: Implement the six steps to effective feedback protocol with fidelity..

Strategic Priorities:
Increasing Organizational Efficiency

Indicator of Success 1: Statistical Data given below:

Indicator 1: 80% of students meet and/or exceed their individualized NWEA growth goal as measured between Fall 2023 to Spring 2024 MAP growth norms.

80% multilingual learners grow at least one TELPAS speaking, listening, reading and/or writing level as measured in the Spring 2024 TELPAS administration.

Indicator 2: In the climate survey conducted in December 2023 and May 2024, at least 80% of teachers will agree or strongly agree that Professional Learning Communities and coaching conversations have positively impacted their instructional practices.

80% of the teachers will be proficient or higher in implementing feedback as measured in the planning domain of the teacher evaluation rubric by October 2023. This percentage will increase to 90% or above by March 2024.

Indicator 3: In the teacher survey conducted in December 2023 and May 2024, at least 80% of the teachers agree or strongly agree that the new coaching protocol helps them provide better quality instruction.

Key Action 4: Our goal is to increase parent and community engagement through intentional communication and events. By increasing parent and community engagement this school year, we anticipate stronger academic achievement through teacher-student-family connection.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency

Indicator of Success 1: Increased engagement within the community

Indicator 1: 100% parents will be reached out to by the homeroom teacher at least once every six weeks with an academic and/or social-emotional update of their child's progression.

Indicator 2: Principal will host monthly Coffee with the Principal and/or a Title I Meeting. These are opportunities to engage with administrators.

Key Action 5: This will be the first year where both math and reading content teachers will be implementing high quality instructional materials (Amplify for reading; Eureka for mathematics). Our goal is to increase student achievement and growth through the implementation of high-quality instructional materials.

Strategic Priorities:
Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: This will be the first year where both math and reading content teachers will be implementing high quality instructional materials (Amplify for reading; Eureka for mathematics). Our goal is to increase student achievement and growth through the implementation of high-quality instructional materials.

Indicator 1: 80% Kinder and 1st grade students will meet and/or exceed their expected growth between Fall 2023 and Spring 2024 in DIBELS.

Indicator 2: Out of 51 walkthrough observations conducted by the Instructional Leadership Team in October 2023, 80% of teachers will receive at least 1 point on planning (T-TESS Domain 1). This percentage will increase to 80% by March 2024.

Indicator 3: Out of 51 walkthrough observations conducted by the Instructional Leadership Team in October 2023, 80% of teachers will receive at least 4 points or higher on instruction (T-TESS Domain 2). This percentage will increase to 80% by March 2024.

Key Action 6: Procurement and deployment of additional technology devices.

Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency

Indicator of Success 1: Procurement and deployment of additional technology devices.

Indicator 1: 100% 2nd -5th grade multilingual learners utilize Summit K-12 weekly to increase language proficiency as demonstrated in listening, speaking, reading and writing.

Indicator 2: 80% students meet and/or exceed their individualized NWEA growth goal as measured between Fall 2023 to Spring 2024 MAP growth norms.

Indicator 3: 80% of Kinder and 1st grade students will meet and/or exceed their expected growth between Fall 2023 and Spring 2024 in DIBELS.

Key Action 7: Increase instructional capacity to provide rigorous, high-quality instruction for kinder through fifth-grade students by implementing Eureka Math and Amplify Reading.

Strategic Priorities:
Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: Increase instructional capacity to provide rigorous, high-quality instruction for kinder through fifth-grade students by implementing Eureka Math and Amplify Reading

Indicator 1: By June 2024, 80% of students will meet or exceed their NWEA and growth goal measured by BOY and EOY quantitative data. A. 100% implementation of Eureka and Amplify in all K - 5 classrooms by October 2023.

Indicator 2: 75% of teacher on-spot observation scores will be proficient or higher and demonstrate increased student achievement by January 2024. That number will increase to 85% by April 2024.

Indicator 3: 80% of campus teachers will deliver high-impact instruction that directly impacts student achievement

Key Action 8: Observation & Feedback: Implement the six steps to effective feedback protocol with fidelity.

Strategic Priorities:
Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: Observation & Feedback: Implement the six steps to effective feedback protocol with fidelity.

Indicator 1: 80% of the teachers will be proficient or higher in implementing feedback as measured in the planning domain of the teacher evaluation rubric by October 2023. This percentage will increase to 90% or above by March 2024.

Indicator 2: In the teacher survey conducted in December 2023 and May 2024, at least 80% of the teachers agree or strongly agree that the new coaching protocol helps them provide better quality instruction.

Key Action 9: Improve Professional Learning Communities by implementing PLC protocols centered around student work analysis and task/target alignment.

Strategic Priorities:
Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: Improve Professional Learning Communities by implementing PLC protocols centered around student work analysis and task/target alignment.

Indicator 1: 80% of core teachers will demonstrate target/task alignment in three out of four weekly classroom visits by the end of October 2023, and the percentage will increase to 85% by February 2024 and 90% by April 2024.

Indicator 2: On the teacher survey conducted in December 2023 and May 2024, at least 80% of the teachers agree or strongly agree that the PLC protocol centered around student work analysis and task/target alignment helps them the taxonomy level of the lesson learning target and the taxonomy level of the student work being produced.

Key Action 10: Increase meaningful student engagement through the use of 8 key multiple response strategies.

Strategic Priorities:
Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: Increase meaningful student engagement through the use of 8 key multiple response strategies.

Indicator 1: By October 2023, 80% (or higher) of math teachers will incorporate the use of white boards and quick response to check for student understanding. The percentage will increase to 85% by February 2024 and 90% by April 2024.
By October 2023, 80% (or higher) of reading teachers will use table talk and response cards to check for student understanding. The percentage will increase to 85% by February 2024 and 90% by April 2024.

Indicator 2: By October 2023, 80% (or higher) of all teachers will incorporate a minimum of 4 out of 8 multiple response strategies in a forty-five minute block. By February 2024, 85% of all teachers will incorporate a minimum of 6 out of 8 multiple response strategies in a forty-five minute block. By April 2024, 90% of all teachers will incorporate 8 out 8 multiple response strategies in a forty-five minute block.

Indicator 3: On the teacher survey conducted in December 2023 and May 2024, 80% of the teachers agree or strongly agree that using multiple response strategies increases student engagement and higher-level critical thinking.

275 Bush Elementary School Key Actions 2023-2024

Key Action 1: Increase Teacher buy in and community engagement throughout our diverse community population.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Increase Teacher buy in and community engagement throughout our diverse community population.

Indicator 1: The Campus Master Calendar will include more family engagement events related to academics compared to previous years.

Indicator 2: PTO will provide more funding support to the school that supports student achievement.

Indicator 3: 100% of teachers will use TalkingPoints as a means to communicate with their students' parents.

Key Action 2: Increase teacher retention by 10 percent

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: Increase teacher retention by 10 percent

Indicator 1: Increase retention of early career teachers.

Indicator 2: MOY (Middle of the Year) and EOY (End Of Year) job satisfaction surveys indicate that teachers are happy in their roles.

Indicator 3: Ensure opportunities for continued professional development and growth.

Key Action 3: Share a focus on bringing equitable practices to the school community and hold cultural competence to be an important part of the school's culture.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Share a focus on bringing equitable practices to the school community and hold cultural competence to be an important part of the school's culture.

Indicator 1: The achievement gap in subpopulations will indicate improvement in academic performance.

Indicator 2: Decrease incidents related to discrimination, bullying, or exclusions.

Indicator 3: Observations indicate culturally relevant teaching methods and materials.

Key Action 4: Ensure high-quality instruction in every classroom through a holistic approach that recognizes the need to align curriculum with instructional and assessment strategies within the grade level for the purpose of collaboration that will increase student achievement based on the different subgroups and demographics in the classrooms.

Strategic Priorities:
Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: Ensure high-quality instruction in every classroom through a holistic approach that recognizes the need to align curriculum with instructional and assessment strategies within the grade level for the purpose of collaboration that will increase student achievement based on the different subgroups and demographics in the classrooms.

Indicator 1: By the end of the school year, 80% of teachers will demonstrate a shared understanding of high-quality instruction through participating in professional development sessions, ongoing discussions, and weekly PLCs.

Indicator 2: Grade-level teams will meet once every grading cycle for at least half a day to review the standards for the upcoming units of study, identify key learning objectives, and identify the necessary conceptual understandings, knowledge, and skills for students to demonstrate mastery of each standard and submit a demonstration of learning that is aligned to the written, taught, and assessed curriculum

Indicator 3: By the end of the academic year, teachers will achieve 90% alignment between the taught, assessed, and written curriculum across all grade levels and content areas as indicated in spot observations.

Key Action 5: Develop collective efficacy among teachers that is centered around data analysis and common team meetings to effectively demonstrate student growth of Emergent Bilingual, Hispanic, and At-Risk subgroups.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Develop collective efficacy among teachers that is centered around data analysis and common team meetings to effectively demonstrate student growth of Emergent Bilingual, Hispanic, and At-Risk subgroups.

Indicator 1: A PLC master schedule will be created and implemented with key topics, providing dedicated time for teachers to engage in PLCs with the leadership team 3-4 times per month.

Indicator 2: Follow protocols focusing on data analysis, lesson internalization, and lesson rehearsals will be created and/or shared with staff.

Indicator 3: Evidence of sheltered instructional strategies being implemented in the classrooms to support Emergent Bilinguals, Hispanics, and At-Risk subgroups.

Key Action 6: Improve the usage of 1:1 technology integration in grades 3-5 for instruction and online assessment.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Improve the usage of 1:1 technology integration in grades 3-5 for instruction and online assessment.

Indicator 1: * Monthly common assessments will be administered online in grades 2-5 via Ontrack platform.

Indicator 2: * Increase student usage of IXL in grades 2-5 in reading and math beginning in December.

Indicator 3: * Evidence of student using devices for research projects, assessments, demonstration of learning, and answering constructive responses online using platforms such as PearDeck, Brainpop, Padlet, Google slides, Kahoot, etc.

Key Action 7: Increase achievement of Emergent Bilingual (EB) students on speaking and writing portions of TELPAS

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Increase achievement of Emergent Bilingual (EB) students on speaking and writing portions of TELPAS

Indicator 1: O Students will grow at least one year in every TELPAS domain with emphasis on the speaking and

writing domains

Indicator 2: O Teachers are regularly observed to be implementing sheltered instructional strategies.

Indicator 3: O Students spend 80% of class time engaged in speaking, reading, and writing.

Key Action 8: Increase community engagement through clear communication, parent workshops, and volunteer opportunities that promote student achievement.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Indicator of Success 1: Increase community engagement through clear communication, parent workshops, and volunteer opportunities that promote student achievement.

Indicator 1: O By the end of the school year, at least 90% of the school community members will express

satisfaction in the campus-created survey regarding the school's efforts for community engagement.

Indicator 2: O The Campus Master Calendar will include more family engagement events related to academics

compared to previous years.

Indicator 3: O 100% of teachers will use TalkingPoints as a means to communicate with their students' parents

276 Shadowbriar Elementary School Key Actions 2023-2024

Key Action 1: Key Action (Briefly state the specific goal or objective.)

Our goal will be to increase 3rd - 5th grade special education and (EB) students' reading and math results by 10% at the meets level as measured by the 2024 STAAR Reading and Math Exam.

Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Student Achievement

Indicator 1: Special education students and Emergent bilingual (EB) students in third-fifth grade who take Reading STAAR in Spanish will increase at the approaches level by a minimum of 10%, raising the overall percentage score for student achievement in Domain 1 and closing the gaps targets in domain 3.

Indicator 2: EB students in third-fifth grade will also increase their passing percentage on TELPAS, raising the overall percentage from 36% to 65%.

Key Action 2: Key Action (Briefly state the specific goal or objective.)

Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Teachers can plan effectively for instruction.

Indicator 1: Positive feedback from the faculty and staff regarding communication.

Indicator 2: Faculty and staff feel valued, empowered, and have a greater sense of ownership for teaching their curriculum.

Indicator 3: Faculty and staff can implement technology tools, and updated materials and curriculum into their instructions.

Indicator of Success 2: Specific actions - school leaders (What specific action steps will the building leaders take to accomplish the objective?)

Key Action 3: Key Action (Briefly state the specific goal or objective.)

To retain our high effective teachers and staff, where our goal is have less than 15% turnover for the 2024-25 school year.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Leadership and faculty survey

Indicator 1: Texas Academic Performance Reports

Indicator 2: Teachers will participate in After school and Saturday opportunities

Indicator 3: HISD Teacher Dashboard and teacher attendance data

Key Action 4: Key Action (Briefly state the specific goal or objective.)

Parents of our bilingual students will be more engaged in our instructional activities to better support their children at home.

Strategic Priorities:
Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Indicators of success (Measurable results that describe success.)

279 Tijerina Elementary School Key Actions 2023-2024

Key Action 1: Student-teacher engagement will increase through the implementation of multiple-response strategies.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Classroom visits data will demonstrate increased engagement from BOY to EOY in Walkthroughs in 85% of the teachers to at least a 6 on (Domain 2) by the end of the 2023-2024 school year.

Indicator of Success 2: By June 2024, Tijerina will increase the overall STAAR raw score from 50 (C-Rating) to 53 (B-Rating) in all subjects.

Key Action 2: Instructional staff will implement written IEPs through high-quality teaching and effective learning approaches.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 60% of classroom teachers will obtain a minimum 60 (proficient or higher) score in their T-TESS summative rating by May 2024.

Indicator of Success 2: Using multiple response strategies, 100% of campus teachers will implement students' IEPs for the 2023-2024 school year.

Key Action 3: Instructional staff will achieve instructional equity and meet every student's unique needs by effectively implementing high-quality reading instructional practices.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 70% of K-1 students will show growth of .60 from the BOY to the MOY, according to the DIBELS assessment.

Indicator of Success 2: 70% of 2-5 students will show at least a .60 annual growth from BOY to MOY and a .70 annual growth from MOY to EOY, according to the NWEA MAP data.

Indicator of Success 3: According to the CIRCLE assessments, 70% of PK students will show growth from the BOY to the EOY.

Key Action 4: Instructional staff will achieve equity and meet students' unique needs by implementing high-quality math instructional practices.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 70% of K-2 students will show growth from the BOY to the EOY, according to the DIBELS assessment.

Indicator of Success 2: 70% of 2-5 students will show at least a .60 annual growth from BOY to MOY and a .70 annual growth from MOY to EOY, according to the NWEA MAP data.

Indicator of Success 3: According to the CIRCLE assessments, 70% of PK students will show growth from the BOY to the EOY.

281 Sanchez Elementary School Key Actions 2023-2024

Key Action 1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim/formative assessments.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Teacher Capacity

Indicator 1: By November 2023, 70% of K-5 core content teachers will deliver an aligned lesson cycle including do-now's, demonstration of learning, and utilization of formative assessment data to drive instruction. Daily lesson plans are aligned to the scope and sequence, the daily objective is aligned to the standard(s), and all lesson activities are aligned to the formative assessment in rigor and scope. For the teachers not yet proficient, appraisers and content specialists will provide one-on-one coaching using formal and informal walkthrough feedback and modeling with next action steps and follow up.

Indicator 2: By the end of February 2024, 85% of core content teachers will deliver a complete lesson cycle including do-now's, demonstration of learning and utilization of formative assessment data to drive instruction based on documented observations, walk throughs, lesson plans, and feedback. Reading and Math teachers will use DOL data to provide small group intervention to Tier III students (LSAE materials).

Indicator of Success 2: Student Achievement

Indicator 1: By the Spring 2024, the 5th grade cohort will increase by 20% in Meets performance level as measured by the STAAR Reading test.

Indicator 2: By Spring 2024, the 5th grade cohort will increase by 10% in Meets performance level as measured by the STAAR Math test.

Indicator 3: By Spring 2024, the percent of students at the Meets level will be at 40% for both Reading and Math.

Key Action 2: Improve Special Populations students' academic achievement.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Special Education Students Achievement

Indicator 1: 70% of all Special education students will show growth between the NWEA MAP assessments.

Indicator 2: 80% of Special education will show 2% growth as shown on their Progress Monitoring per 6 reporting cycle for a total of 10% or higher by May.

Indicator of Success 2: Emergent Bilinguals Student Achievement

Indicator 1: 85% of our Emergent Bilingual students will show a 15% increase in their proficiency on the NWEA assessment from MOY to EOY.

Indicator 2: The percentage of Emergent Bilingual students performing the Meets Grade Level Standard on the STAAR 3-5 Reading will increase by 10% from STAAR 2023 to STAAR 2024.

Key Action 3: Build teacher capacity through observation and feedback cycles.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: T-TESS ratings and SPOT Observation ratings

Indicator 1: By December 2023, 80% of teachers teaching core subjects will have improved their observation and feedback data (formal and informal walkthroughs) by 10 percentage points. In addition, by May 2024, 90% of teachers teaching core subjects will have improved their observation and feedback data by 20 percentage points.

Indicator 2: By May 2024 70% of core content teachers will be rated Proficient 1 or higher measured by observation feedback data (T-TESS).

Indicator 3: By May 2024, 90% of teachers teaching core subjects will have improved their observation and feedback data by 20% points. Also, 80% of core content teachers will be rated proficient or higher measured by observation feedback data (T-TESS).

Key Action 4: Improve parent engagement.

Indicator of Success 1: We will host a monthly Coffee with the Principal meetings , 2 Title 1 meetings per semester, and SDMC meetings once per quarter

Indicator 1: Seventy percent of parents will become more involved in the decision making process.

Indicator 2: All Parents will be have prior notice of campus events such as Literacy Night and Math Night

283 Garcia Elementary School Key Actions 2023-2024

Key Action 1: Build teachers' capacity to improve reading instruction and increase student outcomes.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: By May 2024, the objective is for 80% of reading teachers to attain proficiency or higher in delivering high-quality reading instruction, as assessed by the Teacher Excellence System (TES) evaluation rubric. Initial targets are set for 75% of reading teachers to achieve proficiency or higher in Spot Observations during the first semester, with a goal to enhance this to 85% or more by May 2024. Furthermore, the progress of PK students will be diligently monitored through the Circle Assessment at various intervals--beginning, middle, and end of the year--with an ambition to witness a 25% progress increase from the beginning to the middle of the year and a 50% advancement from the middle to the end of the year.

Indicator 1: 80% of the reading teachers will be proficient or higher in the delivery of high-quality reading instruction as measured by the Teacher Excellence System (TES) evaluation rubric by May 2024.

Indicator 2: 75% of Spot Observations will be proficient or higher for reading teachers in the first semester, increasing to 85% or better by May 2024.

Indicator 3: PK students' progress will be monitored via the Circle Assessment at BOY, MOY and EOY. Student's progress will increase by 25% from the BOY to MOY and 50% from MOY to EOY.

Key Action 2: Build teachers' capacity to improve math instruction and increase student outcomes.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: By May 2024, goals include having 85% of math teachers scoring proficient or higher in Spot Observations and 80% proficient in delivering high-quality instruction as per the TES evaluation rubric. Additionally, there's an aim for substantial improvement in the 2024 math STAAR performance metrics and a goal for 75% of K-5 students to achieve or surpass grade level in NWEA math assessments, with significant mid-year progress increments.

Indicator 1: 75% of the scores on math Spot Observations conducted in December will be proficient or higher; by the end of May 2024, this percent will increase to 85% or higher.

Indicator 2: 80% of math teachers will be proficient or higher in the delivery of high-quality math instruction as measured by the Teacher Excellence System (TES) evaluation rubric by May 2024.

Indicator 3: 2024 math STAAR - Domain I - Performance will improve as follows: Meets and masters will increase from 33% to 56%; Approaches will decrease from 45% to 23%; and Did Not Meet will decrease from 24% to 12%.

Key Action 3: Build the capacity of special education teachers to provide high-quality instruction.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: By May 2024, goals for special education include enhancing teacher proficiency to 80%, improving student performance across various assessments including NWEA and STAAR, ensuring full implementation of IEP accommodations, and maintaining complete compliance with the Admission, Review, and Dismissal (ARD) process.

Indicator 1: By May 2024, 80% of special education teachers will attain proficiency in Spot Observations and delivery of high-quality reading instruction, as per the TES evaluation rubric.

Indicator 2: A marked progression in special education students' achievements is expected, with targets including a 25-50% increase in NWEA scores, 70% attainment in grade-level reading skills in K-5, and 60% meeting STAAR assessment standards in grades 3-5.

Indicator 3: Full implementation of IEP accommodations and complete compliance with the Admission, Review, and Dismissal (ARD) process are mandatory, ensuring comprehensive support and legal adherence in special education service delivery.

285 Valley West Elementary School Key Actions 2023-2024

Key Action 1: Increase student performance levels in grades PK-5 on campus, district, and state assessments.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Increase student performance levels in grades PK-5 on campus, district, and state assessments.

Indicator 1: Increased performance in Meets and Masters combined by a minimum of 5 points in the Spring 24 STAAR performance in Reading, Math, and Science from Spring 23 scores for grades 3-5. Reading 32.62% 37.62%; Math 31.05% 36.05%; Science 23.17% 28.17%

Indicator 2: Increased performance in K-5 Map growth and K-1 Dibels scores at each check point after the initial BOY assessment for 80% of students tested during the 23/24 school year.

Indicator 3: Increased performance in Pre-K Circle assessment scores at each check point after the initial BOY assessment for 80% of students tested during the 23/24 school year.

Key Action 2: Cultivate the campus' belief that every child will succeed by holding students and ourselves to high expectations while creating a more equitable learning environment.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Cultivate the campus' belief that every child will succeed by holding students and ourselves to high expectations while creating a more equitable learning environment.

Indicator 1: Shared vision within staff that every child will succeed.

Improved staff attendance

Decreased discipline issues

Indicator 2: Staff taking the lead to build strong and positive relationships.

Mutual respect

Increased student mastery

Indicator 3: Positive student and parent feedback

Improved student attendance

Key Action 3: The campus will provide additional support recruit and retain high-qualified and effective staff.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: The campus will provide additional support recruit and retain high-qualified and effective staff.

Indicator 1: Retention of staff

Increased quality of staff skills and instruction

Indicator 2: More enjoyable workplace environment

Indicator 3: Increased student and staff morale

Key Action 4: Increase in-person parent engagement and partnerships by 25%.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency

Indicator of Success 1: Increase in-person parent engagement and partnerships by 25%.

Indicator 1: Increased parent and community partnerships and volunteers

Increased parent and community opportunities created for volunteering.

Indicator 2: Increased PTO members and participation

Indicator 3: Diamond status from F.A.C.E.

Key Action 5: Strengthen Reading, Math, and Science Instruction for all students through the implementation of High-Quality Instruction Materials (HQIM), use of data to adjust instructional goals as needed and implementation of multiple response strategies. (MRS).

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Strengthen Science of Reading Instruction (Amplify K-5) (Savvas-PK) to ensure effective implementation of HQIM. Strengthen Math Instruction to ensure effective implementation of Eureka Math HQIM.

Indicator 1: Increased performance on Amplify Unit Assessments for K-5 to 75% or higher passing rate by February 2024.
* Out of all content teacher observations for Reading and Language Arts (general education and special education) 80% of teachers will receive developing or higher in Domain 2, Dimensions 2.1-2.5. This percentage will increase to 90% by April

2024.
* Student performance on Amplify unit exams will improve by 10% as a result of mastery on exit tickets, lesson discussions, and other written responses showing comprehension mastery of lessons and immediate feedback from the teacher.

Indicator 2: ncreased performance on Eureka Unit Assessments for K-5 to 75% or higher passing rate by February 2024.
* Out of all content teacher observations for Math (general education and special education) 80% of teachers will receive developing or higher in Domain 2, Dimensions 2.1-2.5. This percentage will increase to 90% by April 2024.
* Student performance on Eureka unit exams will improve by 10% as a result of mastery on exit tickets, lesson discussions, and other written responses showing comprehension mastery of lessons and immediate feedback from the teacher.

Indicator 3: Increased performance in grade levels 3-5 Spring 24 STAAR Reading Meets by 10% from Spring 23 results.
* Increased performance in grades PK-2 district and state reading assessments using NWEA10 by 10% for on grade-level from BOY to MOY and15-20% by EOY.
Increased performance in grade levels 3-5 Spring 24 STAAR Math Meets by 10% from Spring 23 results.
* Increased performance in grades PK-2 district and state math assessments using NWEA10 by 10% for on grade-level from BOY to MOY and 15-20% by EOY.

Key Action 6: Improve and streamline technology skills among students and staff that reflect current and futuristic technology demands.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

286 Herrera Elementary School Key Actions 2023-2024

Key Action 1: Develop leadership capacity through instructional coaching and feedback.

Strategic Priorities:
Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: By May 2024, the objectives are to enhance the proficiency of On-the-Spot observations to 90%, increase alignment in leadership calibration walks to at least 92%, and boost staff satisfaction ratings in the Leadership Perception survey by 20% from the middle to the end of the year.

Indicator 1: 80% of On-the-Spot observations scored using the rubric by the district will have a proficient rating or higher in December 2023 and increase to 90% proficiency in May 2024.

Indicator 2: Alignment of leadership calibration walks will increase by 10% quarterly (12 calibrated walks each quarter), with an alignment rate of at least 92% by the 3rd quarter (May 2024).

Indicator 3: Leadership Perception survey will increase satisfaction or above ratings by staff from MOY to EOY by 20%.

Key Action 2: Grow teacher capacity to improve the quality of first instruction through coaching and feedback.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: The goal is to elevate the proficiency in On-the-Spot observations to 90% by May 2024, significantly enhance student achievement in STAAR Core Areas to 50% Meets and 18% Masters by EOY, and boost NWEA Math and Reading growth incrementally between BOY-MOY by 8% and MOY-EOY by 13%.

Indicator 1: 80% of On-the-Spot observations scored using the rubric by the district will have a proficient rating or higher in December 2023 and increase to 90% proficiency in May 2024.

Indicator 2: Increase overall student achievement at the Meets and Masters level from 39% and 11% in STAAR Core Areas, respectively, to:
44% Meets (157 students) and 14% Masters (50 students) on the MOY
50% Meets (178 students) and 18% Masters (64 students) on the EOY

Indicator 3: Increase NWEA Math and Reading growth between the BOY-MOY by 8% (57 students) and MOY-EOY by 13% (93 students)

Key Action 3: Increase SpEd team's compliance and instructional capacity through the realignment of skills and systems.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: The plan aims to achieve full compliance in the EasyIEP system and enhance Special Education (SpEd) students' achievement levels on the STAAR test by systematically improving performance metrics across various assessments, with specific incremental targets set for 'Meets' and 'Masters' levels, and a strategic focus on continuous monitoring and improvement in all test subjects.

Indicator 1: Increase SpEd compliance in EasyIEP system from 98% to 100%, including ARDS, Progress Monitoring, and Documentation of Accommodations, and successful implementation of IEP goals and objectives.

Indicator 2: Increase STAAR Spring 2024 overall SpEd student achievement at the Meets and Masters level from 9% (4 students) and 4% (2 students), by systematically increasing the number of Meets and Masters in all Unit/Common Assessments to:
- 23% (10 students) Meets and 7% (3 students) Masters on the MOY
- 30% (14 students) Meets and 9% (5 students) Masters on the EOY

Indicator 3: Increase Spring STAAR overall SpEd student achievement level of all test subjects by 15% at the approaches level, 10% at the Meets, and 5% at Master level. SpEd student performance will be monitored after each unit assessment.

287 Cage Elementary School Key Actions 2023-2024

Key Action 1: Instructional alignment across all content (Strong Tier-I Alignment)

Strategic Priorities:
Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: 80% out of 60 spot observations conducted during the first week of October will demonstrate alignment with the curriculum and the demonstration of learning (DOL). That percentage will increase to 100% or higher by May.

Indicator of Success 2: Achievement/Growth on common assessments, NWEA MAP increase of 5% by Dec. and a total of 10% increase by March.

Indicator of Success 3: 80% of lesson plan activities will demonstrate alignment with the stated objectives as measured by weekly lesson plan feedback.

Key Action 2: Strengthen Instruction in Reading and Writing across all grade levels.

Strategic Priorities:
Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Achievement/Growth on Common Assessments- Reading NWEA MAP increase of 5% by Dec. and a total of 10% increase by March.

Indicator of Success 2: Data tracking of DOLs.

Indicator of Success 3: 80% of spot observations will demonstrate high-quality reading instruction.

Key Action 3: Strengthen Instruction in Math across all grade levels.

Strategic Priorities:
Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Facilitate PLCs that provide space to train and model data-driven instruction and analyze student work samples.

Indicator of Success 2: School leaders will conduct spot observations focused on Math with feedback consisting of best practices.

Indicator of Success 3: Ensure all teachers attend district curriculum training follow-up during PLCs.

Key Action 4: Increase English Proficiency of Emergent Bilingual Students focusing on Speaking and Writing.

Strategic Priorities:
Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: At least 70% of EB students will increase their English proficiency by one proficiency level as indicated by the TELPAS Proficiency Level Descriptors on the district's 3rd ELD assessment conducted on Summit K-12 and the TELPAS in February.

