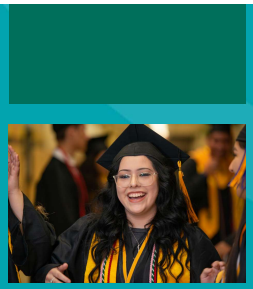
2024–2025

Campus Improvement Plans

Key Actions and Indicators of Success

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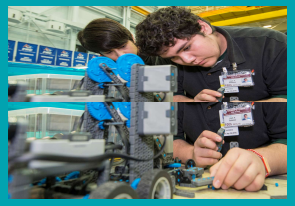
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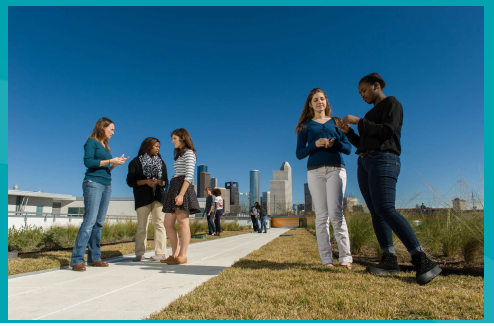


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2024-2025 School Action Plan: Key Actions	
Key Action 1	Enhance targeted intervention systems for STAAR EOC English retesters to improve student achievement for the 24-25 EOC English I assessment.
Indicators of Success	● 100% of STAAR EOC English retesters will participate in focused intervention blocks and engage in individualized learning paths within APEX. ● Increase the Approaches achievement rate for STAAR EOC English retesters from 8% Approaches to 10% by the next testing cycle. ● By December 2024, 70% of students will score 70% or above as measured by DOL's administered in September - November.

Key Action 2	To ensure that all students are well-prepared for success after graduation, we will implement a data-driven tracking approach that utilizes multiple measures, including College, Career, and Military Readiness (CCMR) indicators, Texas Success Initiative (TSI) scores, and Graduation Rates. By analyzing this data, we will identify areas of strength and opportunities for growth, allowing us to tailor our efforts to meet the specific needs of our students.
Indicators of Success	● In the 2024 - 2025 school year, 90% 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. ● In the 2024-2025 school year, graduation rate will increase by 1% with an overall goal of 97% of students graduating. ● In the 2024-2025 school year, TSI passing rate will increase by 5% of total students tested.

Key Action 3	By June 2025, 34% of students who grew one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS.
Indicators of Success	● By May of 2025, 10% of Emergent Bilingual students who did not meet on STAAR English I and/or English II EOC in Spring of 2024, will meet passing standard. ● By May 2025, 60% of EB teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for second semester. ● By PEIMS snapshot, 100% of new to HISD students, defined as those completing the Home Language Survey, who are identified as EB after the EB Identification Test are placed in a bilingual or ESL classroom unless parents waive services.

Key Action 4	Austin HS will improve the quality of IEP’s by the principal ensuring IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool. Austin HS will improve the quality of instruction delivered to students identified in special education by the principal consistently providing on-the-job coaching and feedback at a minimum monthly.
Indicators of Success	● During the 2024-2025 school year, the campus will be at 100% with compliance and IEP’s. ● As measured through special education progress reports, 80% 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. ● 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. ● By June 2024-2025, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations a minimum of 80%, thereby promoting the effective application of feedback and continuous instructional improvement. ● By the end of the 2024-2025 school year, the principal will ensure that 100% of IEP’s include specific, clear, and measurable goals tailored to each student’s unique needs, as verified through random quarterly reviews.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Grow staff capacity to provide the highest quality of instruction.
Indicators of Success	● Increase the percentage of teachers scoring in the 3-4 point range on the "Engage & Deliver" rubric during classroom observations. By February 2024, 65% of the ratings of spot observations will be in the 3-4 range and 75% by April 2025. ● By February 70% of the ratings of spot observations conducted will be proficient or higher; By May 2025 that percentage will increase to 80%. ● Out of the SPOT observations provided by the four District IRT walks, the campus average of the two highest IRT walks will be in the proficient 1 category or higher by May 2025.