Indicator of Success 2: 100% of teachers will incorporate activities in their daily lessons to increase students' proficiency levels, focusing on Speaking and Writing by including opportunities for students to speak and write using academic vocabulary.

289 Clemente Martinez Elementary School Key Actions 2023-2024

Key Action 1: Incorporate Writing Across the Contents.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By the end of November, 25% of 2nd-5th grade students will grow 1 pt on ECR (extended constructed response) questions using a 10-point--scale on CBAs (campus-based assessments). By the end of February, 50% of 2nd-5th students will grow at least 1 point on ECR questions using a 10-point scale on CBAs. By the end of May, 65% of 3rd- 5th-grade students will grow 1 point on ECR questions on STAAR.

Indicator of Success 2: 40% of teachers will use RACE (restate the question, answer the question, cite evidence, and explain your answer), RDW (read, draw, write), or annotations in 20 out of 61 spot observations by the end of November. By the end of February, 65% of teachers will use RACE, RDW, or annotations in 25 out of 51 spot observations. By the end of May, 80% of teachers will use RACE, RDW, or annotations in 40 of 55 spot observations.

Key Action 2: Improve the Quality of Instruction by Coaching and Developing Teachers.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: By the end of November, 100% of teachers internalize their lessons through lesson plan annotations (identified adjustments and delivery method) according to a campus-based rubric. By the end of February, 100% of teachers require students to read, write, or think the entire lesson, as evidenced by the aggressively monitored tracker.

Indicator of Success 2: By the end of November, 40% of teachers will score proficient or higher on spot observations. By the end of February, 65% of teachers will score proficient or higher on spot observations. By the end of May, 80% of teachers will achieve proficient or higher on spot observations. [The campus coaches will conduct these spot observations.]

Key Action 3: Data-Driven Decision Making.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By the end of November, 80% of teachers will analyze DOLs daily to target students and provide additional support to those who

did not secure the learning and enrichment to students who demonstrated mastery; this will occur during the intervention block. By the end of November, 80% of kinder-5th grade teachers will analyze campus-based assessment data tri-weekly to create an action plan that addresses low-performing TEKS. By the end of February, this will increase to 100% of teachers.

Indicator of Success 2: By the end of November, 80% of 2nd-5th grade students will track their data using a campus template, and teachers will facilitate student data conferences using a campus script to provide students with a reasonable test goal for the following assessment. By the end of February, this will increase to 100%.

Key Action 4: Improve Attendance and Decrease Tardiness.

Strategic Priorities:
Increasing Organizational Efficiency

Indicator of Success 1: By the end of November, student attendance will increase from 90.94% to 93%. By the end of February, student attendance will increase from 91.87% to 94%. By the end of May, student attendance will increase to 95%. As measured by the ADA attendance report.

Indicator of Success 2: By the end of November, daily student tardiness will decrease from 30% to 20% of students arriving after 7:30, as measured by the ADA tardy report. By the end of February, daily student tardiness will decrease to 15% of students coming after 7:30. By the end of May, daily student tardiness will drop to 10% after 7:30. As measured by the ADA tardy report.

290 Crespo Elementary School Key Actions 2023-2024

Key Action 1: Build teacher capacity in the delivery of quality first instruction.

Strategic Priorities:
Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Teachers will provide high quality first instruction.

Indicator 1: 85% of our students will demonstrate mastery of the learning objective via the school wide DOL tracker.

Indicator 2: 85% of teachers will score at proficient or above on their summative rating for dimension 2.1 Achieving Expectations, 2.2 Content Knowledge and Expertise, and 2.3 Communication.

Indicator 3: 70% of students will score on or above grade level on the NWEA by EOY.

Key Action 2: Implement the science of reading with fidelity.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Through the implementation of science of reading, students will increase of student performance.

Indicator 1: 55% of our 3rd-5th grade students will perform on meets level or higher by May 2024 STAAR administration. There will be 15% growth in student proficiency from Fall STAAR Interim to Spring STAAR interim.

Indicator 2: 85% of students in K-5 will be reading on or above grade level as assessed through the Benchmark Running Records by EOY administration.

Indicator 3: 80% of students will show a 15% increase in their proficiency on the Reading NWEA assessment from MOY to EOY.

Key Action 3: Equip teachers with tools to maximize the implementation of IEP to increase student achievement of our SPED population.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: SPED population will increase in student achievement.

Indicator 1: 70% of our SPED students will demonstrate mastery of the learning objective via the school wide DOL tracker.

Indicator 2: 80% of our SPED students will show a 15% increase of their proficiency on the NWEA assessment from MOY to EOY.

Indicator 3: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the

STAAR 3-5 Reading will increase by 10% from STAAR 2023 to STAAR 2024.

Key Action 4: Enhance implementation of Emergent Bilingual Campus Instructional Plan.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Our emergent bilingual population will show gains in their performance in NWEA MAP, TELPAS, and STAAR.

Indicator 1: 80% of students will show a one-year progress in composite proficiency level (ex. Beginning to Intermediate) from TELPAS 2023 to TELPAS 2024.

Indicator 2: 85% of our Transitional Emergent Bilingual students will show a 15% increase in their proficiency on their 2nd-5th English Reading NWEA assessment from MOY to EOY.

Indicator 3: The percentage of Emergent Bilingual students performing the Meets Grade Level Standard on the STAAR 3-5 Reading will increase by 20% from STAAR 2023 to STAAR 2024.

291 Gallegos Elementary School Key Actions 2023-2024

Key Action 1: Increase students' reading proficiency level in grades K-5.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 70% of K-1 students will show half a year of growth from the BOY to the MOY and one year from the BOY to the EOY as measured by the DIBELS assessment.

Indicator of Success 2: 70% of 2-5 students will show 0.9 years of growth from the BOY to the MOY and 1.8 years of development from the BOY to the EOY as measured by the NWEA assessment.

Indicator of Success 3: By the Fall Interim Assessment, 25% of 3rd grade students will score Meets Grade Level Standard; by Spring Assessment, 30% of 3rd grade students will score Meets Grade Level Standard. 40% of 3rd-grade students will achieve Meets Grade Level Standard in the STAAR Assessment.

Indicator of Success 4: By the Fall of Interim Assessment, 25% of 4th-grade students will score Meets Grade Level Standard; by the Spring Assessment 30% of 4th Grade Level Standard. 40% of 4th-grade students will achieve Meets Grade Level Standard in the STAAR Assessment.

Indicator of Success 5: By the Fall of Interim Assessment, 25% of 5th-grade students will score Meets Grade Level Standard; by the Spring Assessment 35% of 5th Grade Level Standard. 40% of 5th-grade students will achieve Meets Grade Level Standard in the STAAR Assessment.

Key Action 2: Increase student engagement by providing multiple opportunities to communicate with the teacher and their peers. (MRS)

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By December 2023, 70% of teachers will earn "proficient" or higher in Dimension 2.1, Achieving Expectations, by providing multiple opportunities for students to communicate with the teacher and their peers. (MRS) This percentage will increase to 90% in May 2024.

Key Action 3: Implement the LSAE model with fidelity in grades 3-5.

Strategic Priorities:

Indicator of Success 1: By December 2023, 70% of teachers will demonstrate the implementation of four out of five instructional characteristics on the Supporting Practices section of the walk-through form. By May 2024, 90% of teachers will demonstrate the implementation of four out of five instructional characteristics on the Supporting Practices section of the walk-through form.

Key Action 4: Grow teacher capacity to provide high-quality instruction.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: 70% of the scores on walk-throughs and/or observations conducted in December will be proficient or higher; that percentage will increase to 80% in May 2024.

Indicator of Success 2: Teachers will score 60 or higher on their summative rating by the end of the year.

292 Carrillo Elementary School Key Actions 2023-2024

Key Action 1: Grow staff capacity to provide the highest quality instruction.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: 70% of scores on T-TESS walkthroughs conducted by December 2023 will score a minimum of 12 out of 15 points. This will increase to 13 out of 15 points by May 2024.

Indicator of Success 2:
80% of the teachers will be proficient or higher in delivering high-quality instruction as measured by the instruction domain in T-TESS by May 2024.

Key Action 2: Strengthen "science of reading" instruction by successfully implementing the Amplify curriculum.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By June 2024, the percentage of students in grades K through 5 reading at or above grade level will increase from 42% to 70%, as measured by benchmark running records.

Indicator of Success 2: In the 2023-24 school year, 80% of students will score at least 60% or better on unit and domain assessments in Amplify by May 2024.

Key Action 3: Strengthen math instruction by successfully implementing the Eureka curriculum.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By June 2024, at least 60% of students will earn 60% or higher on the EOY Eureka Assessment.

Indicator of Success 2: In the 2023-2024 school year, 100% of K-5th-grade teachers will utilize Eureka lessons daily. 100% of teachers will internalize Eureka lessons at least once a week.

Indicator of Success 3: 80% of students will score at least 60% on each module assessment by May 2024.

Key Action 4: We have successfully implemented the newly modified HISD T-TESS evaluation system.

Strategic Priorities:
Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: In the 2023-2024 school year, 100% of eligible teachers receive a 13 out of 15 score in all 4 domains combined by May 2024.

Indicator of Success 2: By May 2024, 70% of all teachers who score a minimum score of 13 will remain at Carrillo Elementary.

295 Benavidez Elementary School Key Actions 2023-2024

Key Action 1: Key Action (Briefly state the specific goal or objective.)
Improve student achievement of SPED and EB students by ensuring proper accommodations and supports are provided to our students

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Indicators of success (Measurable results that describe success.)

Indicator 1: By September/October, 2023, data will be collected for progress monitoring for Kinder - 2nd SPED students for DIBELS assessment and 3rd-5th grade SPED students for NWEA Map assessment.

Indicator 2: By February 2024, 70% of Kinder - 2nd SPED students will perform at or above benchmark on the DIBELS assessment, 70% of 3rd - 5th grade SPED students will perform at or above benchmark on the NWEA MAP assessment, and EB students will continue to show improvement through class instructional activities to increase their English proficiency level.

Indicator 3: By February 2024, 70% of Kinder - 2nd SPED students will perform at or above benchmark on the DIBELS assessment, 70% of 3rd - 5th grade SPED students will perform at or above benchmark on the NWEA MAP assessment, and EB students will continue to show improvement through class instructional activities to increase their English proficiency level.

Key Action 2: Improve student achievement in Reading/Language Arts & Math by implementing with fidelity the Eureka and Amplify curriculum

Indicator of Success 1: Improve student achievement in Reading/Language Arts & Math by implementing with fidelity the Eureka and Amplify curriculum.

Indicator 1: By September/October, 2023, data will be collected for progress monitoring for Kinder - 2nd students for DIBELS assessment and 3

rd
- 5
th grade students for
NWEA Map assessment, and mid month and monthly Kinder - 5
th Eureka
assessmen

Indicator 2: * By February 2024, 70% of Kinder - 2nd students will perform at or above benchmark on the DIBELS assessment, 70% of 3
rd
- 5
th grade students will
perform at or above benchmark on the NWEA MAP assessment, and Kinder - 5
th
grade students will perform at or above benchmark on End-of-Unit Eureka
assessments.

Indicator 3: * By February 2024, 70% of Kinder - 2nd students will perform at or above benchmark on the DIBELS assessment, 70% of 3
rd
- 5
th grade students will
perform at or above benchmark on the NWEA MAP assessment, and Kinder - 5
th
grade students will perform at or above benchmark on End-of-Unit Eureka
assessments.

Indicator of Success 2: We will grow staff capacity to improve student achievement by raising the level of teacher-student engagement.

Indicator 1: * By October 2023, 60% of the scores for walkthroughs and T-TESS observations conducted will be proficient or higher in the delivery of high-quality instruction and 60% of teachers will receive a score of 2 or higher on the use of multiple response strategies.

Indicator 2: By December 2023, 70% of the scores for walkthroughs and T-TESS observations conducted will be proficient or higher in the delivery of high-quality instruction and 70% of teachers will receive a score of 2 or higher on the use of multiple response strategies.

Indicator 3: By March 2024, 80% of the scores for walkthroughs and T-TESS observations conducted will be proficient or higher in the delivery of high-quality instruction and 80% of teachers will receive a score of 2 or higher on the use of multiple response strategi

Key Action 3: Key We will grow staff capacity to improve student achievement by raising the level of teacher-student engagement.
Action (Briefly state the specific goal or objective.

Indicator of Success 1: Key Action (Briefly state the specific goal or objective
Increase parental involvement in students' academic progress and school activities to foster a strong home-school partnership.

Indicator 1: By October 2023, 60% of the scores for walkthroughs and T-TESS observations conducted will be proficient or higher in the delivery of high-quality instruction and 60% of teachers will receive a score of 2 or higher on the use of multiple response strategies.

Indicator 2: * By December 2023, 70% of the scores for walkthroughs and T-TESS observations conducted will be proficient or higher in the delivery of high-quality instruction and 70% of teachers will receive a score of 2 or higher on the use of multiple response strategies.

Indicator 3: By March 2024, 80% of the scores for walkthroughs and T-TESS observations conducted will be proficient or higher in the delivery of high-quality instruction and 80% of teachers will receive a score of 2 or higher on the use of multiple response strategies.

Key Action 4: Key Action (Briefly state the specific goal or objective
Increase parental involvement in students' academic progress and school activities to foster a strong home-school partnership.

Indicator of Success 1: Number of parents participating in school events and workshops increased by at least 20% by May, 2024 compared to the previous school year.

Indicator 1: * At least 80% of parents attend parent-teacher conferences by the end of December, 2023.

Indicator 2: Increase Parent Teacher Organization active membership to 5% of the total student population by the end of May, 2024

Indicator 3: Increase Parent Teacher Organization active membership to 5% of the total student population by the end of May, 2024

Key Action 5: -based dialogue throughout the lesson cycle.

Key Action 6: Key Action (Briefly state the specific goal or objective.)

Create a strategic implementation plan that addresses the shift in teaching methods, including changes to state assessment structure, and supports to facilitate innovation in schools including but not limited to the NES-A technology implementation.

Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency, Cultivating Team HISD Talent

297 Davila Elementary School Key Actions 2023-2024

Key Action 1: Promote foundational skills such as phonological awareness, phonics and decoding, and fluency across all grade levels.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increased rate of phonological awareness, phonics and decoding, and fluency.

Indicator 1: In the 2023-2024 school year, 70% of students in grades K-5 will demonstrate at least one year's growth in DIBELS by the end of the school year.

Indicator 2: In the 2023-2024 school year, 50% of students in grades K-5 will be above the 50th percentile in Reading as measured by the NWEA MAP assessments.

Key Action 2: Improve Student Achievement

Indicator of Success 1: STAAR and NWEA student results.

Indicator 1: By the end of the year, 90% of students will perform at the Approaches level, 61% Meets, and 24% Masters in STAAR Reading. For math, 93% of students will perform at Approaches, 44% Meets, and 34% Masters.

Indicator 2: 70% of students will meet their projected growth goal in NWEA MAP Reading and Math in the MOY and 90% will meet their projected goal in the EOY

Indicator 3: 60% of students will score 80 and above in all common assessments or unit assessments in the MOY and 80% will score 80 and above in the EOY.

Key Action 3: Teacher coaching and appraisal

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Implementation of the SPOT Observation form for all teachers.

Indicator 1: 100% of teachers will be appraised using the district's SPOT Observation Form which focuses on high-quality instructional characteristics.

Indicator 2: 80% of Pk-2nd grade teachers will receive a Proficient rating or Above in the MOY/

Indicator 3: 90% of PK-2nd grade teachers will receive a Proficient rating or above at the EOY.

Key Action 4: Increase Parental Involvement and Parent Communication.

Strategic Priorities:

Indicator of Success 1: Increase parent participation (Title 1 Parent Meetings, Coffee with the Principal, Literacy Nights, Math/Science Nights).

Indicator 1: 100% of teachers will use Class Dojo to communicate with parents.

Indicator 2: 100% of teachers will schedule a parent conference at least twice a year based on parent conference forms completed during the meeting.

Indicator 3: Increase the number of parent volunteers by 20%, as evidenced by VIPS registration

298 Raul C. Martinez Elementary School Key Actions 2023-2024

Key Action 1: Improve the proficiency in student writing across the curriculum.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 70% of 2nd-5th grade students will score at level 3 or higher using the STAAR Scoring Rubric as measured by TEKS-aligned short and constructed writing assessments administered in December 2023. This will grow to 80% in February 2024.

Indicator of Success 2: 80% of teachers will receive a '2' or higher on using multiple response strategies on spot observations by December 2023. This will grow to 90% of teachers receiving a '3' or higher on spot observations by February 2024.

Key Action 2: Grow staff capacity to provide the highest quality instruction.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 70% of the scores on the spot observations conducted in December will be proficient or higher; that percentage will increase to 80% in May 2024.

Indicator of Success 2: 80% of teachers will be proficient or higher in delivering high-quality instruction as measured by the teacher evaluation system.

Key Action 3: Implement the LSAE instructional model with fidelity.

Strategic Priorities:
Increasing Organizational Efficiency

Indicator of Success 1: 100% of teachers will receive proficient or higher scores on the LSAE scoring rubric assessed in December 2023 and in May 2024.

Indicator of Success 2: Between the MOY and EOY, students will show growth on the NWEA.

Key Action 4: Implement the "Art of Thinking" class with fidelity.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: 80% of "Art of Thinking" teachers will receive a '2' or higher on spot observations by December 2023. This will grow to 90% of "Art of Thinking" teachers receiving a '3' or higher on spot observations by February 2024.

Indicator of Success 2: 80% of "Art of Thinking" teachers will be proficient or higher in delivering high-quality instruction as measured by the teacher evaluation system.

299 Milne Elementary School Key Actions 2023-2024

Key Action 1: Sheltered Instruction plan with our Division Multilingual support

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Sheltered Instruction plan with our Division Multilingual support

Indicator 1: Growth measure met for 50% of students on the MOY MAP assessment

Key Action 2: Weekly PLC lesson internalization plan for tier I instruction

Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency

Indicator of Success 1: Weekly PLC lesson internalization plan for tier I instruction

Key Action 3: Vertical planning for small group intervention

Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency

Indicator of Success 1: Vertical planning for small group intervention

Indicator 1: Proficiency on classroom observation for 100% of all teachers

Key Action 4: Pull out sessions for students who were unsuccessful on the STAAR test last year

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Pull out sessions for students who were unsuccessful on the STAAR test last year

Indicator 1: 100% Consistency with classroom instruction in math and reading to ensure that the curriculum is implemented with fidelity

Key Action 5: Parent conference for students who did not show readiness on the BOY indicator

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Pull out sessions for students who were unsuccessful on the STAAR test last year

Indicator 1: 100% Consistency with classroom instruction in math and reading to ensure that the curriculum is implemented with fidelity

Key Action 6: Increased professional development that aligns with Houston ISD Readiness Characteristics

Weekly instructional meeting

Monthly vertical planning sessions

Campus support survey implemented each semester

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Increased professional development that aligns with Houston ISD Readiness Characteristics

Weekly instructional meeting

Monthly vertical planning sessions

Campus support survey implemented each semester

Indicator 1: Campus support survey

Indicator 2: Staff feedback during planning session

Indicator 3: Display of HISD Readiness Characteristics implemented with fidelity

Key Action 7: Grow staff capacity to provide high-quality instruction

Strategic Priorities:
Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: Measurable results that describe success

Indicator 1: Proficiency on classroom observation

Indicator 2: Student results on interim assessments will show 20% growth compared to 23-24 test results

Indicator 3: 100% Consistency with classroom instruction in math and reading to ensure that the curriculum is implemented with fidelity

Key Action 8: Encourage parents and communities about the benefits of school participation and how it positively impacts their child's education so that parent and community engagement continues to strengthen on our campus.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: We will see an increase in the number of Student Assistance Forms that are submitted for non-academic needs

We will have an increase in student attendance campus-wide

Student achievement will reflect higher performance particularly among our returning families

Indicator 1: We will see an increase in the number of Student Assistance Forms that are submitted for non-academic needs

Indicator 2: We will have an increase in student attendance campus-wide

Indicator 3: Student achievement will reflect higher performance particularly among our returning families

301 Eastwood Academy Key Actions 2023-2024

Key Action 1: Eastwood Academy High School aims to improve proficiency in student writing across the curriculum to show improvement in AP exam scores.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 100% of Pre-AP and AP teachers will use the AP classroom to set goals and track student performance on AP exam student expectations by December 2023.

Indicator of Success 2: Students who take an AP exam will score 3 or higher by July 2024, showing growth from 34% to 50%.

Key Action 2: Eastwood Academy High School aims to increase the average PSAT/SAT reading and math scores.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 100% of sophomores and juniors will use Khan Academy for PSAT/SAT preparation by May 2024.

Indicator of Success 2: 100% of sophomores and juniors will take the PSAT/SAT by May 2024.

Indicator of Success 3: The average PSAT/SAT math score will increase from 510 to 550, and the average PSAT/SAT Reading score will increase from 537 to 550 by May 2024.

Key Action 3: Eastwood Academy High School aims to improve proficiency in student mastery on STAAR EOC exams.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: There will be an increase in students scoring masters on the English I EOC from 38% to 42% by May 2024.

Indicator of Success 2: There will be an increase in students scoring masters on the English II EOC from 16% to 20% by May 2024.

Indicator of Success 3: There will be an increase in students scoring masters on the Biology EOC from 20% to 24% by May 2024.

Indicator of Success 4: There will be an increase in students scoring masters on the Algebra I EOC from 31% to 35% by May 2024.

Indicator of Success 5: There will be an increase in students scoring masters on the US History EOC from 81% to 85% by May 2024.

308 North Houston Early College High School Key Actions 2023-2024

Key Action 1: Increase teacher demonstration of rigorous, highly effective, data-driven Tier I Instruction.

Strategic Priorities:
Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: The improvement of tier 1 instruction will be reflected in student achievement on STAAR and in the teacher evaluation system.

Indicator 1: By December 2023, 85% of teachers will perform at or above the proficient level on TTESS Dimension 2.5 - Monitor & Adjust, at or above 8 out of 10 points during spot observations, 90% by the EOY.

Indicator 2: 80% of teachers will be proficient or higher in overall instructional practice as measured by the new teacher evaluation rubric.

Indicator 3: By November 2023, 85% of scholars will perform at or above MEETS in STAAR Aligned assessments, and 95% by March 2024

Key Action 2: Scholars will meet or exceed Early College Distinction Outcomes Based Measures of comparable Texas early college high schools through mastery of college-level academic knowledge and skills

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Indicators of success for students meeting/exceeding Early College expectations will be reflected in student achievement in State and Nationally normed assessments.

Indicator 1: For the 23-24 STAAR EOC, 40% of scholars will perform at MASTERS level on English I and II; 50%, on Biology; 60% on Algebra I; 80% on US History

Indicator 2: 60% of the Accelerated Testers, by the end of 9th grade, will score 530 or higher on PSAT 8/9; 80% will score 530 or higher on PSAT NMSQT; 95% will meet CCMR Standards on SAT Math by the end of 11th grade

Indicator 3: 80% of scholars will meet TSIA 2.0 readiness or equivalent standards in English and Math

Key Action 3: Increase student effective demonstration of SEL strategies through consistent implementation of campus-wide systems of support

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being

Indicator of Success 1: An increase of students effective demonstration of SEL strategies will be reflected by increase participation with campus SEL programs, and an increase in attendance.

Indicator 1: A minimum of 150 students will participate in summer enrichment (HCC summer classes, EMERGE, THRIVE, etc.), and a maximum of 10% of the student population will participate in summer school for credit recovery.

Indicator 2: By the end of each semester, 80% of students will maintain a minimum 2.5 GPA (C+)or higher on their college transcript

Indicator 3: Maintain a monthly average daily attendance of 98%

310 Houston Math Science Technology Center High School Key Actions 2023-2024

Key Action 1: To develop teacher capacity in effective implementation of personalized, differentiated, and data-driven small-group instruction using the LSAE model

Strategic Priorities:
Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Indicators of success for this key action will be aligned to improving teacher instructional delivery that will reflect in student outcomes.

Indicator 1: Out of 100 spot observations conducted in October 2023, 60% of teachers will receive a rating of proficient or higher in appropriately grouping students and providing differentiated and rigorous instruction tied to specific learning objectives. By February 2024, this percentage will increase to 80%.

Indicator 2: By February 2024, student scores in the English I, English II, and Algebra I MOY MAP assessments, will show a growth percentile of 60 or better to be at average or high average percentile quintile of growth when compared with the BOY MAP assessments.

Key Action 2: To ensure that students with IEP's receive their designated accommodations and modifications and to ensure that IEP goals are monitored for progress, relevance, and rigor

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Indicators for success will reflect in student achievement in Math and RLA; as well improved compliance for special education IEPs and ARDs.

Indicator 1: By February 2024, student scores in the English I, English II, and Algebra I MOY MAP assessments, will show a growth percentile of 60 or better to be at average or high average percentile quintile of growth when compared with the BOY MAP assessments.

Indicator 2: Monthly compliance district report will indicate that IEP's and ARD's are completed for no less that 95% of all Special Education students.

Key Action 3: To develop teacher classroom management skills and effective classroom routines that ensure students remain actively engaged in guided, small-group, and independent learning activities.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Campus spot observations will reflect effective classroom management procedures and routines and a decrease in school disciplinary data.

Indicator 1: Out of 100 spot observations in October 2023, 60% of teachers will receive a proficient rating or higher in establishing and maintaining effective classroom management procedures and routines, resulting in active student participation throughout the class period. By February 2024, this percentage will increase to 80%.

Indicator 2: By February 2024, classroom and school disciplinary incidents will be reduced by 50% when comparing current cumulative disciplinary data with the 2022-2023 school year data.

311 Mount Carmel Academy Key Actions 2023-2024

Key Action 1: Focus on student engagement/instruction to increase EOC English-I, Algebra-I, & Biology STAAR scores.

Indicator of Success 1: Increase EOC student achievement

Indicator 1: In the 2023-2024 school year, STAAR EOC English-I DNM will decrease from 41% to 10% and Approaches will increase from 59% to 90%.
In the 2023-2024 school year, STAAR Algebra-I DNM will decrease from 42% to 10% and Approaches will increase from 58% to 90%.

Indicator 2: In the 2023-2024 school year, STAAR Biology DNM will decrease from 34% to 15% and Approaches will increase from 66% to 85%.
Universal Screener will be used
MOY targets seek to improve each Testing area by 30%
TEA STAAR Interim scores will also increase by 30%
TEA "new item types" with supports and resources will be utilized

Key Action 2: Focus on academic engagement to increase student grades, motivation, behavior, and confidence.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Academic Engagement

Indicator 1: STAAR scores will increase in each testing area by 20%. Previous teachers have been replaced with veteran, certified teachers with experience.
MOY & EOY scores will improve.
Pass rates in all classes will improve while teachers will be allowed to teach opposed to spending time dealing with conduct issues.

Indicator 2: Fewer discipline referrals will be written and student self-management will be seen. Advisory will be used in this capacity. School culture will increase and overall academic engagement will occur.
Quality Instruction will be seen in each classroom, along with small group instruction, differentiated instruction and reciprocal teaching

Indicator 3: More students will enroll in a college or university. CCMR numbers will improve from 44% to 90% meeting their CCMR goal.

Key Action 3: Develop school programs, policies, and environment to increase attendance.

Strategic Priorities:
Increasing Organizational Efficiency

Indicator of Success 1: Attendance Intervention

Indicator 1: Develop a family-school communication plan by August 2023.
Develop and have specific staff member(s) use a frequency of an attendance contact log by August 2023.
Develop award incentives for poor student attendance by August 2023.
Identify students with poor attendance, and counsel with students by August 2023. Place students, with poor attendance, on an attendance contract for a six week grading cycle.

Indicator 2: ADA % will increase from 94.11% to 97%.
Grade level cohorts will improve outcomes.
Parents will be informed of the relationship between attendance and school funding.
DDI reports will reflect daily, weekly, and quarterly improvements.

Key Action 4: Successfully implement campus new teacher support system.

Strategic Priorities:
Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Staff retention

Indicator 1: 70% of new teachers will indicate a desire to remain with Mount Carmel Academy for the next school year.

Indicator 2: 70% of new teachers surveyed will agree that they receive the coaching and support they need to perform their duties and responsibilities well.

321 Energized for STEM Academy High School Key Actions 2023-2024

Key Action 1: Student Achievement- Grow staff capacity in instructional delivery to provide high student engagement.

Indicator of Success 1: *Instructional staff will use multiple response strategies as noted during classroom observations and document on lesson plan.
*All students will be actively engaged during lesson.
*Teachers will use at least three different MRS throughout daily lesson.
*All teachers will implement the 5-E lesson planning model
*All students will develop the ability to reason and thinking critically.

Key Action 2: Increase student attendance from 95.96% in SY 2022-2023 to 98.5% in SY 2023-2024.

Indicator of Success 1: Attendance report from PEIMS data for SY 2023-2024.

Key Action 3: Staff Quality, Recruitment, and Retention- The school will provide opportunities for professional development for teachers through the district and other agencies to ensure that they are providing high quality instruction to all students.

Indicator of Success 1: -90% of the teachers are rated at least a Proficient level in T-TESS.
-Each administrator completes at least 6 teacher spot observations in one week.
-Each teacher gets at least one spot observation in a month.

Key Action 4: Parent and Community Engagement- Expand Educational opportunities

Indicator of Success 1: The numbers of each category of Parent and Family Engagement, as posted in the "Title I, Part A 2020-2021 Parent and Family Engagement Interim Report", will be at least 90% of the Student Enrollment.

Key Action 5: Curriculum Instruction and Assessment- Develop a system of support for students with disabilities to ensure access to standards-aligned content, a high-quality learning environment and individualized support and resources.

Indicator of Success 1: -The percentage of students who receive special education services will perform at the Approach level or higher on STAAR to 70% by the end of the 2023-24 school year.

*70% of teachers will be receive a rating of proficient or higher in the delivery of high-quality instruction as measured by the district observation and spot rubric.
*100% of special education students will make at least one grade level gain in both reading and math as measured by the NWEA MAP Screener.
*100% of goals listed in a student's IEP are mastered by the student as supported by appropriate data

Key Action 6: Technology-Use technology tools to enhance the overall instructional effectiveness and support high quality instruction for student and teacher instruction.

Indicator of Success 1: *100% of all students will receive technology integrated grade level instruction.

Key Action 7: Develop a system of support for students with disabilities to ensure access to standards-aligned content, a high-quality learning environment and individualized support and resources.

Indicator of Success 1: The percentage of students who receive special education services will perform at the Approach level or higher on STAAR to 70% by the end of the 2023-24 school year.

70% of teachers will be receive a rating of proficient or higher in the delivery of high-quality instruction as measured by the district observation and spot rubric.

100% of special education students will make at least one grade level gain in both reading and math as measured by the NWEA MAP Screener.

100% of goals listed in a student's IEP are mastered by the student as supported by appropriate data.

Key Action 8: CCMR-Prepare students for postsecondary excellence as measured in CCMR.

Indicator of Success 1: At least 80% of 2024 graduates meet the criteria for CCMR as measured in Domain 1 of the state accountability system.
100% of 2024 graduating seniors will complete an application or commit to enlist in the military, attend a career-technology program, a two-year junior college program, or a four-year college/university program.

Key Action 9: Implement instructional systems that address the needs of diverse learners, accelerate English language acquisition, and ensure equity for all multilingual learners.

Indicator of Success 1: The percentage of Emerging Bilingual (EB) gaining a one-year proficiency level on TELPAS (composite) will increase to 65%.
65% of students will show one-year growth on English Language Development (ELD) Progress Monitoring.

322 Carnegie Vanguard High School Key Actions 2023-2024

Key Action 1: Raise the level of student-teacher engagement, especially the use of multiple response strategies.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Out of 80 spot observations of classrooms by the end of October 2023 by the building leadership team, 80% of observations have 100% student engagement. This percentage increases to 90% by the end of February 2024.

Indicator of Success 2: 80% of classroom spot observations by the end of October 2023 will indicate the use of multiple response strategies. This percentage increases to 90% by the end of February 2024.

Key Action 2: Successfully implement the new teacher evaluation system.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: In the 2023-2024 school year, 100% of the eligible teachers will receive an evaluation rating using the metrics of the new evaluation system.

Indicator of Success 2: The "target distribution" is followed by no more than 40 percent of the teachers in the "Distinguished" category.

Key Action 3: Improve school culture and climate.

Strategic Priorities:
Increasing Organizational Efficiency

Indicator of Success 1: 80% of results from a MOY survey from students and parents will indicate positive satisfaction with faculty regarding the quality of instruction.

Indicator of Success 2: 90% of results from an EOY survey from students and parents will indicate positive satisfaction with administration and staff by the EOY 2024.

Key Action 4: Increase the percentage of passing grades; Reduce the percentage of academic failures / failing grades.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: In any particular class, 80% of teachers will have a passing rate of 85% or higher for semester one. This number increases to 90% of teachers having passing rates of 85% or higher for semester 2.

Indicator of Success 2: No more than 15% of students will fail semester 1 in any core department. This percentage decreases to 12% for semester 2.

323 Challenge Early College High School Key Actions 2023-2024

Key Action 1: To enhance student engagement by implementing multiple strategies to facilitate high-quality instruction, including numerous response strategies, project-based learning, cooperative learning, differentiated instruction, and technology integration.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1:
50% increase in evaluation scores during appraiser walkthroughs from initial observations (Sept/Oct) to spring observations (Mar/Apr.) on the student engagement component

Key Action 2: Increase levels of STAAR Mastery level on STAAR Eng 1, STAAR Eng 2, STAAR Biology, STAAR Alg 1, and STAAR US History.

Strategic Priorities:
Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: 3% increase in STAAR Mastery on the 2024 Spring STAAR English 1.

Indicator of Success 2: 3% increase on STAAR Mastery on the 2024 Spring STAAR English 2.

Indicator of Success 3: 2% increase in STAAR Mastery on the 2024 Spring STAAR Algebra 1.

Indicator of Success 4: 2% increase in STAAR Mastery on the 2024 Spring STAAR Biology.

Indicator of Success 5: 2% increase on STAAR Mastery on the 2024 Spring STAAR U.S. History.

Key Action 3: Increase the overall level of students achieving a 3,4 or 5 on the AP exams at the end of the 2023-2024 school year.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Increase the total number of students with 3,4,5 scores on the AP exams at the end of the 2023-2024 school year by 10%.

Key Action 4: To foster a positive and inclusive school climate that promotes a sense of belonging, respect, and emotional well-being among students, staff, and the wider school community.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being

Indicator of Success 1: Increase positive responses on the school climate survey by 5% from the initial to the final survey.

324 Liberty High School Key Actions 2023-2024

Key Action 1: Strengthen staff capacity to effectively address the instructional and learning needs of special populations such as students with learning disabilities and emergent bilingual students to access grade-level curriculum.

Strategic Priorities:
Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Strengthen staff capacity to effectively address the instructional and learning needs of special populations such as students with learning disabilities and emergent bilingual students to access grade-level curriculum.

Indicator 1: By October 2023, out of 22 spot observations by the campus instructional leadership team, at least 70% of the teachers will effectively use differentiated scaffolds as measured in the Purposeful Instruction component of the Spot Observation form. The scaffolds will support students with daily writing, reading, listening, and speaking lesson activities that build English language proficiency and mastery of the content. This percentage will increase to 80% by the end of February and 90% by June 2024.

Indicator 2: Of the teachers at Liberty High School, 60% of the scores for using the LSAE model to differentiate supports will be proficient or higher on the Spot Observations conducted in November by the campus administration; that percentage will increase to 80% by June 2024.

Key Action 2: Cultivate a high-performance culture focused on data.

Strategic Priorities:
Increasing Organizational Efficiency

Indicator of Success 1: Cultivate a high-performance culture focused on data.

Indicator 1: By the end of October 2023, 60% of the teachers will effectively use formative assessment daily to inform and adjust instruction as measured by the Spot Observations. That percentage will increase to 75% by January 2024 and to 90% by June 2024.

Indicator 2: At least 70% of the teachers will create current visual representations in every classroom of student progress that are aligned to the campus measurable goals by the end of October. The percentage of teachers effectively creating student progress representations will increase to 80% by January 2024 and to 95% by June 2024. At least 70% of teachers can correctly identify the key conceptual and procedural gaps between student work and exemplar (with expected level of rigor, and knowledge and skills) by October 2023. That percentage will increase to 80% by January, and to 95% by June 2024 as measured by the campus student work analysis rubric.

Indicator 3: 75% or more of the students, teachers, staff, and parents will indicate they agree or agree strongly that students are held to high expectations and are highly supported at Liberty High School as measured by a campus school climate survey in December 2023. The percentage of students, teachers, staff, and parents who agree or strongly agree will increase to 90% or higher by the same survey that is administered in June 2024.

Key Action 3: Recruit and retain highly qualified staff to raise the academic achievement of emerging bilingual students.

Strategic Priorities:

Indicator of Success 1: Recruit and retain highly qualified staff to raise the academic achievement of emerging bilingual students.

Indicator 1: Staff participate in ongoing training to reach high levels of proficiency with addressing the instructional needs of emerging bilingual students.

Indicator 2: Staff facilitate instruction every day that is at grade-level and develops students' English language proficiency

Key Action 4: Strengthen school and family collaboration through campus systems for conference, committee, and community events

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Indicator of Success 1: Strengthen school and family collaboration through campus systems for conference, committee, and community events.

Indicator 1: The campus SDMC, LPAC, PTO committees will have at least two parents throughout the 2023-24 school year in the scheduled meetings

Indicator 2: 85% or more of the parents responding to the school satisfaction survey in May 2024 will indicate high satisfaction with their students' education and customer service.

Key Action 5: Use technology to support the development of 21st century skills.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Use technology to support the development of 21st century skills.

Indicator 1: Students seamlessly use technology to support their learning during and outside of the classroom.

Indicator 2: Students earn industry certifications that lead to gainful employment after high school.

Indicator 3: Staff use technology to provide flexible access to learning for their students.

Key Action 6: Strengthen campus leadership density with clear instructional support protocols, roles, and responsibilities.

Strategic Priorities:
Increasing Organizational Efficiency

Indicator of Success 1: Strengthen campus leadership density with clear instructional support protocols, roles, and responsibilities.

Indicator 1: 60% of the instructional leadership team will receive a proficient 1 or higher rating on leadership competency as assessed by leader evaluations by October 2023. By February 2024, this number will increase to70% and 80% by June 2024.

Indicator 2: By October 2023, 60% of the ILT (instructional leadership team) will rate at least a 3 on use of consistent written protocols and processes as measured by the campus effective leadership team rubric. This percentage will increase to 70% by January 2024, and 100% by June 2024.

Indicator 3: By June 2024, 100% of the members of the campus ILT will have completed 3 or more job-embedded feedback loops with the principal for continuous improvement on quality instruction and data driven instruction processes.

Key Action 7: Increase staff capacity to provide the highest quality instruction using district provided curricula.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Increase staff capacity to provide the highest quality instruction using district provided curricula.

Indicator 1: Of the teachers at Liberty High School, 70% of the scores of spot observations conducted in January 2024 by the campus administration will be proficient or higher; that percentage will increase to 80% in June 2024

Indicator 2: By December of 2023, 70% of the teachers will produce effective lesson plans at a proficient or higher level based on the NES and QTEL frameworks; the percentage will increase to 80% by June 2024.

Indicator 3: By October of 2023, out of 22 spot observations by the building instructional leadership team, 70% of teachers will receive a 2 or higher on the use of multiple response strategies. This percentage will increase to 80% by February, and 90% by June 2024.

337 Pin Oak Middle School Key Actions 2023-2024

Key Action 1: Teachers and staff will receive support through professional developments designed by the administration and the instructional leadership team. * Teachers will also receive coaching and feedback support from administration. * Teachers meet with their content administrators for PLC every Tuesday to ensure that the new district requirements are mastered and met.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: * Teachers and staff will receive support through professional developments designed by the administration and the instructional leadership team. * Teachers will also receive coaching and feedback support from administration. * Teachers meet with their content administrators for PLC every Tuesday to ensure that the new district requirements are mastered and met.

Indicator 1: Teachers leaders are developed through coaching style.

Indicator 2: Consistent, strong, and ongoing partnerships are developed that foster collaboration in support of improved academic success.

Indicator 3: Increased teacher retention and decreased absenteeism.

Key Action 2: Pin Oak is committed to engaging the parents of our EB learners by ensuring that communication is readily available and having the staff that can meet those needs.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Pin Oak is committed to engaging the parents of our EB learners by ensuring that communication is readily available and having the staff that can meet those needs.

Indicator 1: Increased parental involvement in the campus TELPAS Night

Indicator 2: Increased parental involvement during our school events and Increased visits from parents that normally do not visit the campus to inquire in their home language

Indicator 3: Increased TELPAS scores

Key Action 3: The teachers will be trained in the implementation of MRS strategies, writing of effective Learning Objectives that align to State Standards, and the usage of Demonstration of Learning to ensure student mastery in their content areas

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: The teachers will be trained in the implementation of MRS strategies, writing of effective Learning Objectives that align to State Standards, and the usage of Demonstration of Learning to ensure student mastery in their content areas

Indicator 1: Teachers will use MRS every 4 minutes based

Indicator 2: LO will align to state standards 100% of the time.

Key Action 4: Collaborate with families and the community to support the academic, physical, emotional, and social well-being of each student.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being

Indicator of Success 1: Collaborate with families and the community to support the academic, physical, emotional, and social well-being of each student.

Key Action 5: To provide an inclusive and equitable learning environment that maximizes the potential of special education and emergent bilingual students by fostering their academic growth, language development, and social-emotional well-being.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: To provide an inclusive and equitable learning environment that maximizes the potential of special education and emergent bilingual students by fostering their academic growth, language development, and social-emotional well-being.

Indicator 1: * Percentile increase in NWEA MOY and BOY results

Indicator 2: * A percentage increase in the Emergent Bilingual students exiting Telpas

Indicator 3: * A decrease in "Did Not Meets" percentage rate of STAAR in both populations

338 Ortiz Middle School Key Actions 2023-2024

Key Action 1: Develop the capacity of math teachers in internalizing the Carnegie Math Curriculum to deliver high-quality instruction that is engaging and scaffolded to meet the academic needs of all students.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Math teacher development and math achievement

Indicator 1: * By the end of December 2023, nine out of nine core math teachers will implement Carnegie Math as a high-quality instructional material with fidelity as evidenced by their lesson plans (i.e. annotated Teacher Implementation Guides) and spot observations

Indicator 2: * Out of 18 walkthroughs of math classrooms conducted by the end of November, 70% of teachers will receive a rating of proficient or higher in Dimension 2.2 Content Knowledge and Expertise and Dimension 1.4 Activities. This percentage will increase to 90% by March 2024

Indicator 3: * After the Spring 2024 STAAR Administration, the percentage of students in all grade levels scoring "Meets" in Math STAAR will increase from 20% to 35% as compared to the Spring 2023 STAAR Administration.

Key Action 2: Develop ELAR teachers' capacity to provide the highest quality of instruction that supports the critical characteristics of the Science of Reading

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Reading Achievement and teacher development

Indicator 1: By the end of December 2023, at least seven out of nine core ELAR teachers will be skilled at delivering high quality instruction using the gradual release model as evident in their walkthrough and observation data. Specifically, ELA teachers will be able to explicitly model the targeted skill being taught using strategies that support high levels of student-teacher interaction. By March 2024, nine out of nine core ELAR teachers will be skilled at delivering high quality instruction using the gradual release model as evident in their spot observation form data.

Indicator 2: * Out of 18 walkthroughs of reading classrooms conducted by the end of November,

70% of teachers will receive a rating of proficient or higher in Dimension 2.2 Content Knowledge and Expertise and Dimension 1.4 Activities. This percentage will increase to 90% by March 2024.

Indicator 3: * After the Spring 2024 STAAR Administration, the percentage of students in all grade levels scoring "Meets" in Reading Language Arts STAAR will increase from 30% to 45% as compared to the Spring 2023 STAAR Administration.

Key Action 3: Grow staff capacity to serve special populations with the appropriate instructional support to provide equity in their learning

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: SPED Support and Achievement

Indicator 1: Consistently have 98% or higher IEP compliance as evidenced by weekly district SPED compliance reports

Indicator 2: * After the Spring 2024 STAAR administration, the percentage of students receiving special education services in all grade levels scoring "Meets" in Reading Language Arts STAAR will increase from 18% to 25% as compared to the Spring 2023 STAAR administration.

Indicator 3: * By the end of the 2023-2024 school year, at least 40% of Emergent Bilinguals will reclassify by one proficiency level to decrease the number of long-term EBs in the ESL program
* Increase the number of students that are eligible for Gifted and Talented (GT) programming by 10%

Key Action 4: Develop and implement consistent campus systems to provide a safe learning environment focused on student learning and achievement.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being

Indicator of Success 1: Safe learning environment

Indicator 1: By the end of the 2023-2024 school year, the campus's year-to-date attendance will increase from 91.95% to 95% as compared to the 2022-2023 school year

Indicator 2: * By the end of the 2023-2024 school year, the number of PEIMS disciplinary incidents will decrease from 562 PEIMS incidents during the 2022-2023 school year to 450 PEIMS disciplinary incidents (approximately 20% decrease)

Indicator 3: * By the end of the first six weeks grading cycle (end of September 2023), grade-level leads and grade-level administrators will successfully train and implement culture focused PLCs to address student needs and put preventative measures in place

340 Las Americas Middle School Key Actions 2023-2024

Key Action 1: With changes in the state writing assessment expectations for the 22-23 school year including TELPAS and STAAR, teachers must adjust instruction for the 23-24 school year to better support students to become familiar with the writing process and how to utilize technology in the writing process.

Indicator of Success 1: (Student Achievement)

With changes in the state writing assessment expectations for the 22-23 school year including TELPAS and STAAR, teachers must adjust instruction for the 23-24 school year to better support students to become familiar with the writing process and how to utilize technology in the writing process.

Indicator 1: Students scoring Intermediate on TELPAS writing will increase from 9% to 25%.

Indicator 2: Students will create daily writing across content that reflects use of grammar, punctuation, and word choice in a typed document.

Indicator 3: 75% of teachers will incorporate meaningful writing tasks daily and utilize technology to develop students' annotation, editing, and transcribing skills in preparation for test administration.

Key Action 2: (Campus Culture and Climate)Las Americas students are all classified as newcomers with less than one year of US schooling. The goal is to increase student language acquisition to prepare them for success in a comprehensive school the following academic year.

Indicator of Success 1: The goal is to increase student language acquisition to prepare them for success in a comprehensive school the following academic year.

Indicator 1: Increase number of students scoring intermediate on TELPAS composite from 32% to 45% in the 23-24 school year.

Indicator 2: Have 50% of students show growth on the MAP NWEA assessment by MOY.
Student Attendance rate of 93% or more.

Key Action 3: (Staff Quality, Recruitment, and Retention)

Administrators are coaching instruction and during PLCs daily to provide teachers with necessary feedback to improve instruction.

Indicator of Success 1: Administrators are coaching instruction and during PLCs daily to provide teachers with necessary feedback to improve instruction.

Indicator 1: 4 out of 9 first year teachers will receive proficient ratings in T-Tess by the end of the year.

Indicator 2: Campus will retain 75% of teachers for the 24-25 school year.

Indicator 3: Increased use of MRS for high quality instruction, teachers regularly utilize throughout each class and the day.

Key Action 4: (Parent and Community Engagement)Our goal this year is to achieve the Silver level of Family Engagement through increasing parent and family events and building strong relationships with our students and their families.

Indicator of Success 1: Our goal this year is to achieve the Silver level of Family Engagement through increasing parent and family events and building strong relationships with our students and their families.

Indicator 1: We will host a minimum of five family engagement events throughout the school year.

Indicator 2: We will host the campus walkthroughs with FACE in the Fall and Spring semesters.

Indicator 3: We will increase attendance at events through communication in flyers, callouts, and on social media.

Key Action 5: (Curriculum, Instruction, and Assessment)
Teachers will implement NES Aligned non negotiables for compliance and curriculum with the DOL and LSAE model across core content.

Indicator of Success 1: 100% of teachers will be in compliance with non negotiables as noted in daily morning laps by administrators.

Indicator 1: 100% of teachers will be in compliance with non negotiables as noted in daily morning laps by administrators.

Indicator 2: 80% of teachers will show growth in instructional practices as observed in spot observations with formal and informal walkthroughs.

Key Action 6: (Technology)
The goal is that 100% of teachers will be comfortable and confident in using ViewSonic and Surface technology by January.
Goal that all students will spend 30 minutes to 1 hour per day on applications that support language learning domains including writing.

Indicator of Success 1: The goal is that 100% of teachers will be comfortable and confident in using ViewSonic and Surface technology by January.
Goal that all students will spend 30 minutes to 1 hour per day on applications that support language learning domains including writing.

Indicator 1: Campus walkthroughs by administrators will reflect 100% teacher utilization of technology

Indicator 2: Student usage of applications including Mathia, Summit K-12, and Rosetta Stone will reflect daily usage of 30 minutes to 1 hour.

Key Action 7: Writing preparation for state assessments.

With changes in the state writing assessment expectations for 22-23 school year including TELPAS and STAAR, teachers must adjust instruction for 23-24 school year to better support students to become familiar with the writing process and how to utilize technology in the writing process

Indicator of Success 1: -65% of students will show at least 1 level of growth on ELAR assessment given on campus
-Students will create daily writing across content that reflects use of grammar, punctuation, and word choice in a typed document that is at grade level
-75% of teachers will incorporate meaningful writing tasks daily and utilize technology to develop students' annotation, editing, and transcribing skills in preparation for test administration

Key Action 8: Increase the quality of differentiated instruction

Las Americas student population includes a majority of unschooled, asylee/refugee, and SIFE (Students with Interrupted Formal Education) therefore scaffolding, language accommodations, and differentiation must be heavily relied upon while not sacrificing the rigor of on grade level instruction.

Indicator of Success 1: All classrooms will align with campus expectations including board configuration, TEKS, DOL, print rich environment and stations
100% of teachers will use EB strategies including scaffolding, stations, language acquisition, multiple response strategies, and TPR as reflected in spot observations.
On grade level TEKS will be used to present whole group instruction including front loaded academic vocabulary and word walls

Key Action 9: Increase student attendance
Understanding that Las Americas educates highly mobile, transmigratory, and oftentimes unhoused populations of students a purposeful action is to implement systems to educate and establish the importance of attending class every day.

Indicator of Success 1: -Accurate attendance will be kept and monitored 100% of the time by teachers, clerks, and administrators
-Weekly leadership meetings will be held to assess for students with absences and action will be taken by front office to contact families with further action by administrators, counselor, and or wraparound specialist after the third absence including home visits
-Las Americas will decrease by 50% the need for GPC failures due to attendance for the 23-24 school year

Key Action 10: Align curriculum with the LSAE model

Las Americas has a very effective system of evaluating students for language acquisition levels to establish a baseline for enrollment. Pairing this current system with the LSAE model of blocked schedule reading and math with whole group and small group instruction and utilizing the demonstration of learning to group students will allow for more immediate feedback on student progress and focused small group instruction.

Indicator of Success 1: -All core subjects will use a scope and sequence created for newcomers which utilizes LSAE/NES curriculum goals so that each classroom's expectations are aligned
-Stations and groups will be focused on utilizing the Demonstration of Learning to support newcomers in small group instruction as evidenced and evaluated in daily formal and informal spot observations

-All teacher will have the goal of whole group on level instruction for 45 minutes and hold students to rigorous standards with continual progress monitoring using DOL and small group instruction

342 Energized for Excellence Academy Middle School Key Actions 2023-2024

Key Action 1: Increase student academic achievement in STAAR assessments for Approaches, Meets and Masters Levels.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increase student academic achievement in STAAR assessments

Indicator 1: 8th grade Science will increase from 55% Approaches Level to 70% Approaches Level and from 25% Meets Level to 50% Meets Level.

8th grade Math will increase from 54% Approaches Level to 70% Approaches Level and 28% Meets Level to 50% Meets Level .

Indicator 2: 8th grade Social studies will increase from 34% Approaches Level to 70% Approaches Level and 13% Meets to 50% Meets Level.

Indicator 3: 6th grade Reading will increase from 29% Meets Level to 50% Meets Level.

Key Action 2: Increase student attendance from 95.96% in SY 2022-2023 to 98.5% in SY 2023-2024

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Attendance report from PEIMS data for SY 2023-2024

Key Action 3: Grow staff capacity in instructional delivery to provide high student engagement.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: 90% of the teachers are rated at least a Proficient level in T-TESS.

Indicator 1: Each administrator completes at least 6 walkthroughs/observations in one week.

Indicator 2: Each teacher gets at least one spot observation in a month.

Key Action 4: Increase parental involvement in our Monthly Family Nights and other school-sponsored events for parents.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency

Indicator of Success 1: The campus earning the Gold Certification for SY 2023-2024 from Family and Community Engagement (FACE).

Indicator 1: Increase parental involvement as reported in the "Title I, Part A 2022-2023 Parent and Family Engagement Interim Report" by at least 10% for SY 2023-2024.

Key Action 5: Develop a system of support for students with disabilities to ensure access to standards-aligned content, a high-quality learning environment, and individualized support and resources.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Indicator of Success 1: The percentage of students who receive special education services will perform at the Approaches level or higher on STAAR to 70% by the end of the 2023-24 school year.

Indicator 1: 70% of teachers will be receive a rating of proficient or higher in the delivery of high quality instruction as measured by the district observation and spot rubric.

Indicator 2: 100% of special education students will make at least one grade level gain in both Reading and Math as measured by the NWEA MAP screener.

Indicator 3: 100% of goals listed in a student's IEP are mastered by the student as supported by appropriate data.

Key Action 6: Implement instructional systems that address the needs of diverse learners, accelerate English language acquisition, and ensure equity for all multilingual learners

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: The percentage of Emergent Bilingual (EB) gaining a one-year proficiency level on TELPAS (composite) will increase to 65%

Indicator 1: 65% of students will show one-year growth on English Language Development (ELD) Progress Monitoring.

Key Action 7: Increase student academic achievement in STAAR assessments.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: 8th grade science will increase from 33% METL to 70% METL. The administrative team and teachers will progress monitor the students on benchmark assessments twice per month from October to December where students who meet the standard with be at 60% or higher, and January to April where students who meet the standard with be at 70% or higher.

Indicator 1: 8th grade math will increase from 32% METL to 70% METL. The administrative team and teachers will progress monitor the students on Benchmark assessments twice per month from October to December where students who meet the standard with be at 60% or higher, and January to April where students who meet the standard with be at 70% or higher.

Indicator 2: 8th grade social studies will increase from 16% METL to 70% METL. The administrative team and teachers will progress monitor the students on Benchmark assessments twice per month from October to December where students who meet the standard with be at 60% or higher, and January to April where students who meet the standard with be at 70% or higher.

Indicator 3: 6
th grade reading will increase from 41% METL to 70% METL. The administrative team and teachers will progress monitor the students on Benchmark assessments twice per month from October to December where students who meet the standard with be at 60% or higher, and January to April where students who meet the standard with be at 70% or higher.

Key Action 8: Develop a system of support for all students to ensure access to standards-aligned content, a high-quality learning environment and individualized support and resources.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Develop a system of support for all students to ensure access to standards-aligned content, a high-quality learning environment and individualized support and resources.

Indicator 1: Instructional staff will use multiple response strategies as noted during classroom observations and document on lesson plan.

Indicator 2: All students will be actively engaged during lesson.

Teachers will use at least three different MRS throughout daily lesson.

Indicator 3: All teachers will implement the 5-E lesson planning model.

All students will develop the ability to reason and thinking critically.

344 Briarmeadow Charter School Key Actions 2023-2024

Key Action 1: To provide special education students equitable opportunities to receive high quality Tier 1 instruction and increased engagement through inclusion in the general education setting with their peers.

Indicator of Success 1: 10 of 12 (73%) of special education TREK students at Briarmeadow engage in approximately 50% of reading instruction in the general education classroom. There is a need to increase the percentage of students and increase the amount of time they are able to remain during the reading block to experience the full Amplify learning experience

Indicator 1: 70% of Special Education inclusion students will show 20% growth between BOY and MOY

Indicator 2: 80% of Special Education inclusion students will show 25% growth between MOY and EOY

Indicator of Success 2: 100% K- 8
th grade students will be fully engaged in Amplify for literacy instruction daily.
* All K-8 teachers will become fluid in delivering high quality reading instruction that leads to student performance in reading at a high level.
* At least 75% 3-8 students will demonstrate mastery on the Amplify unit assessments.
* 100% of K-8 students who do not demonstrate mastery on the DOL will receive data-based interventions daily to develop mastery of the daily learning objectives.
* Through PLCs, 1
st/2nd year teachers will build content mastery and ability to plan rigorous instruction by working collaboratively with experienced colleagues so that as students matriculate through the grade levels they have the readiness to engage in reading at a high level of rigor

Indicator 1: The number of students who receive masters rating on the reading STAAR assessment will increase by at least 5% in grades 3-8. Progress monitored through district unit assessments, score of 5 by student on DOLs and STAAR Interim in the Spring semester

Indicator 2: students will demonstrate 25% increase in performance on NWEA in reading from BOY to MOY and MOY to EOY assessments.

Indicator 3: The percentage of 3
rd grade cohort of ESL students who are currently in 4th grade will increase STAAR performance from 5% to 10% Masters level. Progress will be monitored using Amplify unit assessment data.

Key Action 2: : Provide culturally relevant, rigorous literacy instruction through "science of reading"

implementation (AMPLIFY)

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Provide culturally relevant, rigorous literacy instruction through "science of reading" implementation (AMPLIFY)

Indicator 1: The number of students who receive masters rating on the reading STAAR assessment will increase by at least 5% in grades 3-8. Progress monitored through district unit assessments, score of 5 by student on DOLs and STAAR Interim in the Spring semester.

Indicator 2: Students will demonstrate 25% increase in performance on NWEA in reading from BOY to MOY and MOY to EOY assessments.