Key Action 2	Campus improves English proficiency for Emergent Bilingual students.
Indicators of Success	• By May 30, 2025 at least 34% of campus EB students will move up one TELPAS proficiency level defined as SY23-24 composite to SY24-25 composite on TELPAS. • Due to a need to increase the number of Emergent Bilingual students exiting program, the number of EB students exiting the program will increase 66% year-over-year from 60 in 2023-24 to 100 in 2024-25. • By May 2025, 95% of eligible EB students complete the TELPAS assessment annually, with no lapses in compliance as evidenced by no reported incidents of ineligible students testing or eligible students not testing to TEA. • By PEIMS snapshot, 100% of new to HISD students, defined as those completing the Home Language Survey, who are identified as EB after the EB Identification Test are placed in a bilingual or ESL classroom unless parents waive services.

Key Action 3	1. Improve services for all students receiving Special Education services. 2. Ensure compliance for all areas of Special Education. 3. Improve outcomes for all students receiving Special Education services.
Indicators of Success	· By September 30, 2024 relevant portions of the IEP, including accommodations and modifications, will be provided to all staff members who interact with the student.

	· At the end of each semester, be at 100% compliance at checkpoints with all ARD deadlines including Progress Monitoring. When compliance is not at 100% due to incoming student records, be proactive in attaining those records to meet 100% compliance immediately. · Due to a need to improve outcomes for students receiving special education services, students receiving special education services and non-disabled peers from 19% in 2023-24 to 24% in 2024-25 in English I STAAR · In order to improve special education instruction based on observable data, by January 2025 50% of special education teachers will earn "proficient" or higher in Dimension 2.4 Differentiation per the T-TESS rubric and by May, 2025 60% of special education teachers will earn "proficient" or higher in Dimension 2.4 Differentiation per the T-TESS rubric.

Key Action 4	Close the gaps that exist between African-American and White students and the gaps that exist between Hispanic and White students in EOC English I and African-American and White students in EOC Algebra I.
Indicators of Success	● By the end of the 2024-25 school year, the gap between African-American EOC English I testing students at Meets will decrease from 40% to 30% on the school year cumulative STAAR test data which includes the summer 2024, fall 2024, spring 2025 STAAR administrations. ● By the end of the 2024-25 school year, the gap between Hispanic EOC English I testing students at Meets will decrease from 35% to 30% on the school year cumulative STAAR test data consisting of the summer 2024, fall 2024, spring 2025 STAAR administrations. ● By the end of the 2024-25 school year, the gap between African-American EOC Algebra I testing students at Meets will decrease from 43% to 30% on the school year cumulative STAAR test data consisting of the summer 2024, fall 2024, spring 2025 STAAR administrations. ● On Track data run at the end of each cycle will indicate student growth impacting a close in gaps in key learning areas as determined by learning objectives.

2024-2025 School Action Plan: Key Actions	
Key Action 1	TSI Readiness - The campus increases the number of students who are TSI ready in both Math and English.
Indicators of Success	· By June of 2025, campuses will see a 5% increase in the number of students in the combined cohorts 2025 and 2026 who are TSI ready in English and Math (SAT/ACT/TSIA/TCB). · 75% of Grade 11 students will meet the usage requirements on the Khan Academy SAT prep course. · 90% of students in cohort 2025 who are not TSI ready will enroll into Texas College Bridge Math/English and successfully complete the assigned courses.

Key Action 2	TSI Readiness - Ensure successful implementation and completion of CTE Program of Study to support CCMR outcomes, with a focus on FPOS programs.
Indicators of Success	· By June 2025, 90% of students enrolled in CTE courses with available Industry-Based Certifications (IBCs) will pass and earn the certification. By July 1 2025, 95% of comprehensive high schools will achieve a 90% transition rate of students continuing the course sequence in their selected program of study (e.g.,Level I students enroll in Level II course). Campus will meet the minimum student enrollment requirement of 50 students per FPOS program in Level I and Level 2 courses