Indicator 3: The percentage of 3rd grade cohort of ESL students who are currently in 4th grade will increase STAAR performance from 5% to 10% Masters level. Progress will be monitored using Amplify unit assessment data.

Key Action 3: : Increase the level of student engagement through implementation of relevant, student-centered instruction, multiple response strategies and real-world connections across all content areas.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Engage 100% of students in K-8 95% of the instructional day.
* Ensuring that students are engaged in reading, writing, listening and speaking at least 95% of the time will increase overall student performance on district and state assessments.

Indicator 1: By September, the leadership team will learn the district-focused multiple response strategies to implement as the Briarmeadow community of practice campuswide.

Indicator 2: The leadership team will introduce the 8 MRS strategies one per week in PLCS from September through October, and revisit in monthly faculty meetings by modeling during presentations and allowing for staff practice and reflection for their implementation

Indicator 3: Out of 30 walkthroughs of classroom in October 2023, at least 70% of teachers will receive a "2" or higher on the use of multiple response strategies. By January 2024, this percentage will increase to at least 80%.
* By April 2024, at least 90% of teachers will average "Proficient" (2) or higher on Student Engagement during each walkthrough.
* The percentage of evident and structured student engagement will increase to 100% by December with at least 80% in October and 90% in November.

Key Action 4: Increase the level of student engagement through implementation of relevant, student-centered instruction, multiple response strategies and real-world connections across all content areas

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Engage 100% of students in K-8 95% of the instructional day.
* Ensuring that students are engaged in reading, writing, listening and speaking at least 95% of the time will increase overall student performance on district and state assessments.

Indicator 1: Out of 30 walkthroughs of classroom in October 2023, at least 70% of teachers will receive a "2" or higher on the use of multiple response strategies. By January 2024, this percentage will increase to at least 80%

Indicator 2: By April 2024, at least 90% of teachers will average "Proficient" (2) or higher on Student Engagement during each walkthrough.

Indicator 3: The percentage of evident and structured student engagement will increase to 100% by December with at least 80% in October and 90% in November.

Key Action 5: Implement International Baccalaureate (IB) Primary Years Programme (PYP) systems and strategies in alignment with district standards and practices to improve student outcomes in PreK - 5
th grades.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Implement International Baccalaureate (IB) Primary Years Programme (PYP) systems and strategies in alignment with district standards and practices to improve student outcomes in PreK-5th grades

Indicator 1: Each of the IB units of inquiry will be facilitated by PK-5 teachers through weekly collaborative planning session to ensure IB-aligned lesson plans.
At the end of each unit of inquiry, the students will complete a project as the culminating activity with mastery.
* Throughout the year, there will be evidence of students exploring, developing, and reflecting upon their conceptual understanding through student products and "taking action" displays.

Indicator 2: 100% of teachers will develop systems for collaborating weekly to create high-quality, IB-aligned lesson plans. The teachers will collaborate to plan and facilitate learning experiences through which students explore, develop, and reflect upon their conceptual understanding.

Indicator 3: 100% of 5th grade will engage in student-initiated, designed and collaborative IB PYP Exhibition.
* By the end of the Primary Years Program (PYP) year, at least 50% of 3rd-5th grade students will perform at the Meets level on STAAR Reading and Math.

Key Action 6: To provide special education students equitable opportunities to receive high quality Tier 1 instruction and increased engagement through inclusion in the general education setting with their peers.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: To provide special education students equitable opportunities to receive high quality Tier 1 instruction and increased engagement through inclusion in the general education setting with their peers.

Indicator 1: * 70% of Special Education inclusion students will show 20% growth between BOY and MOY

Indicator 2: * 80% of Special Education inclusion students will show 25% growth between MOY and EOY

Key Action 7: Recruit and retain a large percentage of the instructional and support staff through intentional recruitment and continuous support.

Strategic Priorities:
Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: Recruit and retain a large percentage of the instructional and support staff through intentional recruitment and continuous support.

Indicator 1: At least 85% of the teaching staff will be retained at the end of the school year.

Indicator 2: At least 90% of the support staff will be retained at the end of the school year.

Indicator 3: At least 90% of teachers will be, at minimum, proficient.

Key Action 8: The goal for the 2023-2024 school year is to re-engage middle-school parents by offering multiple opportunities to fit engagement and interaction into parents' busy schedules.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: The goal for the 2023-2024 school year is to re-engage middle-school parents by offering multiple opportunities to fit engagement and interaction into parents' busy schedules.

Indicator 1: 80% or greater customer satisfaction on parent surveys

Indicator 2: 95% customer satisfaction on customer-friendly service from the office staff.

Indicator 3: Diamond Family Friendly certification achieved by the end of the 23-24 school year.

Key Action 9: Provide innovative learning experiences for all students through technology availability and integration.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Provide innovative learning experiences for all students through technology availability and integration.

Indicator 1: Devices are deployed 1 to 1 in grades 2nd - 8th

Indicator 2: District and state assessments administered through technology will be facilitated successfully and efficiently.

Indicator 3: All classrooms will be equipped with technology for teachers to facilitate whole group instruction using a variety of tools including slide decks and timers.

345 East Early College High School Key Actions 2023-2024

Key Action 1: Grow staff capacity to provide structured TSI support and guidance to increase the number of students who will be prepared to take and earn credit for a minimum of one dual credit English Language Arts course before the Spring semester of senior year.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: By December 2023, 90%, of rising juniors will be TSI ready, and by May 2024, 100% of rising juniors will be TSI ready.

Indicator of Success 2: By May 2024, the number of students earning a minimum of one dual credit ELA course will increase to 87%.

Key Action 2: Grow staff capacity to provide structured support for students in Math courses, for both TSI and STAAR readiness, to increase the number of students eligible to take and earn a minimum of one dual credit Math course before graduation. It will grow to 70%.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: By May 2024, 70% of students will be eligible to take and earn credit for a minimum of one Math dual credit course, which will increase to 70%.

Indicator of Success 2: By May 2024, the percentage of students who score 4000 or higher in Algebra 1 will increase from 62% to 70%.

Key Action 3: Students will meet their CCMR indicator as early as 9th grade by building teachers' capacity in guiding students in tracking their progress toward achieving TSI readiness.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By May 2024, 85% of 9th-grade students will have met their CCMR indicator.

Indicator of Success 2: By December 2023, 75% of 9th grade students will be TSI-ready; by May 2024, 90% of 9th graders will be TSI-ready.

348 Houston Academy for International Studies Key Actions 2023-2024

Key Action 1: Increase teacher capacity to provide high-quality instruction and increase student engagement.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 75% of teachers will score proficient or higher on walkthroughs by December and 90% by May.

Indicator of Success 2: 90% of the teachers will be proficient or higher in delivering high-quality instruction as measured by the End of Year Conference evaluation rubric.

Indicator of Success 3: 2 or more multiple response strategies are observed within every 15 minutes of observations of instruction.

Indicator of Success 4: 95% of students engaged in the lesson throughout observations of instruction.

Key Action 2: Increase college readiness to maintain TEA distinctions on outcome-based measures through AVID and subject-based supports.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Increase the number of 9th-grade students completing TSIA Reading and Writing by the end of the school year by 20%.

Indicator of Success 2: Increase the number of 10th-grade students completing TSIA Math by the end of the school year by 20%.

Indicator of Success 3: Decrease the number of students on HCC Academic Probation by 5%.

Key Action 3: Create a school culture and academic structures that foster students' ability to know and impact their world.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Each grade level has a structure around international themes and experiences.

Indicator of Success 2: 100% of 11th students implement and present a Service-Learning Capstone that takes local action on a global issue.

Indicator of Success 3: 100% of 12th-grade Students participate in a full-day internship and present a capstone project on their experience.

Indicator of Success 4: 100% of students will create and present Portfolios based on the 4 Pillars of International Studies Global Graduate.

Indicator of Success 5: 100% of Freshmen enroll in Principals of Government, with 25% selecting this pathway to continue to study Political Science.

Indicator of Success 6: 100% of students participate in local international field trips.

Indicator of Success 7: 85% of students are paired with a BBBS Mentor and participate in weekly lessons and monthly mentor meetings.

Indicator of Success 8: 90% of students will take 4 years of LOTE study, with 50 % in Mandarin Chinese.

Indicator of Success 9: Students receive scholarships for Summer Study Abroad opportunities.

Key Action 4: Increase Social Emotional Learning opportunities school-wide through AVID.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Improved student-teacher and peer relationships as evidenced through surveys.

Indicator of Success 2: Creation of peer mediation groups and group counseling based on student needs (social anxiety, time management, etc.)

Indicator of Success 3: Increase in identification of students in need and counselor referrals.

Indicator of Success 4: To a decrease in behavior referrals as compared to the previous academic year.

350 Energized for Excellence Academy Early Childhood Center Key Actions 2023-2024

Key Action 1: Energize ECC will grow staff capacity in instructional delivery to provide high student engagement and quality lesson planning and delivery

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: All students will develop the ability to reason and thinking critically.

Indicator 1: 100% of students will be actively engaged during lesson.

Indicator 2: All teachers will use at least three different MRS throughout daily lesson.

Indicator 3: All instructional staff will use multiple response strategies (MRS) and will document on the lesson plan.

Key Action 2: Increase mathematical and number concepts as reflected on the district MOY and BOY.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: 100% of teachers will plan and implement hands-on math activities for 100% of students.

Indicator 1: Increase shape recognition for all students by 25% from MOY to EOY.

Indicator 2: Increase number recognition for all students by 25% from MOY to BOY

Key Action 3: Increase early childhood reading-readiness indicators as reflected on the district MOY and EOY scores.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increase early childhood reading-readiness indicators as reflected on the district MOY and EOY scores.

Key Action 4: Teacher and teacher assistant support will provide in reference to curriculum / Lesson Planning, delivery of lesson, MRS, and Classroom Management

Strategic Priorities:

Indicator of Success 1: Pre-K Formal Walk-through form (for classroom observations) will be used to coach and monitor and provide feedback on teacher instruction (including use of MRS and classroom management). Results from CIRCLE BOY, MOY, and EOY will also be utilized to monitor student progress,

Key Action 5: Monttor, track, and promote events and attendance.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being

Indicator of Success 1: Tracking attendance via sign-in sheet or attendance list from virtual participation,

351 Harper DAEP Key Actions 2023-2024

Key Action 1: To improve student-teacher engagement using multiple response strategies.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Of 60 spot observations completed by October 2023, 65% of teachers will receive a 2 or higher on multiple response strategies. This percentage will increase to 70% in February 2024. This percentage will increase to 75% by May 2024.

Indicator of Success 2: 70% of students will show securing learning based on the daily DOL.

Key Action 2: To grow staff capacity to provide rigorous, high-quality instruction.

Strategic Priorities:
Increasing Organizational Efficiency

Indicator of Success 1: By November 2023, 70% of the scores on spot observation will be proficient or higher; that percentage will increase to 75% by May 2024.

Indicator of Success 2: 80% of teachers will score proficient or higher in delivering high-quality instruction as measured by the appraisal rubric.

Key Action 3: To ensure that all teachers follow IEPs and BIPs to meet the needs of individual students.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: By October 31, 2023, the student IEPs and BIPs will be 100% in compliance.

Indicator of Success 2: By January 31, 2024, the student IEPs and BIPs will be 100% in compliance.

Indicator of Success 3: By March 31, 2024, the student IEPs and BIPs will be 100% in compliance.

Indicator of Success 4: By May 31, 2024, the student IEPs and BIPs will be 100% in compliance.

Key Action 4: Increase the completion rate of credit recovery courses in APEX.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: The credit recovery completion rate will increase from 49% to 60%.

352 Farias Early Childhood Center Key Actions 2023-2024

Key Action 1: Grow instructional staff capacity to provide high student engagement during instructional blocks.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increase use of MRS strategies

Indicator 1: Instructional staff will use multiple response strategies every 4 min. as noted during classroom observations and documented on lesson plan.

Indicator 2: Teachers will use a minimum of three different MRS strategies throughout daily lessons.

Indicator 3: 100% of students will be actively engaged during daily core instructional block by the second grading cycle.

Key Action 2: Expand implementation of Phonological Awareness Development with high-yielding strategies during literacy instruction.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increase phonological awareness

Indicator 1: PK 4 Students will achieve 90% mastery in the EOY Phonological awareness subtests as demonstrated on the CIRCLE Progress monitoring tool.

Indicator 2: PK 4 Students will achieve 85% in Syllabication, Alliteration, Rhyming, Words in a sentence, and Onset-Rime (English) subtests of the phonological awareness of monthly diagnostic PA assessment in alignment to curriculum pacing.

Key Action 3: By June 1, 2024 100% compliance will be ensured for evaluations and referrals for evaluation so that any students showing an academic or developmental concern is addressed.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Increase operational efficiency of referrals for evaluation

Indicator 1: Any new request or referrals for evaluation by either a parent, teacher or staff member will be added to our campus IAT log within 24 hours of receipt of concern.

Indicator 2: Schedule and attend biweekly IAT meetings to discuss any student that was added to our IAT log.

Indicator 3: Ensure teachers refer in a timely manner (within 30 instructional days) by providing training AND coaching on when and how to refer a student.

353 School at St. George Place Key Actions 2023-2024

Key Action 1: Key Action (Briefly state the specific goal or objective.)

Increase quality of instruction in classrooms to promote higher order thinking skills and push rigor

Internalize Eureka curriculum

IB practices-pushing higher order thinking skills

more writing in classroom-constructed responses

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Student Achievement

Indicator 1: Increase percentage of meets in 3rd-5th ELAR by 10% (from 55% to 65%) by June 2024

Indicator 2: Math: increase 10% on STAAR masters from 28% to 38% by June 2024.

Indicator 3: Student growth on NWEA MOY and EOY (median percentile by 5% for all grade levels) by June 2024

Key Action 2: Key Action (Briefly state the specific goal or objective.)

Improve student agency and positive academic behaviors through introducing and effectuating the SSGP Positive Behavioral Interventions and Supports (PBIS) System in alignment with our campus vision.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Indicator of Success 1: Indicators of success (Measurable results that describe success.)

Indicator 1: 100% of classrooms will be implementing the SSGP PBIS system by August 2023

Indicator 2: Improved academic behaviors will be exhibited by students as evidenced by a 20% decrease in PEIMS discipline incidents by May 2024

Key Action 3: The goal for the year will be to ensure that we are retaining our very best teachers through leveraging leadership, shared decision making and providing opportunities for teachers to lead and support one another in teacher leader capacities throughout the year.

Strategic Priorities:
Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: 80% of all teachers will be retained following the 2023-2024 school year including 90% of proficient and accomplished teachers.

Indicator 1: Learning Committees will be held monthly to develop instructional capacity and best practice in spearheading campus initiatives.

Indicator 2: A minimum of 4 teachers will participate in the Teacher Leader Academy to develop professional capacity.

Key Action 4: Key Action (Briefly state the specific goal or objective.)

Align the SSGP Family and Community Engagement Plan toward creating a supportive, engaging community where all stakeholders are empowered to effectuate the campus vision, and improved outcomes for all students.

Strategic Priorities:
Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Indicators of success (Measurable results that describe success.)

Parent workshops and academic resources will be shared at 100% of Dragon Cafe events by June 2024.

Indicator 1: Average Daily Attendance rate will increase from 94.2% to 96.0% by June 2024.

Indicator 2: 95% of parents who participate in campus feedback surveys through Possip will respond that they are "happy" with their child's experience at SSGP.

354 Mistral Early Childhood Center Key Actions 2023-2024

Key Action 1: Ensuring high-quality lesson planning and internalization utilizing highly effective instructional practices to support EBs.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Ensuring high-quality lesson planning and internalization utilizing highly effective instructional practices to support EBs.

Indicator 1: 100% of the students will be engaged during whole and small group instruction and independent practice. 100% of the instructional staff will use Pre-K appropriate MRS strategies to formally and informally assess the students.

Indicator 2: 100% of instructional staff will participate in PLC collaboration meetings where Pre-K Guidelines, lesson objectives, guiding questions, and assessment tools will be analyzed and aligned to maintain student engagement.

Indicator 3: Guiding questions will be developed and implemented along with the DOLs during every lesson to guide instruction and assess the student's mastery.

Key Action 2: Provide students with services addressing their basic needs through partnerships with agencies that can provide different services

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being

Indicator of Success 1: Provide students with services addressing their basic needs through partnerships with agencies that can provide different services

Indicator 1: The students will be ready to learn once we have met their socio-emotional needs. Every teacher on campus is implementing Conscious Discipline and provides a SEL lesson as part of the morning routine.

Indicator 2: The part-time counselor provides services to students in need of additional emotional support. She offers monthly guidance lessons to every class on campus and does pull-outs for small groups or one-on-one counseling as well.

Indicator 3: Rice University collaborates and partners with the counselor to provide guidance lessons and strategies to support students.

Key Action 3: Develop and promote a positive culture among the Mistral family.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being

Indicator of Success 1: Develop and promote a positive culture among the Mistral family.

Indicator 1: The staff attendance and punctuality rate.

Indicator 2: Teachers and staff retention rate.

Indicator 3: Student's attendance and punctuality rate

Key Action 4: Maintain strong relationships with parents and community members.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Indicator of Success 1: Maintain strong relationships with parents and community members.

Indicator 1: Families feel welcomed and safe when they walk into the campus.

Indicator 2: High parent attendance and participation during events, classes, and meetings as indicated by the parent sign-in sheets along with positive feedbrack from parents - POSSIP surveys

Indicator 3: High attendance rate to all the OWL lab parent days where parents get to experience a whole lesson with their child.

Key Action 5: Every Pre-K student is ready to succeed in Kindergarten, both academically and socio-emotionally.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Indicator of Success 1: Every Pre-K student is ready to succeed in Kindergarten, both academically and socio-emotionally.

Indicator 1: Data indicators (assessment results, teacher anecdotal notes, interventions, quality of student's products etc.

Indicator 2: The number of referrals due to low academic performance is reduced.

355 King Early Childhood Center Key Actions 2023-2024

Key Action 1: MLK ECC will perform above grade level percentages in overall Math proficiency skills in English and Spanish due to high quality instruction which will result in student achievement.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: MLK ECC will perform above grade level percentages in overall Math proficiency skills in English and Spanish due to high quality instruction which will result in student achievement.

Indicator 1: The average percentage of Pre-Kindergarteners performing above grade level in overall Math skills as measured by CLI will increase from 89.09 (English) to 95.00% CLI 2024.

Indicator 2: The average percentage of Pre-Kindergarteners performing above grade level in overall Math skills as measured by CLI will increase from 87.85(Spanish) to 95.00% CLI 2024.

Indicator 3: By EOY administration, the average percentage of students performing above grade level in Operations will go from
81.98% in English speaking classrooms to 90%
81.82% in Spanish speaking classroom to 90%

Indicator of Success 2: MLK ECC will perform above grade level percentages in overall Math proficiency skills in English and Spanish due to high quality instruction which will result in student achievement.

Indicator 1: Students will be progress monitored using a campus created assessment after BOY CLI administration (October) and after MOY CLI administration (March) to ensure that we move the percentage of students meeting overall math benchmark skills.

Indicator 2: 90% of our students receiving Special Education services will show adequate growth towards their IEP goals with a focus on Pre-Kindergarten Math skills, as measured by the Special Education teachers monthly progress notes and CIRCLE assessment scores for those students who are administered CIRCLE.

Indicator 3: For the 2023-2024 school year, MLK ECC will increase the Attendance percentage (as noted in A4E) from 91.6% to 95% as to increase student achievement in overall Pre-Kindergarten Math skills.

Key Action 2: MLK ECC will perform above grade level percentages in overall Phonological Awareness proficiency skills in English and Spanish due to high quality instruction which will result in student achievement.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: MLK ECC will perform above grade level percentages in overall Phonological Awareness proficiency skills in English and

Spanish due to high quality instruction which will result in student achievement.

Indicator 1: The average percentage of Pre-Kindergarteners performing above grade level in overall Phonological Awareness skills as measured by CLI will increase from 65.88% (English) to 80% CLI 2024.

Indicator 2: The average percentage of Pre-Kindergarteners performing above grade level in overall Phonological Awareness skills as measured by CLI will increase from 64.78 (Spanish) to 80% CLI 2024.

Indicator 3: By EOY administration, the average percentage of students performing above grade level in Alliteration will go from 69.76% in English speaking classrooms to 80%. 78.11% in Spanish speaking classroom to 85%.

Indicator of Success 2: MLK ECC will perform above grade level percentages in overall Phonological Awareness proficiency skills in English and Spanish due to high quality instruction which will result in student achievement.

Indicator 1: Students will be progress monitored using a campus created assessment after BOY CLI administration (October) and after MOY CLI administration (March) to ensure that we move the percentage of students meeting overall math benchmark skills.

Indicator 2: 90% of our students receiving Special Education services will show adequate growth towards their IEP goals with a focus on Pre-Kindergarten Language Arts skills, as measured by the Special Education teachers monthly progress notes and CIRCLE assessment scores for those students who are administered CIRCLE.

Indicator 3: For the 2023-2024 school year, MLK ECC will increase the Attendance percentage (as noted in A4E) from 91.6% to 95% as to increase student achievement in overall Pre-Kindergarten Language Arts skills.

Key Action 3: MLK ECC will implement Multiple Response Strategies (MRS) to increase student engagement across all content areas.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: MLK ECC will implement Multiple Response Strategies (MRS) to increase student engagement across all content areas.

Indicator 1: 100 % student participation as shown by Spot Observations and TTESS walkthroughs.

Indicator 2: Improved critical thinking in all content areas as shown by embeding MRS in all content areas. Critical thinking will be measured by quick assessment (student responses) after the strategy has been implemented.

Indicator 3: Increase in collaboration among students will be gauged by documentation gathered through Spot Observations, TTESS Walkthroughs and Observations.

Key Action 4: MLK ECC will follow the district's evaluation and referral for evaluation process for students with suspected disabilities.

Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency

Indicator of Success 1: MLK ECC will follow the district's evaluation and referral for evaluation process for students with suspected disabilities.

Indicator 1: 100% of parent requests for student evaluation will be submitted to the campus IAT designee within 24 days of the request.

Indicator 2: After parent consent is obtained, 100% of evaluations will be completed with 45 school days.

Indicator 3: 100% of evaluations will be individualized based on students IEP.

357 Laurenzo Early Childhood Center Key Actions 2023-2024

Key Action 1: Grow teacher capacity for high-quality phonological awareness, phonics, and phonemic awareness instruction.

We will have to ensure that the phonological awareness lesson block is executed with fidelity and that the model assignment and activities meet our expectations and the teachers.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: 80% of PreK 4 students will meet expectations on the EOY Circle assessment in rhyming, alliteration, and syllables by May 2024.

Indicator of Success 2: 70% of teachers will score 12 out of 15 on walk-throughs conducted by an independent review team by December; 80% will increase that score to 13 out of 15 or higher by May 2024.

Indicator of Success 3: 90% of PreK 4 students will meet expectations on the EOY Circle assessment in the subtests of letter identification and letter sounds by May 2024.

Key Action 2: Implement Multiple Response strategies with fidelity.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By December, 70% of teachers will score 12 out of 15 on walk-throughs conducted by an independent review team; 80% will increase that score to 13 out of 15 or higher by May 2024.

Indicator of Success 2: 80% of PreK 4 students will meet expectations on the EOY Circle assessment in rhyming, alliteration, and syllables by May 2024.

Key Action 3: Implement Daily Word Story Problems with fidelity. We must ensure that the Math Skill Development (whole group instruction) block is executed with fidelity and that teachers integrate daily story problems into the math routine.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 80% of PreK 4 students will meet expectations on the EOY Circle assessment on the Operations subtest by May 2024.

Indicator of Success 2: 70% of teachers will score 12 out of 15 on walk-throughs conducted by an independent review team by December; 80% will increase that score to 13 out of 15 or higher by May 2024.

Key Action 4: Grow teacher capacity in oral language development through storytelling. We will have to ensure that students have a strong foundation in literacy development by teachers giving students opportunities to speak and listen.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 85% of PreK 3 and PreK4 students will increase their story count by 50 words with Rice Storytelling by May 2024.

Indicator of Success 2: By December, 70% of teachers will score 12 out of 15 on walk-throughs conducted by an independent review team; 80% will increase that score to 13 out of 15 or higher by May 2024.

358 Cook Elementary School Key Actions 2023-2024

Key Action 1: Increase staff and leadership capacity to deliver high-leveraged Tier 1 instruction

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: The campus leadership team aims to conduct rigorous on-the-spot observations and evaluations, targeting proficient or higher scores in 80% of teachers by November 2023 and 85% by May 2024, to ensure the delivery of high-quality instruction.

Indicator 1: By November 2023, the campus leadership team will conduct 5 on-the-spot observations per teacher, resulting in 80% of teachers scoring proficient or higher in their evaluations.

Indicator 2: By May 2024, the principal and assistant principals will administer the teacher evaluation rubric to assess the delivery of high-quality instruction, with the objective of achieving 85% of teachers performing proficient or above in their evaluations.

Key Action 2: Teachers will implement the LSAE framework with fidelity daily.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: By October 2023, 75% of teachers aim to score 4 or above on the LSAE section of the observation rubric, with a goal of 85% by the second semester's end; concurrently, we aim for a 10-point growth on the NWEA Reading MAP assessment for 70% of 2-5 grade students by December 2023, increasing to 80% by May 2024.

Indicator 1: By October 31, 2023, we aim to achieve a minimum of 75% of our teachers will score 4 or above on-the LSAE section of the spot observation rubric. Furthermore, we will work diligently to increase the aforementioned percentage to 85% by the end of the second semester.

Indicator 2: By December 2023, 70% students in grades 2-5, will demonstrate an average of 10 points growth on the NWEA Reading MAP assessment when the BOY RIT score is compared to the MOY RIT score. This percentage will increase to 80% when the EOY administered in May 2024

Key Action 3: Establish an inclusive support system for students receiving Special Education Services.

Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: By December 2023, the goal is for 75% of special education students to exhibit a minimum 10-point RIT score increase in Reading and Math MAP assessments, rising to 85% by May 2024, and 80% of these students aim to improve by one performance level in Reading and Math on the STAAR assessment by June 2024.

Indicator 1: By December 2023, 75% of all our special education students will show a minimum 10 point RIT score increase on the Reading MAP assessment when the BOY is compared to the MOY. The percentage will increase to 85% by when the EOY is administered in May of 2024.

Indicator 2: By December 2023, 75% of all our special education students will show a minimum 10 point RIT score increase on the Math MAP assessment when the BOY is compared to the MOY. The percentage will increase to 85% by when the EOY is administered in May of 2024.

Indicator 3: By June 2024, 80% of the students receiving Special Education services will grow by one performance level in Reading and Math as measured by the STAAR assessment.

359 Moreno Elementary School Key Actions 2023-2024

Key Action 1: Grow teacher capacity to improve the quality of first instruction through coaching and feedback.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: The plan aims to bolster student and teacher performance by targeting a 15% increase in NWEA Math and Reading growth, achieving 85% proficiency in teacher implementation of RGR and reading academy strategies, elevating STAAR "Meets" and "Masters" levels by 15% and 10% respectively, and enhancing English language learners' proficiency in TELPAS speaking and writing domains by 10% by May 2024.

Indicator 1: Increase NWEA Math and Reading growth between BOY-MOY by 15%.

Indicator 2: Out of 80 spot observations by the leadership team, 80% of teachers will receive a 2 or higher on the use of RGR strategies and/or reading academy strategies. Increase to 85% proficiency by May 2024.

Indicator 3: English language learners will increase 1 proficiency level higher on the speaking and writing domains in TELPAS by 10% by May 2024.

Key Action 2: Develop Leadership capacity through instructional coaching and feedback.

Strategic Priorities:
Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Aiming for enhanced educational proficiency and outcomes, the initiative focuses on achieving at least a 70% proficient rating in on-the-spot observations, incrementally improving administrative alignment and evaluation practices, and targeting a 15% increase in student 'Meets and Masters' achievement by May 2024.

Indicator 1: 70% of on-the-spot observations scored using the rubric by the district will have a proficient rating or higher in December 2023 and increase to 85% by May 2024.

Indicator 2: 70% of on-the-spot observations scored using the rubric by the district will have a proficient rating or higher in December 2023 and increase to 85% by May 2024.

Indicator 3: Evaluations and spot-on observations conducted daily by principal and instructional coaches will yield the 95% by staff and increase student practice and outcomes.
-Increase Meets and Masters by 15% percentage points by May 2024

Key Action 3: Increase SpEd Team's compliance and instructional capacity through

realignment of skills and systems.

Strategic Priorities:
Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Aim to enhance Special Education (SpEd) compliance to 100% in the EasyIEP system, improve STAAR 3rd-5th 2024 overall SpEd student achievement at the Meets and Masters level, ensure complete success for students in SLL on STAAR ALT, and foster full participation of SpEd teachers in continuous, differentiated, and goal-oriented instructional practices throughout the school year.

Indicator 1: Increase SpEd compliance in EasyIEP system from 95% to 100% including ARDs, Progress monitoring and Documentation of Accommodations and successful Implementation of EIP.

Indicator 2: Increase STAAR 3rd-5th 2024 overall SpEd student achievement at the Meets and Masters level from 5% (5 students) to 1% (1 student)

Indicator 3: 100% of students in SLL will pass STAAR ALT
-100% of SpEd teachers will participate in contact PLC, lead in differentiated learning for all SpEd students, and continuously track SpEd IEP goals for the assigned caseload throughout the school year.

360 Bellfort Early Childhood Center Key Actions 2023-2024

Key Action 1: Strengthen Bellfort ECC's leadership density by having consistent protocols to provide effective coaching.

Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: 70% of the campus leaders will be rated proficient or higher on the leadership competency as assessed by the evaluator by December 2023; that percentage will increase to 85% by May 2024.

Indicator of Success 2: 70% of the teachers scores on the T-Tess will be rated proficient or higher in Domain two of Instruction as measured by the T-Tess Rubric by January 2024; that percentage will increase to 80% by the end of the school year.

Key Action 2: Develop students' literacy skills by engaging in multiple response strategies through listening, speaking, reading, and writing.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: 70% of students will show growth in phonemic awareness on the CLI and DIBELS/Lectura assessments by January 2024; that percentage will increase to 85% by May 2024.

Indicator of Success 2: 60% of emergent bilingual kindergarten students will receive an Intermediate or higher proficiency rating on the listening and speaking domain of the TELPAS assessment by April 2024.

Indicator of Success 3: 70% of the teachers scores on the T-Tess Rubric will be rated proficient or higher in the area of Dimension 2.3 Communication; that percentage will increase to 85% by May 2024.

Key Action 3: Strengthen all students' foundation of mathematics through conceptual and procedural curriculum.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: 70% of kindergarten students will score on grade level or higher by January 2024 on the NWEA Map Assessment; that percentage will increase to 85% by May 2024.

Indicator of Success 2: 60% of students will show growth in mathematics skills by January 2024 on the CLI Circle and the NWEA map assessment; that percentage will increase to 85% by May 2024.

Key Action 4: Improve all students' emotional intelligence by fostering a sense of value, safety, and belonging.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being

Indicator of Success 1: 85% of teachers will use Conscious Discipline strategies in the classroom 85% of the time by January 2024; this will increase to 100% by May 2024.

Indicator of Success 2: Number of Behavior Incident forms will decrease by 10% by January 2024; this number will decrease to 15% by May 2024.

364 Energized Elementary School Key Actions 2023-2024

Key Action 1: Grow staff capacity in instructional delivery to provide high student engagement.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: All students will be actively engaged during lesson. All teachers will implement the 5-E lesson planning model.

Indicator 1: Instructional staff will use multiple response strategies as noted during classroom observations and document on lesson plan.

Indicator 2: Teachers will use at least three different MRS throughout daily lesson.

Indicator 3: All students will develop the ability to reason and thinking critically.

Key Action 2: Increase student attendance from 95.03% in the 2022-2023 to 98.5% in school year 2023-2024.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency

Indicator of Success 1: Attendance report from PEIES data for SY 2023-2024.

Key Action 3: Increase parental involvement in our Monthly Family Nights and other school-sponsored events for parents.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: The campus earning the Gold Certification for SY 2023-2024 from Family and Community Engagement (FACE).

Indicator 1: Increase parental involvement as reported in the "Title I, Part A 2022-2023 Parent and Family Engagement Interim Report" by at least 10% for SY 2023-2024

Key Action 4: Develop a system of support for students with disabilities to ensure access to standards-aligned content, a high-quality learning environment, and individualized support and resources.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: The percentage of students who receive special education services will perform at the Approach level or higher on STAAR to 70% by the end of the 2023-24 school year

Indicator 1: 70% of teachers will be receive a rating of proficient or higher in the delivery of high quality instruction as measured by the district observation and spot rubric.

Indicator 2: 100% of special education students will make at least one grade level gain in both reading and math as measured by the NWEA MAP screener.

Indicator 3: 100% of goals listed in a student's IEP are mastered by the student as supported by appropriate data

Key Action 5: Implement instructional systems that address the needs of diverse learners, accelerate English language acquisition, and ensure equity for all multilingual learners.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: The percentage of Emergent Bilingual (EB) gaining a one-year proficiency level on TELPAS (composite) will increase to 65%.

Indicator 1: 65% of students will show one-year growth on English Language Development (ELD) Progress Monitoring.

Key Action 6: Increase the Academic Achievement in Math and Reading on the STAAR 2024 Assessments

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Energized for Excellence Academy, Inc. Elementary School will increase the achievement level of 4th grade reading scholars by 20 percentage points from 38% METL in Spring of 2023 to 60% METL by May 2024.

Indicator 1: * Energized for Excellence Academy, Inc. Elementary School will increase the achievement level of 4th Grade Math scholars by 5 Percentage points from 55% METL in the Spring of 2023 to 60% METL by May 2024.

Indicator 2: Energized for Excellence Academy, Inc. Elementary School will increase the achievement level of 5th Grade Science scholars by 30 Percentage points from 23% METL in the Spring of 2023 to 53% METL by May 2024.

Key Action 7: Develop a system of support for all students to ensure access to standards-aligned content, a high-quality learning environment and individualized support and resources

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Develop a system of support for all students to ensure access to standards-aligned content, a high-quality learning environment and individualized support and resources

Indicator 1: Instructional staff will use multiple response strategies as noted during classroom observations and document on lesson plan.

Indicator 2: All students will be actively engaged during lesson.

Teachers will use at least three different MRS throughout daily lesson.

Indicator 3: All teachers will implement the 5-E lesson planning model.

All students will develop the ability to reason and thinking critically.

369 Gross Elementary School Key Actions 2023-2024

Key Action 1: (Student Achievement) We will strengthen the quality of instruction to improve student outcomes and teacher effectiveness by building teacher capacity by implementing the use of high-quality instructional materials using Amplify and Eureka in conjunction with the HISD curriculum.

Indicator of Success 1: We will strengthen the quality of instruction to improve student outcomes and teacher effectiveness by building teacher capacity by implementing the use of high-quality instructional materials using Amplify and Eureka in conjunction with the HISD curriculum.

Indicator 1: Based on the data from WEA, we will show a 10% decrease of students needing urgent intervention. The percentage of students that score in Approaches and Meets will increase by 5% on the MOY that will lead to a 10% increase at EOY and a 10% increase of students reaching the Meets level of STAAR in Reading going from 21% reaching meets level on STAR to 31% reaching the meets level

Key Action 2: (Campus Culture and Climate)

To ensure staff members are present daily with minimal absences or tardies that will lead to a
2% decrease in unpaid leave due to extenuating circumstances
10% decrease in discipline referrals
10% decrease in campus wide incidents due to lack of monitoring

We will accomplish this by.

Developing campus wide attendance tracking systems
Ensure attendance is a part of are team lead meetings.
Ensure staff attendance is on the agenda for every monthly staff meeting.
Address any staffmember that has attendance concerns with memos of concern.

Indicator of Success 1: To ensure staff members are present daily with minimal absences or tardies that will lead to a

Indicator 1: 2% decrease in unpaid leave due to extenuating circumstances

Indicator 2: 10% decrease in discipline referrals

Indicator 3: 10% decrease in campus wide incidents due to lack of monitoring

Key Action 3: (Staff Quality, Recruitment and Retention)

We will take the following actions to support increased teacher effectiveness and high student achievement by...

-Supporting teachers through an on-the-spot coaching and feedback model.
-Providing teacher incentives that do not require excessive funding and focuses on intrinsic motivation.
-Provide high performing teachers with leadership opportunities to train and coach other teachers.

Indicator of Success 1: -Supporting teachers through an on-the-spot coaching and feedback model.
-Providing teacher incentives that do not require excessive funding and focuses on intrinsic motivation.
-Provide high performing teachers with leadership opportunities to train and coach other teachers.

Indicator 1: 10% decrease of students needing urgent intervention.

Indicator 2: The percentage of studentsthat score in Approaches and Meets will increase by 5%on the MOY that will lead to a 10% increase at EOY.

Indicator 3: 10% increase ofstudents reaching the Meets level of STAAR in Reading going from 21% reaching meets level on STAAR to 31% reaching them e e t s level

Key Action 4: (Parent and Community Engagement)

To provide a safe and conducive work and learning environment by increasing parental engagement through focusing our efforts on a fully functioning PTO, implementation of instructional family night and the use of class dojo campus wide. We will achieve our goals through parental outreach, parental assistance, and communication.

Indicator of Success 1: We will use Parent night participation sign in sheets, PTO enrollment, Volunteer participation numbers, Face surveys to determine the success of our initiatives. We will monitor these initiatives by ensuring parent participation data is a part of our administration team meetings once a month.

Indicator 1: To increase parental involvement and engagement by 15% going from 12% to 27%of parents attending campus wide events, programs, and workshops.

Indicator 2: To increase PTO membership by 10% going from 40% membership to 50%

Indicator 3: To increase PTO participation from 3% to 10% based on total membership

Key Action 5: (Curriculum, Instruction and Assessment)

We will build teacher capacity through the reorganizing and restructuring ofour Professional Learning Communities. Areas to address include increased planning time, bi-weekly vertical alignment planning sessions, and the implementation of a data tracking system that supports targeted small group instruction.

Indicator of Success 1: Based on the T-Tess walk through form 100% of teachers will have an average score of 12 out of 15 points based on their monthly walk-throughs that will lead to a 10% decrease of students
needing urgent intervention based on NWEA MOY and EOY. The percentage of students that score in Approaches and Meets will increase by 5% on the

MOY that will lead to a 10% increase at EOYand a 10% increase of students reaching the Meets level ofSTAARin Reading going from 21% reaching meets level on STAR to 31% reaching the meets level:

Key Action 6: (Technology)

-To increase the use of integrated technology in the classroom through a systems approach
-To upgrade teacher devices so that all classrooms have clever/touch boards.
-To ensure students are using technology-based learning in the computer lab
weekly through Iready/Zearne/ Amplify.

Indicator of Success 1: -To increase the use of integrated technology in the classroom through a systems approach
-To upgrade teacher devices so that all classrooms have clever/touch boards.
-To ensure students are using technology-based learning in the computer lab
weekly through Iready/Zearne/ Amplify.

Indicator 1: Through classroom observation we will see a 30% increase in the use of technology integrated within the lesson measured by scores teachers receive for technology integration as a part of differentiation

Indicator 2: Based on a campus rubric, we will see a 10% increase ni computer-based projects completed by students

Key Action 7: (SPED)We will facilitate timely ARDS, write effective and appropriate IEPS's and have consistent and collaborative implementation of accommodations and designated supports that will lead to increased academic achievement for students receiving Special Education Services.

Indicator of Success 1: Based on the data from the NWEA MAP students will show....
-a decrease in Urgent Interventions.
-The percentage of students that score in approaches will increase by the MOY and ultimately be impact the percentage of students in the Meets on the Spring STAAR BY at least 5%. From 2% on the 2022-23 STAAR Exam
Students that do not take the NWEA test will be monitored through EASY IEP progress monitoring to ensure students will...
-Show continual progression toward their IEP goals that will be reviewed bi-weekly
-Master their IEP goals by the end of the year

Key Action 8: (HQI) We will strengthen the quality of instruction to improve student outcomes and teacher effectiveness by
Building teacher capacity by implementing the use of high-quality instructional materials using Amplify and Eureka in conjunction with the HISD curriculum

Indicator of Success 1: Based on the data from NWEA, we will show a 10% decrease of students needing urgent intervention. The percentage of students that score in Approaches and Meets will increase by 5% on the MOY that will lead to a 10% increase at EOY and a 10% increase of students reaching the

Meets level of STAAR in Reading going from 21% reaching meets level on STAAR to 31% reaching the meets level

Key Action 9: -

372 Rodriguez Elementary School Key Actions 2023-2024

Key Action 1: All students can learn and reach their potential. In order for this statement to be true, our goal is to hold every staff member accountable to ensure all learners have the tools and resources needed for academic success. Academic achievement will increase through the implementation of high-quality instructional materials and multiple response strategies across contents.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: 85% SRE students meet and/or exceed their individualized NWEA growth goal as measured between Fall 2023 to Spring 2024 MAP growth norms.

Indicator 1: 85% SRE students meet and/or exceed their individualized NWEA growth goal as measured between Fall 2023 to Spring 2024 MAP growth norms.

Indicator 2: 85% SRE Kinder and 1st grade students will meet and/or exceed their expected growth between Fall 2023 and Spring 2024 in DIBELS. 85% SRE 4th and 5th graders meet/and or exceed their individualized STAAR growth goal for mathematics and reading as measured on STAAR 2024. 85% SRE students receive at least approaches on mathematics and reading STAAR.

Indicator 3: Out of 55 walkthrough observations conducted by the Instructional Leadership Team in October 2023, 60% of teachers will receive at least 1 point on planning (T-TESS Domain 1). This percentage will increase to 80% by March 2024.
Out of 55 walkthrough observations conducted by the Instructional Leadership Team in October 2023, 60% of teachers will receive at least 4 points or higher on instruction (T-TESS Domain 2). This percentage will increase to at least 80% by March 2024.

Key Action 2: This will be the first year of multiple response strategies being a daily expectation to increase student engagement. High student engagement across all contents is our goal. We will ensure our teachers receive intentional training on the different strategies, annotate the strategies into lesson internalizations, practice the strategies and execute the strategies.

Strategic Priorities:
Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: By October 2023, 60% of teachers will utilize at least three different multiple response strategies per lesson as demonstrated in their lesson internalization/plans and daily lesson execution. This percentage will increase to 85% by February 2024.

Indicator 1: By May 2024, 70% of teachers will be rated proficient or higher in the learning environment as measured in the teacher evaluation system (T-TESS Domain 3).

Indicator 2: In the climate survey conducted in December 2023 and May 2024, at least 80% of teachers will agree or strongly agree that Professional Learning Communities and coaching conversations have positively impacted their instructional practices.

Key Action 3: Sylvan Rodriguez ES will be able to have increased academic achievement and growth due to the high quality of teacher's instruction.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: The quality of instruction will directly yield the academic outcomes of our Rodriguez Space Rangers, so continuously improving our quality of instruction will be a top goal for this school year. The quality of instruction will improve through our priorities on effective coaching, intentional collaborative PLCs, and the implementation of high-quality instructional materials.

Indicator 1: 85% SRE students meet and/or exceed their individualized NWEA growth goal as measured between Fall 2023 to Spring 2024 MAP growth norms.

Indicator 2: 85% SRE Kinder and 1st grade students will meet and/or exceed their expected growth between Fall 2023 and Spring 2024 in DIBELS.

Indicator 3: 85% SRE 4th and 5th graders meet/and or exceed their individualized STAAR growth goal for mathematics and reading as measured on STAAR 2024. 85% SRE students receive at least approaches on mathematics and reading STAAR.
80% SRE multilingual learners grow at least one TELPAS speaking, listening, reading and/or writing level as measured in the Spring 2024 TELPAS administration.

Key Action 4: This will be the first year where both math and reading content teachers will be implementing high quality instructional materials (Amplify for reading; Eureka for mathematics). Our goal is to increase student achievement and growth through the implementation of high-quality instructional materials. To see the vertical alignment across the campus, this will take at least three years of implementation with fidelity. Each year, we will continue to improve our instruction. We will have to ensure the lesson cycle is internalized and executed with fidelity to ensure aligned grade-level content is happening daily for our Sylvan Rodriguez ES Space Rangers. Additionally, the intervention block will directly supplement student's learning through aligned digital platforms to the high-quality instructional materials.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: This will be the first year where both math and reading content teachers will be implementing high quality instructional materials (Amplify for reading; Eureka for mathematics). Our goal is to increase student achievement and growth through the implementation of high-quality instructional materials. To see the vertical alignment across the campus, this will take at least three years of implementation with fidelity. Each year, we will continue to improve our instruction. We will have to ensure the lesson cycle is internalized and executed with fidelity to ensure aligned grade-level content is happening daily for our Sylvan Rodriguez ES Space Rangers. Additionally, the intervention block will directly supplement student's learning through aligned digital platforms to the high-quality instructional materials.

Indicator 1: 85% SRE students meet and/or exceed their individualized NWEA growth goal as measured between Fall 2023 to Spring 2024 MAP growth norms.

85% SRE Kinder and 1st grade students will meet and/or exceed their expected growth between Fall 2023 and Spring 2024 in DIBELS.

Indicator 2: 85% SRE 4th and 5th graders meet/and or exceed their individualized STAAR growth goal for mathematics and reading as measured on STAAR 2024. 85% SRE students receive at least approaches on mathematics and reading STAAR.

Indicator 3: Out of 55 walkthrough observations conducted by the Instructional Leadership Team in October 2023, 60% of teachers will receive at least 1 point on planning (T-TESS Domain 1). This percentage will increase to 80% by March 2024.

Out of 55 walkthrough observations conducted by the Instructional Leadership Team in October 2023, 60% of teachers will receive at least 4 points or higher on instruction (T-TESS Domain 2). This percentage will increase to 80% by March 2024.

373 Seguin Elementary School Key Actions 2023-2024

Key Action 1: Based on our data, we will monitor student performance daily in Tier I instruction to ensure implementation of high-quality, rigorous practices to increase the levels of student achievement resulting in an increase in performance on district and state assessments by achieving 1.8 years growth in MAP and student achievement 70% approaches, 40% meets, 30% masters.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Based on our data, we will monitor student performance daily in Tier I instruction to ensure implementation of high-quality, rigorous practices to increase the levels of student achievement resulting in an increase in performance on district and state assessments by achieving 1.8 years growth in MAP and student achievement 70% approaches, 40% meets, 30% masters.

Indicator 1: 100% of students will be measured by at least 10% increase in proficiency on each of the two NWEA MAP assessments administered in the middle of the year and in May 2024 in both reading and math.

Indicator of Success 2: 80% of teachers will receive Proficient or higher on T-TESS observations in instruction by December 2023 and 90% of teachers will receive Proficient or higher by May 2024.

Indicator of Success 3: 70% of students will score proficient or higher on the demonstration of learning (DOL), every day in Math, Reading, and 5th grade Science by December 2023, and 80% of students will score proficient or higher on daily DOL's by May 2024.

Key Action 2: Based on our data, we will increase the level of student engagement during Tier 1 instruction by implementing multiple response strategies (MRS) to ensure students are mastering the learning objective with 90% competency by May 2024.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Based on our data, we will increase the level of student engagement during Tier 1 instruction by implementing multiple response strategies (MRS) to ensure students are mastering the learning objective with 90% competency by May 2024.

Indicator 1: 70% of the scores on T-Tess Observations on the Instructional component conducted by administration will be Proficient by November 2023 and that percentage will increase to 80% by February 2024, and increase to 90% by May 2024.

Indicator of Success 2: By May 2024, 70% of students in 1st-5th grade will obtain a scaled score at grade level range (within standard deviation) on the MAP assessment in both reading and math. Progress monitoring will be assessed by unit assessments and Zearn (lesson completion of 3 lessons per week).

Progression of goal: 45% of students by the end of October, 55% of students by the end of December, 60% by the end of March and 70% by the end of May.

Indicator 1: By May 2024, 70% of students in 1st-5th grade will obtain a scaled score at grade level range (within standard deviation) on the MAP assessment in both reading and math. Progress monitoring will be assessed by unit assessments and Zearn (lesson completion of 3 lessons per week). Progression of goal: 45% of students by the end of October, 55% of students by the end of December, 60% by the end of March and 70% by the end of May.

Indicator 2: By May 2024, 90% of teachers will be at proficiency or higher on ratings of the LSAE model during each SPOT observation. Progression will be monitored by teachers reaching these proficiency benchmarks: 60% by November 2023 75% by February 2024. Additionally, student achievement progress will be monitored through daily demonstrations of learning (DOLs).

Indicator 3: By May 2024, 90% of students in kindergarten and 1st grade will be proficient on Dibels.

Indicator of Success 3: Teachers will use a MRS strategy every four minutes during Tier 1 instruction to check for student understanding and promote active engagement. By the end of September 2023, 80% of students will participate during MRS strategies every four minutes to demonstrate learning, by the end of October 2023 90% of students will engage in MRS strategies, and by the end of November 2023, 100% of students will actively engage in MRS strategies.

Indicator of Success 4: Students will demonstrate mastery of the learning objective and demonstrate growth by 70% by October 2023, and that percentage will increase by 80% by February 2024, and the percentage will increase to 90% by May 2024 as measured by daily DOL.

Key Action 3: Based on our data, we will implement the NES systematic approach to differentiate instruction for students by using the LSAE model in order to ensure we are accelerating learning as well as closing gaps for all students so that students achieve 1.8 years growth in MAP and student achievement 70% approaches, 40% meets, 30% masters by May 2024.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Based on our data, we will implement the NES systematic approach to differentiate instruction for students by using the LSAE model in order to ensure we are accelerating learning as well as closing gaps for all students so that students achieve 1.8 years growth in MAP and student achievement 70% approaches, 40% meets, 30% masters by May 2024.

Indicator 1: By May 2024, 70% of students in 1st-5th grade will obtain a scaled score at grade level range (within standard deviation) on the MAP assessment in both reading and math. Progress monitoring will be assessed by unit assessments and Zearn (lesson completion of 3 lessons per week). Progression of goal: 45% of students by the end of October, 55% of students by the end of December, 60% by the end of March and 70% by the end of May.

Indicator of Success 2: By May 2024, 90% of teachers will be at proficiency or higher on ratings of the LSAE model during each SPOT observation. Progression will be monitored by teachers reaching these proficiency benchmarks: 60% by November 2023 75% by February 2024. Additionally, student achievement progress will be monitored through daily demonstrations of learning (DOLs).

Indicator of Success 3: By May 2024, 90% of students in kindergarten and 1st grade will be proficient on Dibels.

Key Action 4: Based on our data, teachers will implement academic scaffolding during Tier I instruction and targeted interventions during LSAE model for subpopulations of emergent bilingual students, special education students, and the 20% of students identified as being the most striving students in 1st through 5th based on the BOY MAP and STAAR data.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Based on our data, teachers will implement academic scaffolding during Tier I instruction and targeted interventions during LSAE model for subpopulations of emergent bilingual students, special education students, and the 20% of students identified as being the most striving students in 1st through 5th based on the BOY MAP and STAAR data.

Indicator 1: By May 2024, identified students will demonstrate 50% growth in the mastery of TEKS based on their DOL and unit/module assessments data in reading and math. By December 2023, identified students (EBs, SPED, and targeted striving students, will demonstrate 10% growth on the TEK mastery.

Indicator of Success 2: Students will score in the 85% percentile of growth on each of the two NWEA MAP assessments administered at the end of the year. Progress monitoring will be assessed by Amplify unit assessments and Zearn (lesson completion of 3 lessons every week). Progression of goal: 45% of students by the end of October, 55% of students by the end of December, 60% by the end of March and 70% by the end of May.

Indicator of Success 3: 40% of Special Education (SPED) students will achieve at the approaches level or higher on STAAR 2024 in Reading and Math. Special Education students will demonstrate progress with a 10% increase in proficiency on each of the two NWEA MAP assessments administered in the middle of the year and in May 2024 in both reading and math.

374 Tinsley Elementary School Key Actions 2023-2024

Key Action 1: Increase teacher capacity on high quality planning and instruction.

Strategic Priorities:
Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Increase teacher capacity on high quality planning and instruction.

Indicator 1: 75% of core content teachers will be proficient or higher in the delivery of high-quality instruction as measured by SPOT observations, Domain 2 in TTESS or other teacher evaluation systems on their observation by October of 2023 and walkthrough by January of 2024

85% of core content teachers will be proficient or higher in the delivery of high-quality instruction on their EOY as measured by SPOT observations, Domain 2 in TTESS or other teacher evaluation systems.

Indicator 2: On the climate surveys in December of 2023 and April 2024, 75% of teachers will agree or strongly agree that they have received continuous coaching with effective and timely feedback.

60% of students in grades 2-5 will show growth on the MAP/NWEA assessment from BOY to MOY.

Indicator 3: 70% of students in grades 2-5 will show growth on the MAP/NWEA assessment from BOY to EOY

Key Action 2: Maintain a positive and safe school culture using the IB attributes.

Strategic Priorities:
Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Maintain a positive and safe school culture using the IB attributes.

Indicator 1: Students and teacher will know and exemplify the IB attributes on a daily basis.

Indicator 2: Students will connect the IB attributes to their transdisciplinary themes and daily instructional activities.

Indicator 3: Students will hold each other accountable in maintaining a positive and safe school culture.

Key Action 3: Reduce turnovers and resignations through initiatives that keep staff engaged and confident about long-term employment with Tinsley ES.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: Reduce turnovers and resignations through initiatives that keep staff engaged and confident about long-term employment with

Tinsley ES.

Indicator 1: 85%-95% retention rate of talented and motivated employees

Indicator 2: Satisfactory or above on staff retention/job satisfaction survey

Indicator 3: ecruit talent and those that want to be apart of the campus success

Key Action 4: Increase parent involvement at Tinsley ES.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increase parent involvement at Tinsley ES.

Indicator 1: Increased daytime flow of parental involvement.

Indicator 2: Established PTO

Indicator 3: Increase parent activities with the Wraparound department.

382 Reagan PK-8 Educational Center Key Actions 2023-2024

Key Action 1: Provide High-Quality instruction by aligning LOs to DOLs daily.

Specific actions

Leadership team will train teachers on alignment of LO's to DOL's in August/September.

Principal and Assistant Principal will conduct weekly PLCs to review and monitor alignment using PLC protocol.

Principal and Assistant Principals will conduct a minimum of 2 informal spot observations each day using informal Spot Observation forms.

Principal and Assistant Principal will calibrate weekly to ensure alignment of on-the-Spot coaching and feedback.

Specific actions

Teachers will attend curriculum training on lesson internalization for Eureka, Carnegie, and Science of Reading during preservice week.

Teachers will internalize lessons by starting with the DOL when planning to ensure alignment with LO and lesson material.

Teachers will actively participate in weekly Demo Day and PLC meetings.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Indicators of success (Measurable results that describe success.)

Out of 50 spot observations completed by March 2024, 90% of observed DOL's will align with curriculum maps and daily LO.

Out of 50 spot observations completed by November 2024, 75% of observed DOL's will align with curriculum maps and daily LO.

Indicator 1: Out of 50 spot observations completed by March 2024, 90% of observed DOL's will align with curriculum maps and daily LO.

Indicator 2: Out of 50 spot observations completed by November 2024, 75% of observed DOL's will align with curriculum maps and daily LO.

Key Action 2: Increase student engagement and participation by implementing MRS strategies effectively and with intent.

Out of 50 spot observations conducted by November, 80% of teachers will score at least 4 points in the Instructional Domain

70% of teachers will receive a score of proficient or higher on T-TESS in Dimension 2.3 (Communication and 2.5 (Monitor and Adjust)

Specific actions

Principal and AP's will provide beginning of the year and ongoing professional development focused on effective implementation of the LSAE process and multiple response strategies.

Leadership team will provide training on effective use of timers to ensure student engagement and check for understanding.

Leadership team will provide ongoing feedback around MRS strategies and once a month during Demo Day.

Specific actions

Teachers will implement MRS in the classroom daily utilizing at least 3 types of MRS per lesson.

Teachers will share and practice MRS that work on horizontal and vertical teams during weekly PLC's and Demo Days.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Out of 50 spot observations conducted by November, 80% of teachers will score at least 4 points in the Instructional Domain

70% of teachers will receive a score of proficient or higher on T-TESS in Dimension 2.3 (Communication and 2.5 (Monitor and Adjust)

Indicator 1: Out of 50 spot observations conducted by November, 80% of teachers will score at least 4 points in the Instructional Domain

70% of teachers will receive a score of proficient or higher on T-TESS in Dimension 2.3 (Communication and 2.5 (Monitor and Adjust)

Indicator 2: Out of 50 spot observations conducted by November, 80% of teachers will score at least 4 points in the Instructional Domain

70% of teachers will receive a score of proficient or higher on T-TESS in Dimension 2.3 (Communication and 2.5 (Monitor and Adjust)

Key Action 3: Special Education Students will master LO's daily.

Indicators of success (Measurable results that describe success.)

50% of SpEd students will score at the approaches/meets level equivalent on MOY MAP.

50 % of students will score at the meets grade level on the 2024 STAAR Assessment.

Specific actions

SpEd Chair will ensure that all student accommodations and modifications are provided to teacher prior to the start of school.

Campus Administrators will partner with SpEd teachers to create binders to document daily accommodations and modifications.

SpEd Chair will train teachers on how to correctly use accommodations, document accommodations, and request an additional ARD when students are not meeting standards.

Specific actions
General Education teachers will collaborate with SpEd teachers to implement student IEP goals and monitor progress.

General Education and SpEd teachers will use the accommodation label on all assignments.

All teachers will meet with the Co-teacher or SpEd chair to progress monitor students.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency

Indicator of Success 1: Indicators of success (Measurable results that describe success.)

50% of SpEd students will score at the approaches/meets level equivalent on MOY MAP.

50 % of students will score at the meets grade level on the 2024 STAAR Assessment.