Key Action 3	Improve reading proficiency in English/Reading I
Indicators of Success	· In the 2024-2025 school year, the 9th graders taking the English I STAAR will move from 30% meets in BOY to 35% meets by MOY. · In the 2024-2025 school year, the 9th graders taking the English I STAAR will move from 30% meets in June 2024 to 35% meets by June 2025. · The average percentile growth of 9th-grade students in English I STAAR will increase 6 percentile points.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Campus improves English proficiency for Emergent Bilingual students.
Indicators of Success	● By May 2025, 30% of EB students will rate one level higher than previous years on TELPAS ● By May 2025, 10% of EB students who did not meet on 8th grade STAAR in Spring 2024, will meet passing standard on English I EOC. ● By May 2025, 10% of EB students who did not meet on English I STAAR in Spring 2024, will meet passing standard on English II EOC. ● By May 2025, 60% of EB teachers will score a 3 or higher on spots (in Monitor and Adjust on the spot form), as measured by the monthly average sport score for second semester.

Key Action 2	Grow staff capacity to provide high quality instruction.
Indicators of Success	● By January 2025, 70% of all classes will provide multiple opportunities for students to communicate with teachers and peers (MRS) as evidenced on the spot observation tool with scoring a 3 or above in the Engage and Deliver section. This number will increase to 80% by May 2025. ● By May 2025, 95% of all lessons will have evidence of students reading, writing, discussing, and thinking the entire lesson. ● By May 2025, the percentage of all students performing at the Meets level on STAAR ELA Reading for English 1 will increase from 11% to 26% and for English II from 9% to 24%. ● By May 2025, the percentage of all students performing at the Meets level on STAAR Reading (English I and English II combined) will increase from 28% to 43%. ● By May 2025, the percentage of all students performing at the Meets level on STAAR Biology will increase from 25% to 50%. ● By May 2025, the percentage of all students performing at the Meets level on STAAR U.S. History will increase from 34% to 60%.

Key Action 3	Improve the quality of instruction to ensure students graduate with a College, Career or Military Readiness (CCMR) indicator.
Indicators of Success	● By May 2025, the percentage of seniors graduating with a minimum of (1) CCMR indicator will increase to 85%.

	● By May 2025, the percentage of students in the 2026 cohort with a minimum of (1) CCMR indicator will increase from 15% to 85% to meet the 2035 ESSA target goal. ● By May 2025, the four-year graduation rate will increase from 76% to 84% for students in the 2025 cohort.

Key Action 4	To increase student attendance. Foster a culture that values consistent attendance by establishing a nurturing and stimulating atmosphere. This will not only encourage regular attendance but also contribute to better academic achievements and heightened student success.
Indicators of Success	● By October 2024, during weekly Graduation Support Meetings, counselors for each grade will report to the committee a 10% decrease in absences and 10% decrease in behavioral infractions after interventions regarding students who are at risk, detailing the interventions implemented, and providing updates on the academic performance and attendance records of these students before and after the interventions. ● By September 2024, establish a monthly target where at least 90% of staff members have one or fewer absences. Recognize all qualifying staff during staff meetings with a certificate of attendance excellence. Track progress through a transparent tracker updated weekly by the Office Manager. Celebrate improvements with a quarterly review of the program's impact on overall staff attendance rates. Enter qualifying staff members into an end of semester raffle. Each month the staff member earns an entry into the raffle, increasing their chances at winning the grand prize, (Should be enough prizes to satisfy 10% of the staff).

Key Action 5	**The principal consistently provides on-the-job coaching and feedback at minimum monthly to SPED teachers.**
Indicators of Success	● A structured weekly schedule will be developed and implemented to ensure each SPED teacher receives at least one dedicated coaching session per week. Coaching sessions will result in 1-2 action steps agreed upon between teacher and administrator. ● By the end of the 24-25 school year the special education teacher will receive at least one classroom spot observation per week (beginning October 1) and feedback will align in part to the previous week’s coaching action steps to improve outcomes for student who receive special education supports. ● By May 2025, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations a minimum of 80%, thereby promoting the effective application of feedback and continuous instructional improvement.

006: JONES FUTURES ACADEMY

2024-2025 School Action Plan: Key Actions	
Key Action 1	Close achievement gap in Math and Reading for students in Special Education
Indicators of Success	• Based on the STAAR/EOC MOY Interim, 50% of SPED students will achieve the "meets" level of proficiency in ELA 1 and ELA 2, and 80% in Algebra 1. In 2024 on the STAAR/EOC MOY Interim, 33% of SPED were at meets for ELA 1, 33% were at meets for ELA 2, and 67% were at meets for Algebra 1. • By May 2025, 25% of SPED students will achieve the "meets" level of proficiency or higher on the STAAR/EOC exam in ELA 1, ELA 2 and Algebra 1. In 2023, 17% of SPED were at meets for ELA 1, 0% for ELA 2, and 17% for Algebra 1. • Campus maintains 100% compliance for all required documents and services. Including IEPs, ARD Meetings, Progress Trackers, Progress Reporting, Related Services, Modifications, and Accommodations. • Students actively and regularly incorporate the aids into their learning process, such as referring to graphic organizers, using calculators, or employing visual aids during problem-solving.

Key Action 2	Ensure pathways in Technology Early College High School (P-TECH) program, align with Texas Education Agency (TEA) guidelines, enhancing academic achievement and technical education for students, through fostering partnerships with industry, and supporting students towards college and career readiness. ***The campus increases the number of TSI readiness in both Math and English
Indicators of Success	• By May 2025, 100% of the 11th grade students will take TSI. The data is utilized as a baseline for interventions in College Prep ELA and College Prep Math teachers and intervention plan. • 80% of the students meet college readiness in Reading and Math via TSI or HCC exemptions for 11th and 12th graders to maximize the associate degrees for students in Dual Credit pathways. • 80% of 11th graders will complete TSI preparatory via digital resources during advocacy block for 1-2 hours a week. (evidence APEX reports and students scheduled block) • By June 2025, 95% of the 12th grade students will have a CCMR point.

Key Action 3	Increase student engagement and teacher capacity through the use of on-the-spot coaching and spot observation feedback

Indicators of Success	• By December 2024, 70% of the teachers will receive at least 3 out of 6 points in Engage and Deliver based on the SPOT observation form. • By May 2025, 90% of the teachers will receive at least 5 out of 6 points in Engage and Deliver based on the SPOT observation form. • By May 2025, Jones FA will be at Proficient 2 (12 - 13 points) or higher based on district IRT (Independent Review Team) averages of the top 2 scores. • By May 2025, EOC student outcomes will show a 5% increase for ELA 1 (go from 67% to 72%), ELA 2 (go from 72% to 77%), and Algebra 1 (go from 79% to 84%).

Key Action 4	English proficiency levels for Emergent Bilinguals students
Indicators of Success	• By the end of June 2025, 30% of students will grow one level of proficiency, as defined in the composite scores on TELPAS. • By September 2024, 100% of Emergent Bilingual students who did not meet on STAAR English I and or English II EOC in Spring of 2024 will be placed into the intervention for 1-2 hours a week. • By May 2025, 10% of Emergent Bilingual students who did not get approaches on STAAR English I and or English II EOC in Spring of 2024, will meet passing standard.

Key Action 5	Increase writing proficiency in accordance with the Texas Success Initiative Assessment (TSI) and State of Texas Assessment of Academic Readiness.
Indicators of Success	• Goal: 85% of students demonstrate proficiency in writing assignments across non-ELA content areas (e.g., science lab reports, social studies essays) by the end of the school year. • Increase the percentage of students meeting the TSI writing benchmarks by 12% by the end of the school year. • Achieve a 15% increase in the average STAAR writing scores.

007: KASHMERE H S

2024-2025 School Action Plan: Key Actions	
Key Action 1	●Increase student achievement through high quality instruction embedded in the effective implementation of rigorous, differentiated instruction and fully aligned NES practices across all content areas
Indicators of Success	● 65% of teachers will have a monthly average of proficient or better on spot observation by the end of December 2024. This percentage will increase for all returning teachers to 85% by the end of May 2025. ● 80% of students will complete the extended constructed response (ECR) on the 2025 English STAAR EOC. ● 100% of classes will embed opportunities for writing within daily instruction.