Indicator 1: 50% of SpEd students will score at the approaches/meets level equivalent on MOY MAP.

Indicator 2: 50 % of students will score at the meets grade level on the 2024 STAAR Assessment.

383 DeAnda Elementary School Key Actions 2023-2024

Key Action 1: Raise the level of rigor of student tasks as measured by Webb's Depth of Knowledge levels in order to increase percentage of students achieving "Masters" on STAAR.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: The percentage of students achieving "Meets" or higher on STAAR will increase from 54% in 2023 to 60% in 2024.

Indicator 1: The percentage of students achieving "Meets" or higher on the Fall TEA Interim Assessments will be at least 50%.

Indicator 2: The percentage of students achieving "Meets" or higher on the Spring TEA Interim Assessments will be at least 55%.

Indicator of Success 2: In 90% of DeAnda spot observations in April, a task of Depth of Knowledge "2" or higher will be observed.

Indicator 1: In 80% of DeAnda spot observations in October, a task of Depth of Knowledge "2" or higher will be observed.

Indicator 2: In 85% of DeAnda spot observations in February, a task of Depth of Knowledge "2" or higher will be observed.

Indicator of Success 3: DeAnda students will show a growth of 1.2 grade levels by the EOY NWEA MAP Exam

Indicator 1: DeAnda students will show a growth of 0.6 grade levels by the MOY NWEA MAP Exam

Key Action 2: Raise the level of student-teacher engagement, especially the use of multiple response strategies in order to increase the percentage of students showing growth on TELPAS.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: The number of students showing growth on TELPAS will increase from 54% in 2023 to 60% in 2024.

Indicator of Success 2: 90% of DeAnda spot observations in April will show a "3" or higher in the category of "Engagement".

Indicator 1: 75% of DeAnda spot observations in October will show a "3" or higher in the category of "Engagement".

Indicator 2: 85% of DeAnda spot observations in February will show a "3" or higher in the category of "Engagement".

Indicator of Success 3: The percentage of students achieving "Meets" or higher on STAAR will increase from 54% in 2023 to 60% in 2024.

Indicator 1: The percentage of students achieving "Meets" or higher on the Fall TEA Interim Assessments will be at least 50%.

Indicator 2: The percentage of students achieving "Meets" or higher on the Spring TEA Interim Assessments will be at least 55%.

Key Action 3: Utilize the RACS and RACES strategies to increase consistency in writing instruction across grade-level and content areas to increase student performance no the STAAR extended constructed response items.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: The percentage of students scoring 6/10 or higher on STAAR extended constructed response will increase from 32% in 2023 to 60% in 2024.

Indicator of Success 2: By April, at least 80% of students will show mastery on the writing portion of the Amplify unit assessments.

Indicator 1: By October, at least 60% of students will show mastery on the writing portion of the Amplify unit assessments.

Indicator 2: By February, at least 60% of students will show mastery on the writing portion of the Amplify unit assessments.

Indicator of Success 3: The percentage of students achieving "Meets" or higher on STAAR will increase from 54% in 2023 to 60% in 2024.

Indicator 1: The percentage of students achieving "Meets" or higher on the Fall TEA Interim Assessments will be at least 50%.

Indicator 2: The percentage of students achieving "Meets" or higher on the Spring TEA Interim Assessments will be at least 55%.

Key Action 4: Increase the level of support provided to students and teachers in order to increase outcomes for students receiving Special Education services.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Increase the percentage of students receiving Special Education services achieving "Meets" on STAAR from 23.5% to 30%.

Indicator 1: The percentage of students receiving Special Education services achieving "Meets" or higher on the Fall TEA Interim Assessments will be at least 26%.

Indicator 2: The percentage of students receiving Special Education services achieving "Meets" or higher on the Spring TEA Interim Assessments will be at least 28%.

Indicator of Success 2: DeAnda students receiving Special Education services will show a growth of 1.2 grade levels by the EOY NWEA MAP Exam

Indicator 1: DeAnda students receiving Special Education services will show a growth of 0.6 grade levels by the MOY NWEA MAP Exam

389 Ketelsen Elementary School Key Actions 2023-2024

Key Action 1: Implement effective coaching protocols to increase teacher capacity for providing high-quality instruction.

Strategic Priorities:
Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: 60% of scores on spot observations conducted in November will be proficient or higher and 80% of scores on spot observations conducted in May will be proficient or higher as measured by the new teacher evaluation system.

Indicator of Success 2: 75% of lessons observed in November and 100% in May will incorporate MRS.

Key Action 2: Increase student academic proficiency in Reading.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Students will grow 0.90 times the average U.S. growth in Reading in January as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 2-8.

Indicator of Success 2: Students will grow an additional 0.90 (1.8 annually) times the average U.S. growth in reading in May as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 2-8.

Indicator of Success 3: 75% of the students in grades K-1 will demonstrate typical or above-typical growth in DIBELS at the end of the year.

Key Action 3: Increase student academic proficiency in Math.

Indicator of Success 1: Students will grow 0.90 times the average U.S. growth in Math in January as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 2-8.

Indicator of Success 2: Students will grow an additional 0.90 (1.8 annually) times the average U.S. growth in Math in May as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 2-8.

Key Action 4: Increase student academic proficiency in Science.

Indicator of Success 1: Students will grow 0.90 times the average U.S. growth in Science in January as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 2-8.

Indicator of Success 2: Students will grow an additional 0.90 (1.8 annually) times the average U.S. growth in Science in May as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 2-8.

390 Energized for STEM Academy Middle School Key Actions 2023-2024

Key Action 1: (Student Achievement) Provide professional development opportunities for ELAR teachers to utilize and implement the ELAR curriculum with grade-level content support. Frequently observe to ensure that the strategies learned are being implemented in the classroom daily. After every unit, the teachers will participate in self-reflection, to critique their lesson for "glows" and "grows" for future lessons. We will also include the HUB resources and Master Courses.
* The Reading teachers will meet with the Lead Teacher for Reading and will have data days where they will analyze the data recorded from the renaissance, mentoring minds, or the latest assessments. They will look for trends in the data provided, and brainstorm on how to proceed.
* To maintain success in Reading, the classes are organized by how well they performed on the previous year's STAAR assessments. The teachers will be providing instruction that meets the needs of all types of learners. For example, hands-on, visual, and auditory.

Indicator of Success 1: -

Key Action 2: (Campus Culture and Climate) The percentage of parents that participate in opportunities to gain information that supports the students will increase from 50% to 90% by June 2024.

Indicator of Success 1: Energized for STEM Academy, Inc. middle school will know this goal has been met, by completing a satisfaction survey at the end of the year created by the administrators.

Key Action 3: (Campus Culture and Climate)Energized for STEM Academy, Inc. middle school will improve its retention rate from 62% in 2022-2023 to 95% in the school year 2023-2024.

Indicator of Success 1: Energized for STEM Academy, Inc. middle school will improve its retention rate from 62% in 2022-2023 to 95% in the school year 2023-2024.

Key Action 4: (Parent and Community Engagement) Energized for STEM Academy, Inc. middle school will send home weekly communication to the parents and community members regarding the importance of attendance.

Indicator of Success 1: Energized for STEM Academy, Inc. middle school will progress monitor the student attendance rate and continue to contact parents about the students as needed.
Parent meetings will be held for any student who has 2 or more absences during a grading cycle.

Key Action 5: (Curriculum and Instruction) Develop a system of support for students with disabilities to ensure access to standards-aligned content, a high-quality learning environment and individualized support and resources.

Indicator of Success 1: *The percentage of students who receive special education services will perform at the Approach level or higher on STAAR to 70% by the end of the 2023-24 school year.
*70% of teachers will be receiving a rating of proficient or higher in the delivery of high-quality instruction as measured by the district observation and spot rubric.
*100% of special education students will make at least one grade level gain in both reading and math as measured by the NWEA MAP Screener.
*100% of goals listed in a student's IEP are mastered by the student as supported by appropriate data.

Key Action 6: (Technology) Use technology tools to enhance the overall instructional effectiveness and support high quality instruction for student and teacher instruction.

Indicator of Success 1: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers. Creation of a dynamic and adaptive learning environment that not only addresses individual learning needs but also accelerates growth beyond the expected 1.7 years on NWEA MAP scores.

Key Action 7: Grow staff capacity in instructional delivery to provide high student engagement.

Indicator of Success 1: Instructional staff will use multiple response strategies as noted during classroom observations and document on lesson plan.
All students will be actively engaged during lesson.
Teachers will use at least three different MRS throughout daily lesson.
All teachers will implement the 5-E lesson planning model
All students will develop the ability to reason and thinking critically.

Key Action 8: Develop a system of support for students with disabilities to ensure access to standards-aligned content, a high-quality learning environment and individualized support and resources.

Indicator of Success 1: The percentage of students who receive special education services will perform at the Approach level or higher on STAAR to 70% by the end of the 2023-24 school year.

70% of teachers will be receive a rating of proficient or higher in the delivery of high-quality instruction as measured by the district observation and spot rubric.

100% of special education students will make at least one grade level gain in both reading and math as measured by the NWEA MAP screener.

100% of goals listed in a student's IEP are mastered by the student as supported by appropriate data.

394 Neff Elementary School Key Actions 2023-2024

Key Action 1: Increase the quality and capacity of instruction in all classrooms

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: 70% of the scores of spot observations conducted in December will be proficient or higher; that percentage will increase to 80% in May 2024.

Indicator 1: 100% of teachers will be trained on multiple response strategies by October 2023.

Indicator 2: 80% of teachers will receive a 2 out of 3 on MRS-related instructional characteristics in the Instruction domain by December 2023, as evidenced by a formal walkthrough form. This percentage will increase to 100% by February 2024.

60% of general education students will earn their growth measure points in reading and math as evidenced by the NWEA Map tests at the MOY in January 2024. This number will increase to 80% by the EOY.

Key Action 2: Increase involvement from SDMC and key stakeholders in the school and community.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Measurable results that describe success

Indicator 1: SDMC will meet quarterly to include teachers, community members, and parents to discuss school climate and culture.

Indicator 2: School committees will meet quarterly to ensure school input around academic, safety, and climate

Key Action 3: Neff will consistently implement PLCs two times per week to support, plan, and internalize lessons

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Neff will consistently implement PLCs two times per week to support, plan, and internalize lessons.

Indicator 1: 100% of PLC meetings and staff support will be documented in the High-Quality Instruction tracker.

Key Action 4: Neff will continue to improve and increase school activities and one parent engagement event per month

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: For the 2023 - 2024 school year, Communities in Schools will continue programs and support for parents and families in the Sharpstown Community.

Indicator 1: 100% of students with high-risk behaviors will be supported through Communities in Schools OR through an outside program coordinated by CIS.

Indicator 2: Individualized Support is offered to students and/or families with multiple-complex needs typically provided in a one-on-one setting within the school community.

Indicator 3: One school event will be planned per month for families.

395 Hines-Caldwell Elementary School Key Actions 2023-2024

Key Action 1: Based on our Needs Assessment we will improve Reading and Writing Proficiency for students in grades PK-5th grade by having students perform at or above grade level using the Science of Reading that includes writing across all content areas.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: ELA

Indicator 1: The percentage of 3rd-5th grade students performing at or above grade level in Reading as measured on STAAR 2024 will increase by:
Approaching Level will increase from 72% on STAAR 2023 to 78% on STAAR 2024
Meets Level will increase from 40% on STAAR 2023 to 46% on STAAR 2024
Masters Level will increase from 15% on STAAR 2023 to 23% on STAAR 2024

Indicator 2: To close achievement gaps, based on the Reading STAAR data from 2022-2023 school year, students that do not meet the standard will decrease by: DNM from 58 % to 50 %

Indicator 3: 10% student growth from the BOY to the EOY on the NWEA MAP Assessments

Key Action 2: Based on our needs assessment, we will implement effective on grade level math first instruction in grades K-5 by utilizing Eureka Math to increase the achievement levels.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Math

Indicator 1: Improve math strategies across K-2nd grade by ensuring vertical alignment.
10% student growth from the BOY to the EOY on the NWEA MAP Assessments.

Indicator 2: The percentage of 3rd-5th grade students performing at or above grade level in Math as measured on STAAR 2024 will increase by:
Approaching Level will increase from 56% on STAAR 2023 to 60% on STAAR 2024
Meets Level will increase from 26% on STAAR 2023 to 30% on STAAR 2024
Masters Level will increase from 11% on STAAR 2023 to 15% on STAAR 2024

Indicator 3: To close achievement gaps, based on the Math STAAR data from 2022-2023 school year, students that do not meet the standard will decrease by: DNM from 69 % to 64%.

Key Action 3: Improve Special Education compliance by 100% ARD meeting completed by deadline. 100% completion of quarterly progress monitoring and IEPs (individual education plans) will be written and developed in accordance to the TEA Rubric.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Teacher Capacity with Special Education

Indicator 1: 80% of students receiving Special Education Services will show growth towards their IEP goals.
100% of students' accommodations will be organized in binders to be stored in the general education classrooms to ensure academic success.

Indicator 2: 80% of students receiving Special Education Services will show growth on the following assessments: NWEA MOY and EOY, STAAR/STAAR ALT.

Indicator 3: To close achievement gaps, based on the Math STAAR data from 2022-2023 school year, students that do not meet the standard will decrease by: DNM from 85 % to 80%.
To close achievement gaps, based on the Reading STAAR data from 2022-2023 school year, students that do not meet the standard will decrease by: DNM from 61 % to 56%.

Key Action 4: Increase the quality of instruction by implementing multiple response strategies during daily instruction to increase student engagement.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: MRSs

Indicator 1: By April 2024, 70% of teachers will receive a "proficient" rating or higher in Domain 2 (student engagement) through the TTESS walkthrough and observation feedback form.

Indicator 2: Out of school suspension amount will decrease from 9 to 3.

Indicator 3: 60% of students will show mastery on DOL (demonstration of learning).

396 Daily Elementary School Key Actions 2023-2024

Key Action 1: Increase instructional capacity to provide rigorous, high-quality instruction for kinder through fifth-grade students by implementing Eureka Math and Amplify Reading.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increase instructional capacity to provide rigorous, high-quality instruction for kinder through fifth-grade students by implementing Eureka Math and Amplify Reading.

Indicator 1: By the end of the 2023-2024 School Year, Math, Reading, and Science Results in each grade level will increase by a minimum of 10% from the 2022-2023 scores.
* 75% or more at Approaches or better in Reading
* 75% or more at Approaches or better in Math.

Indicator 2: By the end of the 2023-2024 School Year, Math, Reading, and Science Results in each grade level will increase by a minimum of 10% from the 2022-2023 scores.
* 70% or more at Approaches or better in Science 5
By June 2024, 80% of students will meet or exceed their NWEA and growth goal measured by BOY and EOY quantitative data.
* 100% implementation of Eureka and Amplify in all K - 5 classrooms by October 2023.

Indicator 3: By June 2024, 80% of students will meet or exceed their NWEA and growth goal measured by BOY and EOY quantitative data.
* 85 % of teacher on-spot observation scores will be proficient or higher and demonstrate increased student achievement by January 2024.
* 80% of campus teachers will deliver high-impact instruction that directly impacts student achievement (Teacher appraisers will monitor student formative assessment to indicate teacher instruction quality.)

Key Action 2: Improvement of high-quality instruction through Instructional coaching and strategic PLC implementation

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Improvement of high-quality instruction through Instructional coaching and strategic PLC implementation

Indicator 1: By the end of the 2023-2024 School Year, Math, Reading, and Science Results in each grade level will increase by a minimum of 10% from the 2022-2023 scores. o 75% or more at Approaches or better in Reading o 75% or more at Approaches or better in Math o 70% or more at Approaches or better in Science 5

Indicator 2: * By June 2024, 80% of students will meet and/or exceed their NWEA and growth goal as measured by BOY and EOY quantitative data
* By October 2023, 85% of the spot observations conducted by the leadership team will meet 4 out of 5 of the aligned indicators.

Indicator 3: * By January 2024, spot observations will increase to 5 out of 7 or more aligned indicators. * By March 2024, the percentage of spot observation aligned indicators will increase to 100% met.

Key Action 3: Increase student achievement by targeting special population programs with a focus on Special Education, Emergent Bilinguals and Gifted and Talented. Campus will design and implement a program specific intervention and/or enrichment during the 2023-2024 school year.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increase student achievement by targeting special population programs with a focus on Special Education, Emergent Bilinguals and Gifted and Talented. Campus will design and implement a program specific intervention and/or enrichment during the 2023-2024 school year.

Indicator 1: * By June 2024, targeted students will show a minimum of 10% increase in Math, Reading, and Science 5 scores in STAAR assessment compared to the 2022-2023 school year.

Indicator 2: * By June 2024, 80% of students will meet and/or exceed their NWEA and growth goal measured by BOY and EOY quantitative data. * By June 2024, 85% of students will show 1 full year of literacy growth in Math and/or Reading depending on individualized needs in all grade levels.

Indicator 3: * By June 2024, 75 % of Emergent Bilinguals will increase by a minimum of 1 overall rating on the 2024 TELPAS by focusing on oratory and written responses.

Key Action 4: Foster an inclusive, supportive, and engaging environment where stakeholders feel valued and empowered to contribute to the campus vision.

Strategic Priorities:
Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Foster an inclusive, supportive, and engaging environment where stakeholders feel valued and empowered to contribute to the campus vision.

Indicator 1: * By June 2024, student attendance will increase from 94% to 96%.

Indicator 2: * By the end of the 2023-2024 school year, the campus will decrease infraction rates by 50%, with no out-of-school suspensions unless deemed by the HISD code of conduct.

Indicator 3: * By June 2024, parent (VIPS) involvement will increase by 5% in every represented demographic on campus. * By June 2024, an increase of 15% in attendance at community and academic events by all stakeholders.

Key Action 5: Our goal is to increase instructional capacity to provide rigorous, high-quality instruction for kinder through fifth grade students during Tier 1 instruction. Teacher leads, instructional specialists, and support staff will provide coaching, lesson and skill demonstrations, and data analysis meetings for teachers to ensure high instructional capacity. This will be accomplished by daily spot visits with live feedback as well as one-on-one conferences with teachers who have been identified as needing additional support.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Our goal is to increase instructional capacity to provide rigorous, high-quality instruction for kinder through fifth grade students during Tier 1 instruction. Teacher leads, instructional specialists, and support staff will provide coaching, lesson and skill demonstrations, and data analysis meetings for teachers to ensure high instructional capacity. This will be accomplished by daily spot visits with live feedback as well as one-on-one conferences with teachers who have been identified as needing additional support.

Indicator 1: - By the end of the 2023-2024 School Year, Math, Reading, and Science Results in each grade level will increase by a minimum of 10% from the 2022-2023 scores.
* 75% or more at Approaches or better in Reading
* 75% or more at Approaches or better in Math
* 70% or more at Approaches or better in Science 5

Indicator 2: By June 2024, 80% of students will meet or exceed their NWEA and growth goal measured by BOY and EOY quantitative data.
* 100% implementation of Eureka and Amplify in all K - 5 classrooms by October 2023.
* 85 % of teacher on-spot observation scores will be proficient or higher and demonstrate increased student achievement by January 2024.

Indicator 3: 80% of campus teachers will deliver high-impact instruction that directly impacts student achievement (Teacher appraisers will monitor student formative assessment to indicate teacher instruction quality.)

402 Secondary DAEP Key Actions 2023-2024

Key Action 1: Increase in student achievement by implementing writing across the content areas.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By October 1, 2023, 90% of core content teachers will have established routines and strategies for students to respond in writing, as evidenced through appraiser observations.

Indicator of Success 2: 70% of the scores of the spot observations by December 2023 will show evidence of the implementation of high-quality instruction strategies related to students' writing across contents.

Indicator of Success 3: At least 70% of students in each class during the DAEP referral period will exhibit a greater understanding of the content using academic vocabulary, as evidenced by monitored written response exit tickets.

Key Action 2: Increase students' knowledge of content using effective multiple-response strategies during instruction.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By the end of each unit, effective check for understanding strategies will result in a 10% decrease in student misconceptions on Formative Assessments given at the end of each unit.

Indicator of Success 2: By October 31, 2023, 80% of core content teachers will have been observed utilizing at least three multiple-response strategies during instruction to produce 100% student engagement.

Key Action 3: Increase the level of student-teacher engagement, especially the use of high-quality activities.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By December 2023, 90% of teachers will have shown evidence of 100% student participation on at least 2 observations as captured by observation data.

Indicator of Success 2: 10% of the teachers receiving a "proficient" rating during an observation/walk-through on monitoring and adjusting instruction will receive accomplished or a higher rating by December 2023. This percentage increases to 20% by June 2024.

Key Action 4: Utilize effective classroom management strategies to decrease student disengagement and maximize instructional time.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By October 1, 2023, 100% of students referred to DAEP in grades 6-8 will show proof that they have internalized each of their classroom rules and procedures, as evidenced through a signed classroom rules and procedures agreement.

Indicator of Success 2: By October 31, 2023, 100% of teachers will have shown evidence of clear classroom rules and procedures, rehearsed frequently, and followed as captured by at least one observation.

Indicator of Success 3: By January 9, 2024, in-school and out-of-school suspension rates will have decreased by 5% from the previous year during the same time window.

456 High School Ahead Academy Middle School Key Actions 2023-2024

Key Action 1: Develop leadership capacity through instructional coaching and feedback.

Strategic Priorities:
Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: Success will be calibrated by the increase of rating for purposeful instruction on the SPOT observations.

Indicator 1: By December 2023, 80% of teachers will be proficient in Purposeful Instruction as evidenced by Spot Observation and TTESS data. This percentage will increase to 90% by May 2024.

Indicator 2: Instructional monitoring and support will be calibrated as evidenced by a minimum of 10 of 15 administrative calibration walks closing with administrative alignment by October 2023. This will increase to 12 of 15 by January 2024 and 15 of 15 by May 2024.

Key Action 2: Grow teacher capacity to improve the quality of first instruction through coaching and feedback.

Strategic Priorities:
Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: Campus leader actions will implement SPOT observations to provide instructional feedback to teachers to improve student achievement.

Indicator 1: * Increase overall student achievement at the Approaches, Meets, and Masters level from 37%, 10% and 1% in STAAR Core Areas, respectively, to:
- 39% Approaches (49 students), 8% Meets (10 students), and 2% Masters (3 students) on the October campus benchmark exams.
- 41% Approaches (52 students), 9% Meets (12 students), and 3% Masters (4 students) on the mid-way campus benchmark
- 43% Approaches (54 students), 10% Meets (13 students), and 4% Masters (5 students) on the February campus benchmark exams.
- 50% Approaches (57 students), 10% Meets (14 students), and 5% Masters (7 students) April campus benchmark and 2024 SPRING STAAR EOC.

Indicator 2: Increase NWEA Math and Reading growth between the BOY-MOY by 3% and MOY-EOY by 5%.

Indicator 3: 75% of High School Ahead Academy scholars will receive 3.0 or more high school credits by May 2024.

Key Action 3: Increase SPED team's compliance and instructional capacity through realignment of skills and systems.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: The success of this key action will be demonstrated through improved compliance and academic progress within special education IEPs/ARDs, as well as enhancements in instructional delivery.

Indicator 1: Increase SPED compliance in EasyIEP system from 98% to 100%, including ARDS, Progress Monitoring, and Documentation of Accommodations, and successful implementation of IEP goals and objectives as evidenced by monthly progress monitoring of compliance of meetings, instructional support documentation, and IEP documentation.

Indicator 2: A comparison of BOY to MOY NWEA data will reflect a 3% increase (by content) for students receiving Special Education services. This percentage will increase by an additional 5% in the MOY to EOY comparison of NWEA data.

Indicator 3: Increase STAAR Spring EOC 2024 overall SPED student achievement at the Approaches and Meets level by systematically increasing the number of Meets and Masters in all STAAR Campus Benchmark Assessments (CBA) by 3%.

458 Mickey Leland College Prepatory Academy for Young Men Key Actions 2023-2024

Key Action 1: Conduct frequent scheduled teacher observations and provide immediate feedback. Conducting systematic scheduled teacher observations and providing immediate feedback is essential for continuous professional growth, refining instructional techniques, and optimizing student learning outcomes.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 70% of the scores on spot observation conducted in December 2023 by the independent review team will be proficient or higher. This percentage will increase to 80% by May 2024.

Indicator of Success 2: 90% of the teachers will be proficient or higher in delivering high-quality instruction as measured by that section in the teacher evaluation rubric.

Key Action 2: Strengthen schoolwide differentiated instruction and inclusive classroom practices. Strengthening schoolwide differentiated instruction and inclusive classroom practices promotes a dynamic learning environment where diverse students' individual needs and abilities are acknowledged and addressed effectively.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By October 2023, two-thirds of all students will score 75% or higher on their demonstration of learning, increasing to 85% by December 2024.

Indicator of Success 2: All students will show 25% growth on the NWEA MOY Reading Assessment from the NWEA BOY Reading Assessment.

Indicator of Success 3: All students will show 25% growth on the NWEA MOY Math Assessment from the NWEA BOY Math Assessment.

Key Action 3: Increase high quality, aligned tier one instruction with fidelity schoolwide to prepare students. We believe high-quality, aligned tier-one instruction is crucial as it forms the foundation of adequate education, providing all students with a substantial baseline of knowledge and skills. It sets the tone for student engagement and learning outcomes, ensuring diverse learners receive equitable access to quality education.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Students will grow 10% between the NWEA BOY and EOY.

Indicator of Success 2: Lesson plans are aligned with scope and sequence and TEKS.

Indicator of Success 3: 85% of the teachers will be proficient or higher in delivering high-quality instruction, as measured by that section in the teacher evaluation rubric and HQI Tracker.

460 Mandarin Immersion Magnet School Key Actions 2023-2024

Key Action 1: MIMS will continue to increase opportunities for parent and community engagement.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Indicator of Success 1: MIMS will continue to increase opportunities for parent and community engagement.

Indicator 1: Increase VIPS volunteer hours at MIMS.

Indicator 2: Provide opportunities for parents to be involved in the day-to-day school operations (ie. copying, MIMS store, Magnet Tours, etc.)

Indicator 3: Providing consistent and timely communication to parents and community using the weekly MIMS Chronicle, Tea with Tiet, Mornings with Mari, BLOOMZ, School Messenger, etc.

Key Action 2: The campus leadership team will actively recruit quality candidates to fill any vacancies and continue to work on retaining our teachers by improving campus culture and by being cognizant of timelines for our Mandarin teachers on visas.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: The campus leadership team will actively recruit quality candidates to fill any vacancies and continue to work on retaining our teachers by improving campus culture and by being cognizant of timelines for our Mandarin teachers on visas.

Indicator 1: High teacher retention rate.

Indicator 2: Zero teachers on visas having to be removed from the classroom due to visa concerns.

Indicator 3: Fully-staffed during the school year.

Key Action 3: The leadership team will work to build trust, transparency, and rapport with all staff members to rebuild a positive campus culture amongst our staff and parents.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: The leadership team will work to build trust, transparency, and rapport with all staff members to rebuild a positive campus culture amongst our staff and parents.

Indicator 1: Overall positive survey results from staff at the end of the school year.

Indicator 2: Higher teacher and staff retention at the end of the year.

Indicator 3: Approachability of the leadership team for teachers and staff members to come with questions and concerns.

Key Action 4: MIMS will continue to prioritize teachers' implementation of high-quality instruction to achieve the Masters grade level goals through increased student engagement using Multiple Response Strategies, focused PLCs, and on-the-spot coaching and feedback. The Leadership Team will lead PLCs and vertical planning sessions based on data from our spot observations and common/interim assessments. Even though all Multiple Response Strategies were introduced during pre-service days, we will strengthen Multiple Response Strategies during PLCs throughout the school year.

MIMS will improve Domain 1: Planning practices to improve instruction by setting clear learning objectives and demonstration of learning practices and managing/analyzing student data to inform instruction.

MIMS will improve Domain 2: Instruction by promoting active learning through effective and consistent implementation of MRS.

Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: MIMS will continue to prioritize teachers' implementation of high-quality instruction to achieve the Masters grade level goals through increased student engagement using Multiple Response Strategies, focused PLCs, and on-the-spot coaching and feedback. The Leadership Team will lead PLCs and vertical planning sessions based on data from our spot observations and common/interim assessments. Even though all Multiple Response Strategies were introduced during pre-service days, we will strengthen Multiple Response Strategies during PLCs throughout the school year.

MIMS will improve Domain 1: Planning practices to improve instruction by setting clear learning objectives and demonstration of learning practices and managing/analyzing student data to inform instruction.

MIMS will improve Domain 2: Instruction by promoting active learning through effective and consistent implementation of MRS.

Indicator 1: Improved Student Outcomes
STAAR Math from 62% - 65% (+3)

STAAR Reading from 55% - 60% (+5)

STAAR Science from 44% - 49% (+5)

STAAR Social Studies from 31% - 36% (+5)

Indicator 2: Teachers are scoring 2/2 of Domain 1 and 6-8/8 on Domain 2: Teachers set clear LO and DOL as reflected on their lesson plans and Agenda Board.

Key Action 5: MIMS will continue to build its admin and staff capacity in sharing a clear understanding of assessment quality and purpose that is clearly

linked to teaching and learning.
Teachers will work together in creating vertically aligned standards and curriculum in ELAR.
MIMS will continue utilizing MCLP, Eureka, and Carnegie Math curriculum documents and resources.

Strategic Priorities:
Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: MIMS will continue to build its admin and staff capacity in sharing a clear understanding of assessment quality and purpose that is clearly linked to teaching and learning.
Teachers will work together in creating vertically aligned standards and curriculum in ELAR.
MIMS will continue utilizing MCLP, Eureka, and Carnegie Math curriculum documents and resources.

Indicator 1: Curriculum:
* Alignment with LO and DOL: Teachers are creating clear and well-defined learning objectives, ensuring that what is taught corresponds to what students should be learning.
* Relevance: The curriculum is relevant to students' needs, interests, and future goals.
* Rigor: The curriculum challenges students appropriately, offering a balance between easy and difficult tasks.

Indicator 2: Instruction:
* Clear Learning Outcomes with clearly defined demonstrations of learning that guide both teachers and students.
* Active Engagement: MRS is implemented consistently, and students are actively engaged students in the learning process.
* Differentiation: Teachers are differentiating their teaching to meet the diverse needs of students, including those with varying learning styles and abilities.

Indicator 3: Assessment:
* Authentic Assessment that reflects real-world applications, including short/extended constructed responses.
* Use of Data: Teachers and administrators are using data to inform instruction and make data-driven decisions for curriculum and instructional improvements

Key Action 6: MIMS will utilize current inventory to reinforce keyboarding skills, administer online assessments, and incorporate IXL for students. MIMS will also create long-term plans to purchase more technology in order to ensure our students are well-prepared for Destination 2035 and meet the increasing demand of online assessments.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: MIMS will utilize current inventory to reinforce keyboarding skills, administer online assessments, and incorporate IXL for students. MIMS will also create long-term plans to purchase more technology in order to ensure our students are well-prepared for Destination 2035 and meet the increasing demand of online assessments.

Indicator 1: * Increase the student technology age-appropriate for lower elementary grade levels.

Indicator 2: Improve 2nd - 5th grade students' keyboarding skills through keyboarding class/practice at least once a month in their enrichment rotation.

Indicator 3: STAAR results on constructed responses will increase by +5% points as a result of both our emphasis throughout the year on constructed responses and increase in keyboarding skills.
* Increase MAP NWEA growth measure.

Key Action 7: Use Level Learning program to create and implement a Mandarin curriculum to reinforce content, vocabulary, and skill (including oral) standards for each grade level.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Use Level Learning program to create and implement a Mandarin curriculum to reinforce content, vocabulary, and skill (including oral) standards for each grade level.

Key Action 8: Strengthen literacy instruction across all grade levels by implementing effective instructional strategies focused on enhancing reading, writing, speaking, and listening skills.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Strengthen literacy instruction across all grade levels by implementing effective instructional strategies focused on enhancing reading, writing, speaking, and listening skills.

Indicator 1: 100% of K-2nd grade teachers will fully implement Really Great Reading during their daily literacy block. 95% of K-2nd grade students will show progress on the district reading screener (DIBELS and NWEA MAP) from BOY to EOY.

Indicator 2: Lessons will provide students at least one opportunity per day to write extended, constructed responses. 70% of students will make progress as measured by the TEA/HISD/campus-created writing rubric from BOY to EOY.

Indicator 3: 95% of 3rd - 8th Grade students will perform at or above grade level expectations as measured by the NWEA MAP RIT scores on the district reading screener (NWEA MAP) from BOY to EOY.

Key Action 9: Raise the level of student-teacher engagement with the use of multiple response strategies.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Raise the level of student-teacher engagement with the use of multiple response strategies.

Indicator 1: Out of 50 spot observations of classrooms in October by the campus leadership team, 60% of teachers receive a 2 or higher on the Engagement Criteria during instruction; that percentage will increase to 70% in May 2024. Lesson delivery will incorporate engagement and high-yield strategies to support 100%

student participation. As a result of the increased engagement, student performance at the Masters level will increase in the following content areas:
STAAR Math from 62% - 65% (+3)
STAAR Reading from 55% - 60% (+5)
STAAR Science from 44% - 49% (+5)
STAAR Social Studies from 31% - 36% (+5

Key Action 10: Increase student achievement of all students being served in special education as measured by their IEP goals and STAAR/STAAR-ALT performance in Reading and Math.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Increase student achievement of all students being served in special education as measured by their IEP goals and STAAR/ STAAR-ALT performance in Reading and Math.

Indicator 1: 100% of special education students meet their IEP goals.

Indicator 2: 95% of special education students will show progress/growth on their STAAR (or STAAR-ALT) or maintain the Accomplished designation and one year of growth on MAP NWEA performance. The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading will increase. The percentage of students receiving special education services performing math at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Math will increase.

Indicator 3: 100% of compliance measures are met.

463 Young Women's College Preparatory Academy Key Actions 2023-2024

Key Action 1: 100% of our rising Seniors (Class of 2024) will be deemed college-ready per TEA standards before graduation.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: 100% of 12th-grade students will earn a score of 351 or greater on TSI Reading and 350 or greater on TSI Math.

Indicator of Success 2: OR score 480 or above on SAT Reading or 530 or above on SAT Math.

Indicator of Success 3: OR score a 3 or higher on at least one AP exam.

Key Action 2: Increase high school student achievement in Mathematics as measured by the Algebra I STAAR EOC from 94% Approaches, 50% Meets, and 23% Masters to 99% Approaches, 70% Meets, and 45% Masters.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Daily Check-for-Understanding (CFU) results will show that 80% or more of students have mastered the content taught that day.

Indicator of Success 2: Weekly teacher assessment and 3-week unit assessment results will show that 80% or more of students have demonstrated proficiency in the content taught during that week or 3-week period.

Indicator of Success 3: Spring Interim STAAR assessment results will show that 90% or more of students demonstrate proficiency at the Approaches level, 55% at the Meets level, and 35% at the Masters level.

Key Action 3: Increase instructional capacity for teachers of Advanced Placement courses that allow students to earn college credit with satisfactory performance on the EOY assessments.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Daily Check-for-Understanding (CFU) results will show that 70% or more students have mastered the content taught that day.

Indicator of Success 2: Weekly and 3-week checkpoint assessments will show that 70% or more of students have demonstrated proficiency in the content taught during that week or 3-week period.

Indicator of Success 3: Practice AP assessment results will show that 70% or more students demonstrate proficiency on the standards assessed.

Key Action 4: Improve our campus-wide attendance rate from 96% to 97.5% during the 2023-24 school year.

Strategic Priorities:
Increasing Organizational Efficiency

Indicator of Success 1: Daily attendance checks with parent phone calls for any students marked absent in the first class of the day and/or the ADA period.

Indicator of Success 2: Weekly attendance report reviews with follow-up calls and parent meetings for students who missed 1+ days that week.

Indicator of Success 3: Progress report (3-week) period attendance report reviews with parent meetings for students who missed 3+ days during those 3 weeks.

466 DAEP EL Key Actions 2023-2024

Key Action 1: Attendance rates will be above 90% throughout the 2023 - 2024 school year.

Strategic Priorities:
Increasing Organizational Efficiency

Indicator of Success 1: Informal (at school level) attendance rates will be above 90% each week as evidenced by weekly reports prepared by the assistant principal for the principal and others.

Indicator of Success 2: Formal (at Central Division office or District level) attendance rates will be above 90% at every check as evidenced by formal reports by area representatives.

Indicator of Success 3: Call and Contact Log will show communication with parents and transportation as evidenced in weekly attendance reports provided to the principal and others.

Key Action 2: During their 15-day placement, students will increase their progress in Reading by at least 3%, as evidenced by growth from when they arrive to when they leave.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Students' reading rates will increase by at least 3%, as evidenced by obtaining reading levels from home school and/or fluency survey at the beginning of the DAEP and again at the end of their placement.

Indicator of Success 2: Students will become more at ease reading to the teacher and each other, as evidenced by observational data collected by the teachers and assistant principal throughout each student's placement.

Indicator of Success 3: Students will express their growing enjoyment of reading to staff members in informal conversation or to the assistant principal during classroom observations and other activities.

Key Action 3: During their 15-day placement, students will increase their engagement in Math by at least 3% as evidenced by skills survey given at the beginning of their placement and again at the end of their placement.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Teachers will plan for teaching bell-to-bell, ensure lessons are engaging, and have additional authentic work for those needing extra practice or those requiring intervention, as evidenced by their internalized lesson plans and classroom delivery.

Indicator of Success 2: Teachers will have all materials prepared and at hand (if a new student arrives, the teacher will ask the teacher assistant to make copies or obtain additional materials), as evidenced through spot checks by the assistant principal.

Indicator of Success 3: Teachers will internalize and use Eureka Math and its resources to plan, prepare, practice, and deliver lessons, as evidenced through spot checks and observations.

Key Action 4: During their 15-day placement, students will learn and internalize two Social and Emotional skills they currently lack to prepare them to return to their home schools with additional tools for success.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being

Indicator of Success 1: Students will be better prepared to successfully return to the home school as evidenced by daily behavior logs and morning and afternoon check-ins with their mentor.

Indicator of Success 2:
Students will learn the steps, practice, and incorporate each behavior modification into their school day, and using morning check-in and evening check-out, learn to verbalize their progress with their mentor.

Indicator of Success 3: Students will become proficient at following the steps to success for each growth area, as evidenced through their behavior logs and observations in the classroom.

467 Baylor College Middle School Key Actions 2023-2024

Key Action 1: Increase the level of student-teacher engagement utilizing Multiple Response Strategies

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Student engagement

Indicator 1: * Based on observation data, completed by the leadership team in December 2023, 75% of teachers will receive proficient or higher in Communication (Dimension 2.3) by utilizing multiple response strategies. By March 2024, the percentage of teachers receiving proficient or higher in Communication (Dimension 2.3) will increase to 80%. By May 2024, the percentage of teachers receiving proficient or higher will increase to 85%.

Indicator 2: * During observations/walkthroughs, there will be evidence of purposeful instruction, activities, and engagement during 80% of the lesson based on Planning (Dimension 1.4) and Communication (Dimension 2.3).

Indicator 3: * 75% of students will meet or exceed 1.8 years of growth based on results from the NWEA assessments from the BOY to the EOY - Data and Assessment (Dimension 1.2).

Key Action 2: Grow the capacity of staff to provide high-quality instruction to students

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Instructional Coaching

Indicator 1: * 75% of the scores on observations conducted in December 2023, by the leadership team, will be proficient as evidenced by alignment of Activities (Dimension 1.4) and instructional materials. That percentage will increase to 80% by May 2024.

Indicator 2: * Lesson objectives will be posted for and communicated to students and steps will be modeled with proficiency 75% of the time during classroom observations.

Indicator 3: * 75% of participating students will meet or exceed their growth goal on the NWEA assessments from the BOY to the EOY - Data and Assessment (Dimension 1.2).

Key Action 3: Improve student outcomes on district formative assessments and the state's summative assessment

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Student achievement

Indicator 1: * 75% of participating students will meet 1.8 year's growth on the NWEA assessments from the BOY to the EOY.

Indicator 2: * The percentage of students at the "MEETS" performance level of STAAR will increase by at least 10% in Reading, 5% in Math, 15% in Science, and 15% in Social Studies. The percentage of students at the "MASTERS" performance level of STAAR will increase by at least 10% in Reading, 10% in Math, 10% in Science, and 15% in Social Studies.

Indicator 3: * 85% of participating students will meet their growth goal on the 2023-2024 Reading and Math STAAR.

Key Action 4: Improve SPED students' outcomes on district formative assessments and the state's summative assessment.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: SPED Support

Indicator 1: * 50% of participating students, with IEPs, will demonstrate growth on the NWEA assessments from the BOY to the EOY.

Indicator 2: * The percentage of students at the "MEETS" performance level of STAAR will increase by at least 20% in Math, Reading, Science and Social Studies.

Indicator 3: * 50% of participating students, with IEPs, will demonstrate growth on the 2023-2024 Reading and Math STAAR.

468 Energy Institute High School Key Actions 2023-2024

Key Action 1: Project-Based Learning lessons are driven by daily learning objectives and aligned to a daily demonstration of learning.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Project-Based Learning lessons are driven by daily learning objectives and aligned to a daily demonstration of learning.

Indicator 1: Out of 84 walkthroughs, 60% of teachers will be scored "proficient" on alignment of DOL to the LO as indicated on TTESS Domain 1 Planning by the end of November 2023.

Indicator 2: Out of 84 walkthroughs, 90% of teachers will earn at least 32 points on the TTESS Domain 2 Instruction walkthrough form by the end of March 2024.

Indicator 3: All teacher EOY TTESS evaluations will indicate that 90% of teachers are scored "proficient" in TTESS Domain 2 Instruction by the end of May 2024.

Key Action 2: Energy Institute High School leaders will create and implement instructional support processes to increase teacher effectiveness.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Create and implement instructional support processes to increase teacher effectiveness.

Indicator 1: Out of 2 walkthroughs each teacher will receive 10 points out of 16 possible points by end of November 2023.

Indicator 2: Out of 2 walkthroughs each teacher will receive 13 points out of 16 possible points by end of March 2024.

Indicator 3: In a teacher survey conducted in December 2023 and May 2024, 80% of teachers agree or strongly agree that they have received increased support and feedback in comparison to the 2023-2024 school year.

Indicator of Success 2: Increase the integrity of professional development by aligning teacher learning to district and campus data measures.

Indicator 1: In a teacher survey that will be conducted in December 2023 and again in April 2024, 90% of teachers will express that they agree or strongly agree with the statement that: I know how to read, analyze, and utilize data for instructional purposes.

Indicator 2: In a teacher survey that will be conducted in December 2023 and April 2024, 90% of teachers will express that: they agree or strongly agree with the statement that: The consistent use of classroom DOL data has improved my student outcomes, as evidenced by my MOY and EOY assessments.

Key Action 3: Energy Institute will strategically allocate resources to improve student math outcomes.

Strategic Priorities:

Indicator of Success 1: Energy Institute will strategically allocate resources to improve student math outcomes.

Indicator 1: 80% of Algebra 1 students will meet or exceed their projected growth as evidenced in the NWEA Map MOY assessment.

Indicator 2: The percentage of students who Master Algebra 1 STAAR will increase from 24% in 2023 to 30% in 2024. The percentage of students to Meet Algebra 1 STAAR will increase from 91% in 2023 to 95% in 2024.

Indicator 3: The percentage of students who are college-ready according to their Math SAT scores will increase from 58.6% in 2023 to 65% in 2024.

Key Action 4: Energy Institute will develop a framework of added human capital and accommodation implementation support to ensure students in the Special Education/504 programs are improving academically.

Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency

Indicator of Success 1: Develop a framework of added human capital and accommodation implementation support to ensure students in the Special Education/504 programs are improving academically.

Indicator 1: The 2023/2024 ARD/504 calendar will be in 100% compliance each month as evidenced by Sped South Division reports.

Every 3-week period, teachers will have all Sped/504 student accommodations documented for each assignment in PowerSchool 100% of the time.

Indicator 2: Each six weeks, 100% of teachers will receive at least 60 minutes of training focused on implementing support to Sped/504 students.

Indicator 3: For all standardized assessments, 100% of Sped/504 students will have a practice assessment using embedded digital supports including calculators before PSAT/SAT/STAAR and AP exams.

470 Fonwood Early Childhood Center Key Actions 2023-2024

Key Action 1: Increase student engagement using Multiple Response Strategies.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increase use of MRS strategies

Indicator 1: Ninety-two (92) spot observations completed by December 2023 will show that at least seventy percent (70%) of teachers will score Proficient or higher.

Indicator 2: Another ninety-two spot observations completed by May 2024 will show that at least eighty (80%) percent of our teachers will score Proficient or higher.

Indicator 3: Based on MOY CIRCLE assessment results, 70% of PK-4 students will be at or above the benchmark scores for Literacy; that percentage will go up to 85% based on the EOY CIRCLE assessment results.

Key Action 2: Increase high-quality instruction through the effective delivery of the Three Cheers for Pre-K (Saavas) Curriculum.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increased teacher proficiency

Indicator 1: Ninety-two (92) spot observations completed by December 2023 will show that at least seventy percent (70%) of teachers will score Proficient or higher.

Indicator 2: Another ninety-two spot observations completed by May 2024 will show that at least eighty (80%) percent of our teachers will score Proficient or higher.

Indicator 3: Based on MOY CIRCLE assessment results, 70% of PK-4 students will be at or above the benchmark scores for Literacy; that percentage will go up to 85% based on the EOY CIRCLE assessment results.

Key Action 3: The campus will follow the district's evaluation and referral for students with suspected disabilities to allow greater exploration of potential causes and solutions to address the area of need to help the child experience greater success.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increased operational efficiency with evaluation and referral

Indicator 1: 100% of parent request for student evaluation, will be submitted to the campus IAT designee within 24 hours to initiate the IAT process.

Indicator 2: Upon obtaining parent/guardian consent, 100% of evaluations will be completed within forty-five school days to ensure students are being provided effective

supports.

Indicator 3: 100% of IEPs will be individualized based on students FIE to ensure that we are meeting the needs of each individual student.

473 Hilliard Elementary School Key Actions 2023-2024

Key Action 1: Improve the quality of reading instruction in grades PreK-5th.

Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: By December 2023, a significant portion of students and teachers at the school will demonstrate notable advancements, with 80% of students showing at least 40% growth on key assessments, and 70% of teachers achieving proficiency in curriculum delivery, both metrics projected to see substantial increases by May 2024.

Indicator 1: By December 2023, 70% of teachers will be rated proficient or higher in their delivery of the Three Cheers or Amplify curriculums as measured by administrator data and feedback collected during campus spot observations. The percentage of proficient or higher teachers will increase by at least 15% by May 2024.

Indicator 2: By December 2023, 70% of teachers will be rated proficient or higher in their delivery of the Three Cheers or Amplify curriculums as measured by administrator data and feedback collected during campus spot observations. The percentage of proficient or higher teachers will increase by at least 15% by May 2024.

Key Action 2: Utilize Eureka Math to build K-5th grade math teachers' instructional capacity.

Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: By December 2023, a concerted effort will be made to ensure at least 70% of teachers excel in Eureka Math delivery, and at least 80% of students will exhibit significant academic growth--aiming for a 40% improvement in MAP and CIRCLE assessments--with continual progress expected through May 2024.

Indicator 1: By December 2023, at least 70% of the teachers evaluated via spot observations will be procifient or higher in the instructional delivery of Eureka Math. This percentage will increase by at least 15% by May 2024.

Indicator 2: By December 2023/January 2024, at least 80% of students will show at least 40% growth, when compared to their BOY performance on the Measures of Academic Progress (MAP) and CIRCLE assessments. The growth of all PK-5th grade students will increase by 1.8 years growth on the EOY MAP and Circle assessments

Indicator 3: By December 2023/January 2024, at least 80% of students will show at least 40% growth, when compared to their BOY performance on the Measures of Academic Progress (MAP) and CIRCLE assessments. The growth of all PK-5th grade students will increase by 1.8 years growth on the EOY MAP and Circle assessments

Key Action 3: Utilize the LSAE framework to provide students with differentiated and personalized learning experiences that support grade-level objective mastery.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: By August 2023, all 3rd-5th grade teachers will effectively administer daily, objective-aligned assessments to categorize students within the LSAE framework, aiming for Hilliard ES to achieve a proficient or higher score on the LSAE learning rubric by December 2023 and May 2024, as assessed by senior administration.

Indicator 1: By August 28, 2023, 100% of 3rd-5th grade teachers will administer and score a daily, objective-aligned, DOL that enables them to cohort students within the LSAE framework.

Indicator 2: By December 2023 and May 2024, Hilliard ES will score proficient or higher, as evaluated by senior administration, on the LSAE learning rubric.

Key Action 4: Strengthen the institutional support of the Special Education Resource/Co-Teacher to ensure special education students consistently experience high-quality instruction.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: By August 28, 2023, all Hilliard ES SPED Resource teachers will participate in essential pre-service training and grade-level planning, ensuring that, by December 2023/January 2024, at least 60% of identified SPED students demonstrate significant growth in reading and math, as compared to their beginning-of-year performance.

Indicator 1: By August 28, 2023 100% of Hilliard ES SPED Resource teachers will attend district and campus-sponsored Amplify and Eureka Math pre-service trainings.

Indicator 2: Effective August 28, 2023, 100% of SPED Resource teachers will attend at least one grade level planning and PLC sequence as driven by their grade level caseload.

Indicator 3: By December 2023/January 2024, 60% or higher of identified SPED students will demonstrate at least 1 band of growth on the district or campus-administered MOY in reading and math as compared to their BOY performance.

475 Elmore Elementary School Key Actions 2023-2024

Key Action 1: Improve systems of instructional coaching and feedback.

Strategic Priorities:
Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: By May 31, 2024, 100% of NES staff will have received extensive ongoing evaluations and coaching, including at least nine spot observations and ten coaching sessions each, and teachers will also complete monthly practical exercises for immediate feedback, ensuring continuous professional development and instructional effectiveness.

Indicator 1: By December 22, 2023, 100% of NES Teachers, Teacher Apprentices, and Learning Coaches will each have 5 or more spot observations. This number will increase to 9 or more by May 31, 2024.

Indicator 2: By December 22, 2023, 100% of NES Teachers, Teacher Apprentices, and Learning Coaches will have 6 or more documented coaching sessions with their appraiser. This number will increase to 10 or more by May 31, 2024.

Indicator 3: All NES Teachers will complete and receive feedback on at least 2 at-bats per month prior to the related lesson being delivered to students. This will be completed either during weekly after-school PLCs, or during instructional planning and coaching sessions with their appraiser.

Key Action 2: Consistently deliver quality instruction that is aligned to the required NES curriculum.

Strategic Priorities:
Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: By specific dates in the 2023-2024 academic year, Elmore Elementary aims to have increasing percentages of teaching staff align with district curriculum, meet expectations in observation assessments focused on learning objectives and student engagement strategies, and achieve proficient or higher scores on the LSAE Learning rubric as assessed by educational directors and the Campus Leadership Team.

Indicator 1: By October 13, 2023, at least 50% of teaching staff will be on pace with the district curriculum and assessment calendar when observed during direct instruction and district assessments

Indicator 2: By November 10, 2023, at least 50% of spot observation forms will reflect that Elmore teachers have met expectations for LO and DOL alignment, and in effective engagement strategies for students.

Indicator 3: By December 22, 2023, and May 31, 2024, Elmore Elementary will receive proficient or higher scores on the LSAE Learning rubric assessed by the ED and CLT when both scores are averaged

Key Action 3: Increase the reading and math achievement results for students receiving special education services

Strategic Priorities:
Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: By various deadlines in 2023 and 2024, a progressive percentage of special education students across different grade levels are expected to demonstrate growth and on-grade level performance in DIBELS, Amplify and Eureka assessments, as well as TEA Interim assessments.

Indicator 1: By December 22, 2023, at least 25% of special education students in 3rd, 4th, and 5th grade classes will average an on-grade level performance when completing Amplify and Eureka assessments.

Indicator 2: By December 22, 2023, at least 50% of special education students in K-3 classes will demonstrate growth in DIBELS. This number will increase to at least 60% by May 31, 2024

Indicator 3: By March 29. 2024, at least 50% of 3rd, 4th, and 5th grade SPED students will demonstrate growth on TEA Interim assessments.

476 Forest Brook Middle School Key Actions 2023-2024

Key Action 1: Improve teacher instructional effectiveness with on-the-spot coaching and feedback.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: The effectiveness of teachers' instruction will be reflected in increased ratings on teacher SPOT observations, serving as indicators of their success.

Indicator 1: Out of 80 spot observations from classroom visits by October 2023 conducted by the building leadership team, 70% of teachers will receive an overall score of 5 or higher. This percentage will increase to 90% by February 2024.

Indicator 2: By the end of September 2023, 70% of leaders' non-duty time will be spent providing on the spot coaching to 100% of their appraisal list as evidenced by weekly Spot Observations and Teacher feedback forms in OneNote.

Indicator 3: By the end of November 2023, 80% of leaders' non-duty time will be spent providing on the spot coaching to 100% of their appraisal list as evidenced by weekly Spot Observations and Teacher feedback forms in OneNote.

Key Action 2: Increase scholar academic growth in all content areas by ensuring teachers are using High Quality Instructional Materials (HQIM) during Tier 1 Instruction daily.

Strategic Priorities:
Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: The effective incorporation of HQIM will reflective in an increase in student NWEA results.

Indicator 1: By January 2024, 70% of scholars will reach 50%, or higher, of their individual growth goal on the NWEA MOY MAP assessment in all tested content areas when compared to the BOY assessment. This percentage will increase to 90% by May 2024.

Indicator 2: By August 2023, 100% teachers will have annotated/internalized lessons using HQIM posted in OneNote a week prior to the execution of that lesson.

Indicator 3: By January 2024, 70% of teachers will score 2 points or higher in purposeful instruction on the SPOT observation conducted by the campus leadership team. The percentage of teachers will increase to 85% by May 2024.

Key Action 3: Increase scholars' academic achievement and growth through teachers providing highly effective differentiated instruction using the LSAE model and rubric.

Strategic Priorities:
Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: Success will be evident by having effective systems/facilitation of differentiated instruction model-LSAE.

Indicator 1: Forest Brook Middle School will receive proficient or higher on the LSAE learning rubric assessed in December 2023 and May 2024. (The scores will be an average of three scores from an evaluation conducted by the: executive director, feeder pattern leader, and campus leadership team.)

Indicator 2: The Learning Objective and Demonstration of Learning will be aligned to all components of the lesson 100% of the time by October 2023.

Indicator 3: December 2023, the percentage of scholars scoring at the S2-Secured and A-Accelerating level on daily Demonstrations of Learning will increase by 15% as compared to their September 2023 data. This will increase by an additional 15% by May 2024

Key Action 4: Increase the academic achievement of students that receive Special Education support services as specified on their IEP by tailoring lessons to deploy student accommodations with fidelity,

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Forest Brook will demonstrate success in special education compliance and instruction by consistently ensuring the accurate implementation of IEPs and the timely completion of ARDs.

Indicator 1: By their individual IEP maturity dates, 100% of students will have their ARDs and IEP goals completed.

Indicator 2: By October 2023, 100% of teachers will deploy students' accommodations into the instructional block daily.

Indicator 3: By the MOY testing period, January 2024, at least 70% of special education students will meet 50% of their growth goal, in reading and math, on the MOY as prescribed by the data from the NWEA EOY assessment period. By, the EOY, June 2024, at least 90% of these students will have met their growth goal as prescribed by the data from the NWEA EOY assessment period.

477 North Forest High School Key Actions 2023-2024

Key Action 1: Increase the teacher's capacity to provide high-quality Tier 1 instruction.

Strategic Priorities:
Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Success indicators will reflect in high Spot observation scores for purposeful instruction.

Indicator 1: By January 2024, 70% of teachers will score 2 points or higher in purposeful instruction on spot observations conducted by the campus leadership team. The percentage will increase to 80% by May 2024.

Key Action 2: Increase the Postsecondary Readiness opportunities for 11th and 12th-grade students.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Indicators for success will be at least 80% of 11th/12th students receiving a CCMR indicator.

Indicator 1: 80% of 11th-grade students taking the PSAT/SAT will increase their math and reading scores by an average of 100 points based on the campus average score of the students from the previous school year.

Indicator 2: 80% of 11th-grade students (200 of 251) will have met one of the 9 CCMR indicators. (Score a 3 or better on AP exams: 1050 or better on the SAT: 20 or better on the ACT: 950 or better on the TSIA2 in English and a 950 or better in Math: Earn an IBC: Earn an Associate's Degree: Earn 9 credits of dual credit or passing an English or Math dual Credit course: Enlist into a branch of the military

Key Action 3: Increase the academic achievement of students that receive Special Education and Emerging Bilinguals support services as specified on their IEP.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: North Forest will successful implement IEPs and improve academic achievement in special education and bilingual populations.

Indicator 1: 100% of students will have their IEP goals completed and progress monitored every six weeks.

Indicator 2: 100% of teachers will implement students' accommodations and meet all compliance documentation in the prescribed time frame (every six weeks).

Indicator 3: 80% of special education students with access to the general education core content and emerging bilingual students will see an increase in their performance on the NWEA from the BOY to MOY by 10%.

478 Arabic Immersion Magnet School Key Actions 2023-2024

Key Action 1: Increase student achievement in Math and Reading by increasing staff capacity.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: 75% of spot observations conducted by campus leadership will receive 2 points or more by the end of October and increase to 90% by February in the Instructional Characteristics - Purposeful Instruction category.

Indicator of Success 2: 75% of spot observations conducted by campus leadership will receive 2pts or more by the end of October and increase to 90% by February in the Instructional Characteristics - Engagement category.

Indicator of Success 3: 85% of spot observations conducted by campus leadership will receive 1pt or more by the end of October and increase to 90% by February in the Instructional Characteristics - Lesson Objective and DOL category.

Indicator of Success 4: 85% of students will demonstrate 1 year's growth on NWEA MAP assessments.

Indicator of Success 5: Student achievement on STAAR will increase Reading and Math by 5% for Approaches, 4% for Meets and 3% for Masters

Key Action 2: Increase student achievement for Special Populations (SPED, 504, Emergent Bilinguals, GT) and implement specialized plans with fidelity.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 75% of spot observations conducted by campus leadership will receive 2 points or more by the end of October and increase to 90% by February in the Instructional Characteristics - Purposeful Instruction category.

Indicator of Success 2: 75% of spot observations conducted by campus leadership will receive 2pts or more by the end of October and increase to 90% by February in the Instructional Characteristics - Engagement category.

Indicator of Success 3: 85% of spot observations conducted by campus leadership will receive 1pt or more by the end of October and increase to 90% by

February in the Instructional Characteristics - Lesson Objective and DOL category.

Indicator of Success 4: 85% of students will demonstrate 1 year of growth in TELPAS.

Indicator of Success 5: 70% of students in special education will demonstrate 1 year of growth on NWAE MAP assessments.

Indicator of Success 6: Student achievement on STAAR will increase Reading and Math by 5% for Approaches, 4% for Meets and 3% for Masters

Indicator of Success 7: 100% of ARD meetings will occur on-time.

Key Action 3: Create and/or modify campus systems to ensure we are streamlining processes to ensure we are in compliance with district and state requirements to improve student outcomes campus-wide

Strategic Priorities:
Increasing Organizational Efficiency

Indicator of Success 1: 100% ARD/504 Compliance.

Indicator of Success 2: 100% of reportable discipline infractions are recorded in the system within 5 days.

Indicator of Success 3: 100% of LPAC deadlines will be met.

Indicator of Success 4: ADA of 98% attendance for 2023-2024 school year

479 Shadydale Elementary School Key Actions 2023-2024

Key Action 1: Increase special education students' achievement in reading and math.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Growth across multiple assessments

Indicator 1: By December 2023, 3rd
-5th grade special education students' average achievement score on reading
(Amplify) and math (Eureka) assessments will meet or exceed 28%, 70% of the time; this rate will
increase to 80% of the time by June 2024.

Indicator 2: By December 2023, 60% of special education students in grades K-3 will demonstrate typical or above typical growth in DIBELS. By June 2024, this rate will increase to 75%.

Indicator 3: By December 2023, 70% of (4th and 5th grade) special education students will demonstrate at least 5 percentage points of growth on the TEA math and reading interims when the data is compared to their 2023 STAAR score. By May 2024, this rate will increase to 80% of special education students demonstrating growth on the TEA reading and math STAAR exams.

Key Action 2: Strengthen the quality of instruction by implementing the LSAE model with fidelity.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increased performance aligned with LSAE implementation

Indicator 1: By December 2023, 70% of teachers will be proficient or higher in the delivery of high-quality instruction as measured by that section in the new teacher evaluation rubric; that percentage will increase to 80% in June 2024. {The Principal and Assistant Principals will evaluate all teachers using the new evaluation system}

Indicator 2: By December 2023, 50% of scores on spot observations conducted in December by an independent review team will be proficient or higher; that percentage will increase to 60% in June 2024

Indicator 3: Shadydale ES will receive a proficient or higher score on the LSAE learning rubric assessed in December2023 and May 2024. (The Executive Director of Schools and the Campus Leadership Team will each score the school; the final score will be average of the two scores}

Key Action 3: Improve campus coaching and feedback systems.

Strategic Priorities:
Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Number of spot and coaching observations

Indicator 1: By December 2023, 95% of all teachers will have five or more spot observations and nine or more by June 2024.

Indicator 2: By December 2023, 95% of teachers will have at least eight, documented, coaching conversations with their manager. This total will increase to at least 15 by June 2024.

Indicator 3: By December 2024, 95% of core content teachers will engage in ten data driven content team sessions to equip them with the necessary skills and knowledge to effectively lead high quality instruction in their classroom. By June 2024, this total will increase to 20 sessions.

480 Marshall Elementary School Key Actions 2023-2024

Key Action 1: Successfully implement Science of Reading instruction in grades K-3.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: NWEA MAP assessment scores

Indicator 1: Second through fifth grade students will obtain a minimum 1.8 years of academic growth by the end of the NWEA MAP assessment at EOY administration.

Indicator 2: On the NWEA MAP assessment, 50% of 2nd - 5th grade students will be at the 50th percentile at the MOY administration

Indicator 3: On the NWEA MAP assessment, 70% of 2nd - 5th grade students will be at the at 50th percentile on NWEA MAP assessment at EOY administration.

Key Action 2: Strengthen math instruction using HQIM.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: NWEA Map Scores

Indicator 1: Second through fifth grade students will obtain a minimum 1.8 years of academic growth by the end of the NWEA MAP assessment at EOY administration.

Indicator 2: On the NWEA MAP assessment, 50% of 2nd - 5th grade students will be at the 50th percentile at the MOY administration

Indicator 3: On the NWEA MAP assessment, 70% of 2nd - 5th grade students will be at the at 50th percentile on NWEA MAP assessment at EOY administration

Key Action 3: Increase Emergent Bilingual Student's Language Proficiency by one ESL Level

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increased proficiency levels

Indicator 1: 75% of Emergent Bilingual students will increase one language proficiency level based on TELPAS results.

Indicator 2: Increase by 30% the number of students who advance from Intermediate Proficiency level to Advanced Proficiency Level

Indicator 3: Increase by 10% the number of students who advance from Advanced Proficiency level to Advanced High Proficiency Level.

483 Mark White Elementary School Key Actions 2023-2024

Key Action 1: Key Action (Briefly state the specific goal or objective.)

Students will show academic gains in achievement in Domain I in all levels (approaches, meets, and masters) to obtain an overall rating in Domain I of a B.

Strategic Priorities:
Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Student Achievement

Indicator 1: Increase student achievement in Domain I by 10% in the "Approaches", "Meets", "Masters" categories in Reading and Math STAAR.

Indicator 2: 100% of teachers will utilize DOL trackers to assess student mastery of lessons.

Indicator 3: 60% of students given the NWEA will show growth on by the middle of the year NWEA assessment in math and reading. 80% of students given the NWEA will show growth on the end of year NWEA assessment in math and reading.

Key Action 2: Key Action (Briefly state the specific goal or objective.)

The long-range plan is to improve student and teacher attendance, reduce discipline issues, increase our belief in the capability of our students, and improve our instructional practices through coaching and feedback.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Indicators of success (Measurable results that describe success.)
Improve Instructional Practices and Belief in Students and Increase student engagement and participation in class activities by incorporating MRS strategies and holding students accountable at 100%.

Indicator 1: 100% of teachers will receive at least one spot walkthrough with feedback and coaching every 2 weeks.10% rise in student achievement, as evidenced by improved test scores and assessments, in Domain I.

Indicator 2: Decrease in Discipline Issues
100% of teachers will be trained in the disciplinary process at Mark White.
Tier 2 discipline issues will be handled by classroom teacher, Counselor or Wrap-Around Specialist 100% of the time.

Indicator 3: Improvements in Student and Teacher Attendance

An increase in daily student attendance rates, from 92% to 95%.

Calculate and monitor the percentage of teachers who exceed the specific absence limits (more than 4 days in October and 6 days by December).

Key Action 3: Key Action (Briefly state the specific goal or objective.)

To positively impact teacher quality, recruiting, and retention, we will implement a system to build teacher efficacy through collaboration, and leadership opportunities that will influence teacher retention.

Strategic Priorities:
Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: STAFF QUALITY, RECRUITMENT, AND RETENTION

Indicator 1: Teachers will internalize and implement with fidelity, the new HISD instructional competencies resulting in the positive increase on student achievement in Domain I by 10% in the "Approaches", "Meets", "Masters" categories in Reading and Math STAAR.

Indicator 2: Teacher retention will decrease by 50% from an average of 10 open positions a year, to 5 open positions.
Teacher leadership opportunities will increase from only the Title I coordinator and Special Ed Chair, to also include Content Leads and PLC Leaders.

Indicator 3: Opportunities for teachers to lead PLC will increase by 10% as Teacher PLC Leaders will lead one PLC per 6 weeks.

Key Action 4: Key Action (Briefly state the specific goal or objective.)

Create more opportunities for all campus stakeholders to interact with each other in a welcoming environment where language will not be a barrier.

Strategic Priorities:
Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Indicators of success (Measurable results that describe success.)
Community Engagement

Indicator 1: PTO membership will increase by 10%

Indicator 2: Parental attendance to school wide events will increase by 10%

Indicator 3: School will achieve Platinum status as awarded by the Family and Community Engagement department.

484 Middle College High School at HCC Gulfton Key Actions 2023-2024

Key Action 1: Daily use of high-quality instructional materials: High-Quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Daily use of high-quality instructional materials: High-Quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners.

Indicator 1: By November 2023, 70% of teachers will receive coaching in regard to developing a reteach plan within the weekly lesson plan to address weaker objectives as identified by the fall interim assessment.

Indicator 2: By February of 2024, 80% of teachers will be proficient in regard to developing a reteach plan which includes the use of high-quality instructional materials for all students.

Indicator 3: By May 2024, 80% of observations will indicate that the aligned lesson plans with the integrated reteach plans are consistent for measuring the use of high-quality materials usage in the classroom.

Key Action 2: Professional Development of effective classroom instruction: Campus instructional leaders provide training and support so that teachers consistently implement best practices for delivering rigorous instruction in any content area

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: Professional Development of effective classroom instruction: Campus instructional leaders provide training and support so that teachers consistently implement best practices for delivering rigorous instruction in any content area

Indicator 1: By September 2023, the HISD Multilingual department will conduct training on campus. By March 2024, 80% of teachers' observations will show evidence of effective usage of sheltered instructional materials.

Indicator 2: By December 2023, 80% of teachers will be required to implement at least two Kagan structures within the weekly lesson plan which will be evidenced through classroom observations.

Indicator 3: By March 2024, 80% of teachers' observations will show that differentiation is used consistently as indicated in the weekly lesson plans

Key Action 3: Build teacher capacity through Observation and Feedback Cycles

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: Build teacher capacity through Observation and Feedback Cycles

Indicator 1: By August 2023, 100% of teachers will receive training over effective instructional delivery, promoting student engagement, and the T-TESS proficient category in the rubric during pre service.

Indicator 2: By November 2023, at least 60% of teachers will be able to demonstrate proficiency while delivering daily instruction.

Indicator 3: By February 2024, the principal will conduct 100% follow-up coaching sessions to monitor implementation of feedback within agreed upon time frames.

Key Action 4: Explicit schoolwide behavioral expectations and Culture routines: Campus instructional leaders provide clear expectations, training, and support so that teachers implement best practices for establishing and maintaining a productive classroom learning environment throughout the school.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency

Indicator of Success 1: Explicit schoolwide behavioral expectations and Culture routines: Campus instructional leaders provide clear expectations, training, and support so that teachers implement best practices for establishing and maintaining a productive classroom learning environment throughout the school.

Indicator 1: By October 2023, teachers will have a framework in place that yields high behavioral expectations and culture in the classroom which will be evidenced by 80% of the faculty.

Indicator 2: By December 2023, 70% of the faculty and staff will use clear campus-wide guidelines for immediate next steps when a student do not meet behavioral expectations.

Indicator 3: Climate surveys conducted in December 2023 and May 2024, will indicate that 80% of teachers are maintaining behavioral expectations and culture routines.

Key Action 5: Provide instruction for all students with disabilities, who access the general curriculum. The general education teacher plans, instructs, and assesses all students, with the support of a special education teacher, ensuring an effective inclusive setting for students with disabilities.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Provide instruction for all students with disabilities, who access the general curriculum. The general education teacher plans, instructs, and assesses all students, with the support of a special education teacher, ensuring an effective inclusive setting for students with disabilities.

Indicator 1: By October 2023, students with disabilities which are identified as showing weaknesses in ELA/Reading as indicated by STAAR and Map BOY data, will receive interventions daily in the form of small groups or pull-outs to reinforce reading for the main idea and supporting details, reading for author's craft, and other weaker objectives which have been indicated. This will be measured by formative assessments and the Map MOY and EOY data which will show a 10% increase by February 2024

Indicator 2: By October 2023 based on student needs, students with disabilities in Math as indicated by STAAR and Map BOY data, will receive interventions daily in the form of small-groups or pull-outs to support problem-solving strategies, computational skills, and the use of a graphing calculator. This will be measured by formative assessments and the Map MOY and EOY data which will show a 10% increase by February 2024.

Indicator 3: By October 2023 based on student needs, students with disabilities in science as indicated by STAAR and Map BOY data will receive interventions through Summit K12 Biology to support mechanisms of genetics, biological evolution and classification, and other weaker objectives which have been indicated. This will be measured by formative assessments and the Map MOY and EOY data which will show a 10% increase by February 2024.

Key Action 6: Raise the level of student-teacher engagement with the use of multiple response strategies

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Raise the level of student-teacher engagement with the use of multiple response strategies

Indicator 1: By October 2023, 80% of teachers will be able to implement at least two multiple response strategies within the daily lesson activities with fidelity which will be evidenced through Spot observations and the classroom observation tracker

Indicator 2: By December 2023, 100% of teachers will be required to implement at least two student engagement strategies daily. This will be measured by the student percentage of passing on demonstration of learning tasks and formative assessments.

Indicator 3: English Learners and students with disabilities performance on Summit K12 TELPAS MOY and EOY assessments will improve each quarter by March 2024.

485 Middle College High School at HCC Fraga Key Actions 2023-2024

Key Action 1: Improve uniform and consistent implementation of multiple response strategies to maximize instruction in every classroom.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 70% of the walk-through observations conducted by the end of December of 2023 will be proficient or higher; the percentage will increase to 85% in May of 2024.

Indicator of Success 2: 90% of teachers will be proficient or higher in the delivery of high quality instruction as measured by the Teacher Appraisal Rubric.

Key Action 2: Improve parent engagement and communication centered around students' academic success in school.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By the end of May 2023, host 9 monthly Parent Engagement events where 100% of the parents are invited and attendance increases by at least 5% from one meeting to the next.

Indicator of Success 2: By November 2023, at least one time per week, communicate with parents through various channels of communication (social media, website, callouts, and mailouts) about events taking place on campus.

Indicator of Success 3: By the end of December 2023, have an established PTO with at least 10 and 20 members by the end of May 2024.

Key Action 3: Improve each students' College Readiness ensuring that when they graduate form MCHS Fraga, each student is highly prepared to succeed in the college environment.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By the end of May 2024, 100% of the graduating Seniors will have completed at least two college applications as well as the FASFA application.

Indicator of Success 2: By May 2024 100% of senior students would have taken and successfully completed at least 3 dual credit classes.

Indicator of Success 3: By June 2024, 1 out of every 3 graduating students will be accepted to a four year college.

Key Action 4: Implement a writing program across all curricula to help improve student's overall writing skills.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By October 2023, 100% of teachers will have a planned writing exercise for each class.

Indicator of Success 2: By December 2023, 100% of students have at least 2 writing opportunities daily.

Indicator of Success 3: By June 2024, there will be a 5% increase in students reaching Meets performance on the English EOC exams, increasing from 66% to 71% or better.

486 South Early College High School Key Actions 2023-2024

Key Action 1: Improve student TSIA math and ELAR outcomes

As an early college, the success of SECHS meeting the outcomes for TEAL are dependent on students ability to gain college credit. This is determine by their preparedness status on the TSIA or a substitute assessment. Though the majority of students at SECHS reach this student through STAAR EOC Algebra I and English II assessments,the ability to grow the success rates on the TSIA assessment is needed

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: Algebra I testers will perform at Meets level or higher
- Interim I - 50%
- Interim 2 - 70%
- 2024 STAAR EOC - 80%

Students will be TSIA complete
- 50% of 10th grade by January 1
- 75% of 10th grade by June 1
- 100% of 10th grade by September 1
- 20% of 9th grade by January 1
- 40% of 9th grade by June 1
- 60% of 9th grade by September 1

Indicator 1: Algebra I testers will perform at Meets level or higher
- Interim I - 50%
- Interim 2 - 70%
- 2024 STAAR EOC - 80%

Indicator 2: Students will be TSIA complete
- 50% of 10th grade by January 1
- 75% of 10th grade by June 1
- 100% of 10th grade by September 1

Indicator 3: - 20% of 9th grade by January 1
- 40% of 9th grade by June 1
- 60% of 9th grade by September 1

Key Action 2: Increase the number of graduating seniors who earn the associate degree.

The primary goal for SECHS is to provide students with the opportunity to gain an associate degree upon graduation from high school. Historically, SECHS has been successful with less than half of the graduating class reaching this goal.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: 100% of students will earn 15 credit hours by the start of their 11th grade year.

75% of students will earn a total of at least 30 credit hours by the start of their 12th grade school year.

60% of students will earn their associate degree by graduation.

85% of students will be core complete by graduation.

Indicator 1: 100% of students will earn 15 credit hours by the start of their 11th grade year.

75% of students will earn a total of at least 30 credit hours by the start of their 12th grade school year.

Indicator 2: 60% of students will earn their associate degree by graduation.

Indicator 3: 85% of students will be core complete by graduation.

Key Action 3: Build capacity of teachers to ensure implementation of high-quality Tier 1 instruction.

While SECHS has consistently been rated an A campus, exceeding district measurements on assessments, teachers have room for continuous improvement with instructional practices that ensure increased student mastery. Spot observations and timely data-driven coaching and feedback will lead this effort.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: 80% of teachers will perform at or above the proficient level on T-TESS on Dimension 2.5 (Monitor and Adjust)
100% of core teachers are rated at proficient in Domain 2 & 3 by the end of the 2023-2024 appraisal cycle.
60% of all STAAR EOC testers will achieve Meets or greater status on the fall TEA interim assessments.

Indicator 1: 80% of teachers will perform at or above the proficient level on T-TESS on Dimension 2.5 (Monitor and Adjust)

Indicator 2: 100% of core teachers are rated at proficient in Domain 2 & 3 by the end of the 2023-2024 appraisal cycle.

Indicator 3: 60% of all STAAR EOC testers will achieve Meets or greater status on the fall TEA interim assessments.

Key Action 4: Teachers will improve students ability to participate in discourse through writing and speaking.

The recent increase of EB students at SECHS has required that teachers address the need for students to write and speak in class much more often. The written discourse will support students not only with EB, but also enrich students abilities as they matriculate to dual credit courses that require a great deal of writing.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: EB shows increases of 50% and 25% on the NWEA MOY and EOY

Special education 20% on the NWEA MOY and EOY.

100% of students taking TELPAS will show growth or score Advanced High.

Indicator 1: EB shows increases of 50% and 25% on the NWEA MOY and EOY

Indicator 2: Special education 20% on the NWEA MOY and EOY.

Indicator 3: 100% of students taking TELPAS will show growth or score Advanced High.

Elementary Sample Plan Key Actions 2023-2024

Key Action 1: RLA Academic Achievement: "The percentage of 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase."

Indicator of Success 1: Reading - "By June 2024, the percentage of all students performing at or above the Meets standard on RLA STAAR and English I & II EOC will increase from xx% to xx%."

Indicator of Success 2: Reading - "By June 2024, the percentage of all EB/BIL/EL students performing at or above the Meets standard on RLA STAAR will increase from xx% to xx%."

Key Action 2: Math Academic Achievement: "The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase."

Indicator of Success 1: Math - "By June 2024, the percentage of all students performing at or above the Meets standard on Math STAAR and Algebra I EOC will increase from xx% to xx%."

Indicator of Success 2: Math - "By June 2024, the percentage of all EB/BIL/EL students performing at or above the Meets standard on Math STAAR and Algebra I EOC will increase from xx% to xx%."

Key Action 3: CCMR: "The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase."

Indicator of Success 1: Career Exploration (ES/MS only) - "By June 2024, 100% of students will have been exposed to two (2) college and career exploration activities per semester through various enrichment opportunities."

Indicator of Success 2: College & Career Readiness (ES/MS only) - "By June 2024, the percentage of all students performing at or above the Meets grade level standard on all STAAR 3-8 subjects and STAAR EOC assessments will increase from xx% to xx%."

Indicator of Success 3: Career Technical Education (HS only) - "By June 2024, the percentage of graduates earning an IBC and achieving "completer" status in an aligned pathway will increase from xx% to xx%."

Indicator of Success 4: TSI Readiness (HS only) - "By June 2024, the percentage of graduates being deemed "college ready" via SAT, ACT, or TSIA2 exams will increase from xx% to xx%."

Indicator of Success 5: Advance Coursework Enrollment (MS/HS only) - "By June 2024, the percentage of students enrolled in Pre-AP, Pre-IB, AP, IB, dual credit or dual enrollment coursework will increase from xx% to xx%."

Indicator of Success 6: Earning College Credit in High School (HS only) - "By June 2024, the percentage of students earning college credit through AP, IB, dual credit or dual enrollment will increase by 10% from xx% to xx%."

Indicator of Success 7: Dropout Prevention (MS only) - "By June 2024, the 7th and 8th grade annual student dropout rate will decrease by x%, from xx% to xx% based on Fall PEIMS data."

Indicator of Success 8: Dropout Prevention (HS only) - "By June 2024, the 9th-12th grade annual student dropout rate will decrease by x%, from xx% to xx%."

Indicator of Success 9: Graduation Rate Improvement (HS only) - "By June 2025, the 4-year cohort student graduation rate will increase from xx% for the class of 2023 to xx% for the class of 2024."

Key Action 4: Special Education: "The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase."

Indicator of Success 1: Special Ed Reading - "By June 2024, the percentage of students identified as Special Education reading at or above grade level as evidenced by the Meets Grade Level standard on RLA STAAR and English I & II EOC will increase from xx% to xx%."

Indicator of Success 2: Special Ed Math - "By June 2024, the percentage of students identified as Special Education scoring at or above grade level as evidenced by the Meets Grade Level standard on Math STAAR and Algebra I EOC will increase from xx% to xx%."

Indicator of Success 3: Special Ed Science - "By June 2024, the percentage of students identified as Special Education scoring at or above grade level evidenced by the Meets Grade Level standard on Science STAAR and Biology EOC will increase from xx% to xx%."

Indicator of Success 4: Special Ed Social Studies - "By June 2024, the percentage of students identified as Special Education scoring at or above grade

level evidenced by the Meets Grade Level standard on Social Studies STAAR and US History EOC will increase from xx% to xx%."

Key Action 5: Additional for Campus: "Campuses will develop strategies to address student and community needs pertaining to Violence Prevention, Parent & Community Engagement, and Coordinated Health Programs."

Indicator of Success 1: Violence Prevention (ES only) - "By June 2024, 90% of students in grades Pre-K through 5 will participate in 17 lessons from the ReThink Ed curriculum on Substance Use/Awareness and Bullying."

Indicator of Success 2: Violence Prevention (MS/HS only) - "By December 2023, 90% of students grades 6-12 will be trained on Sandy Hook- See Something, Say Something Project."

Indicator of Success 3: Parent & Community Engagement - "By June 2024, parent/guardian and community member participation in campus activities and programs will increase by 10%."

Indicator of Success 4: Coordinated Health Programs - "By June 2024, 70% of students enrolled in grades 3-12 will be assessed in all six components of the physical fitness test."

Indicator of Success 5: Coordinated Health Programs - "By June 2024, 90% of students will participate in lessons emphasizing the importance of proper nutrition and wellness through health education curriculum."

Sample Key Actions 2023-2024

Key Action 1: RLA Academic Achievement: "The percentage of 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase."

Indicator of Success 1: Reading - "By June 2024, the percentage of all students performing at or above the Meets standard on RLA STAAR and English I & II EOC will increase from xx% to xx%."

Indicator of Success 2: Reading - "By June 2024, the percentage of all EB/BIL/EL students performing at or above the Meets standard on RLA STAAR will increase from xx% to xx%."

Indicator of Success 3: example

Indicator 1: example

Key Action 2: Math Academic Achievement: "The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase."

Indicator of Success 1: Math - "By June 2024, the percentage of all students performing at or above the Meets standard on Math STAAR and Algebra I EOC will increase from xx% to xx%."

Indicator of Success 2: Math - "By June 2024, the percentage of all EB/BIL/EL students performing at or above the Meets standard on Math STAAR and Algebra I EOC will increase from xx% to xx%."

Key Action 3: CCMR: "The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase."

Indicator of Success 1: Career Exploration (ES/MS only) - "By June 2024, 100% of students will have been exposed to two (2) college and career exploration activities per semester through various enrichment opportunities."

Indicator of Success 2: College & Career Readiness (ES/MS only) - "By June 2024, the percentage of all students performing at or above the Meets grade

level standard on all STAAR 3-8 subjects and STAAR EOC assessments will increase from xx% to xx%."

Indicator of Success 3: Career Technical Education (HS only) - "By June 2024, the percentage of graduates earning an IBC and achieving "completer" status in an aligned pathway will increase from xx% to xx%."

Indicator of Success 4: TSI Readiness (HS only) - "By June 2024, the percentage of graduates being deemed "college ready" via SAT, ACT, or TSIA2 exams will increase from xx% to xx%."

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Indicator of Success 6: Earning College Credit in High School (HS only) - "By June 2024, the percentage of students earning college credit through AP, IB, dual credit or dual enrollment will increase by 10% from xx% to xx%."

Indicator of Success 7: Dropout Prevention (MS only) - "By June 2024, the 7th and 8th grade annual student dropout rate will decrease by x%, from xx% to xx% based on Fall PEIMS data."

Indicator of Success 8: Dropout Prevention (HS only) - "By June 2024, the 9th-12th grade annual student dropout rate will decrease by x%, from xx% to xx%."

Indicator of Success 9: Graduation Rate Improvement (HS only) - "By June 2025, the 4-year cohort student graduation rate will increase from xx% for the class of 2023 to xx% for the class of 2024."

Key Action 4: Special Education: "The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase."

Indicator of Success 1: Special Ed Reading - "By June 2024, the percentage of students identified as Special Education reading at or above grade level as evidenced by the Meets Grade Level standard on RLA STAAR and English I & II EOC will increase from xx% to xx%."

Indicator of Success 2: Special Ed Math - "By June 2024, the percentage of students identified as Special Education scoring at or above grade level as evidenced by the Meets Grade Level standard on Math STAAR and Algebra I EOC will increase from xx% to xx%."

Indicator of Success 3: Special Ed Science - "By June 2024, the percentage of students identified as Special Education scoring at or above grade level evidenced by the Meets Grade Level standard on Science STAAR and Biology EOC will increase from xx% to xx%."

Indicator of Success 4: Special Ed Social Studies - "By June 2024, the percentage of students identified as Special Education scoring at or above grade level evidenced by the Meets Grade Level standard on Social Studies STAAR and US History EOC will increase from xx% to xx%."

Key Action 5: Additional for Campus: "Campuses will develop strategies to address student and community needs pertaining to Violence Prevention, Parent & Community Engagement, and Coordinated Health Programs."

Indicator of Success 1: Violence Prevention (ES only) - "By June 2024, 90% of students in grades Pre-K through 5 will participate in 17 lessons from the ReThink Ed curriculum on Substance Use/Awareness and Bullying."

Indicator of Success 2: Violence Prevention (MS/HS only) - "By December 2023, 90% of students grades 6-12 will be trained on Sandy Hook- See Something, Say Something Project."

Indicator of Success 3: Parent & Community Engagement - "By June 2024, parent/guardian and community member participation in campus activities and programs will increase by 10%."

Indicator of Success 4: Coordinated Health Programs - "By June 2024, 70% of students enrolled in grades 3-12 will be assessed in all six components of the physical fitness test."

Indicator of Success 5: Coordinated Health Programs - "By June 2024, 90% of students will participate in lessons emphasizing the importance of proper nutrition and wellness through health education curriculum."

Secondary Sample Plan Key Actions 2023-2024

Key Action 1: RLA Academic Achievement: "The percentage of 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase."

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Reading - "By June 2024, the percentage of all students performing at or above the Meets standard on RLA STAAR and English I & II EOC will increase from xx% to xx%."

Indicator of Success 2: Reading - "By June 2024, the percentage of all EB/BIL/EL students performing at or above the Meets standard on RLA STAAR will increase from xx% to xx%."

Key Action 2: Math Academic Achievement: "The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase."

Indicator of Success 1: Math - "By June 2024, the percentage of all students performing at or above the Meets standard on Math STAAR and Algebra I EOC will increase from xx% to xx%."

Indicator of Success 2: Math - "By June 2024, the percentage of all EB/BIL/EL students performing at or above the Meets standard on Math STAAR and Algebra I EOC will increase from xx% to xx%."

Key Action 3: CCMR: "The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase."

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Indicator of Success 3: Special Ed Science - "By June 2024, the percentage of students identified as Special Education scoring at or above grade level evidenced by the Meets Grade Level standard on Science STAAR and Biology EOC will increase from xx% to xx%."

Indicator of Success 4: Special Ed Social Studies - "By June 2024, the percentage of students identified as Special Education scoring at or above grade level evidenced by the Meets Grade Level standard on Social Studies STAAR and US History EOC will increase from xx% to xx%."

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