Key Action 2	●Provide effective individualized support across all content areas for students with disabilities, and 504 accommodations to ensure equitable access to academic content, a high-quality learning environment, and resources
Indicators of Success	● 100% of students will have their IEP goals completed and progress monitored every six weeks. ● By the end of the first semester, 100% of campus ARDs are held on or before the deadline. ● 100% of teachers will implement students' accommodation and meet all compliance documentation in the allotted time frame (every 6 weeks). ● Provide ongoing professional learning opportunities for teachers, learning coaches and teacher apprentices on the most effective tools, strategies, and scaffolds to support SPED, and 504 student needs.

Key Action 3	●Increase Postsecondary Readiness by offering all students consistent opportunities to prepare for and successfully participate in SAT, TSI, PSAT and CCMR indicators
Indicators of Success	·80% of students will take the PSAT/SAT and increase their math and reading scores by an average of 50 points based on the campus average score of the students from the previous school year. ● 95% of 12th grade students will have met one of the 9 CCMR indicators:

	-Score a 3 or better on AP exams -1050 or better on SAT - 950 or better on TSIA2 in English and a 950 or better in Math -Earn an IBC -Earn 9 Credits of Dual Credit or passing an English or Math Dual Credit Course or Enlist into a branch of the United States Military. ● By June 2025, there is a 10% increase in the number of TSI-Ready seniors AND non-TSI ready CTE Concentrators* that submitted three or more college applications and completed their financial aid requirements, as defined by student self-reported information verified by the counselor or advising specialist.

Key Action 4	●Provide effective individualized support across all content areas for EB students, to ensure equitable access to academic content, a high-quality learning environment, and the most effective resources to support their academic growth and proficiency in English
Indicators of Success	● By 2024 PEIMS snapshot, 100% of students identified as potential EB students defined by Home Language Survey indicators are tested and appropriately coded. ● By May 2025, 60% of EB teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for the second semester. ● By May 2025, 100% of eligible EB students complete the TELPAS assessment annually, with no lapses in compliance as evidenced by no reported incidents of ineligible students testing or eligible students not testing to TEA.

2024-2025 School Action Plan: Key Actions	
Key Action 1	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 the class period.
Indicators of Success	• 100% of appraisers will facilitate planning with their assigned Subject Area Teams using the Lamar planning protocol, in alignment with the expectations for Spot Observations. • 100% of teachers will attend and productively engage in Subject Area Team planning, facilitated by the appraiser using the Lamar planning protocol, in alignment with the expectations for Spot Observations. • 100% of lessons will align to the curriculum objectives for the course (IB MYP, IB DP, IB CP, TEKS) • 100% of Planning Protocol documents will include identified engagement strategies at key points in the lesson • 100% of Planning Protocol documents will include evidence of formative assessment review • 90% of teachers will earn proficient or higher on weekly Spot Observations by appraiser no later than December 2024.

Key Action 2	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 TSI readiness through Texas College Bridge or other avenues of demonstrating TSI Readiness.
Indicators of Success	• 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. • 85% of students will earn Approaches or better on Algebra 1 STAAR EOC, 45% of students will earn Meets GL and 15% of students will earn Masters by the end of 9th grade. • 94% of 2025 graduates will earn a CCMR point. • 94% of students in a CTE aligned pathway will earn an IBC before graduation. • 24% of students will earn both an IBC and meet TSI in alignment with District Goals.

Key Action 3	Improve academic outcomes and close achievement gaps by providing additional time in English and/or Math as needed for individual students who qualify.
Indicators of Success	• 100% of students who did not score Approaches or better on STAAR Math8, ELA8, English 1 or

	Algebra 1 during the 2023-24 school year will receive an individual data profile and an individual support plan for Accelerated Instruction. • By June 2025, 80% of identified students receiving Accelerated Instruction with individual support plans will show improvement on the respective STAAR EOC moving one level (low DNM, high DNM, low Approaches, high Approaches, or Meets). • By June 2025, the Academic Growth Score for RLA will improve to meet the 2027-28 Interim Target on time from 68% to 73% for students identified in the demographic group "African American" and from 67% to 72% for students identified in the demographic group "Hispanic".

Key Action 4	Improve the average daily attendance rate to reduce the need for credit appeal and ensure course credit is earned on time. The current ADA is 93.9%.
Indicators of Success	• Lamar's monthly ADA will not drop below 94.5%

2024-2025 School Action Plan: Key Actions	
Key Action 1	Strengthen the leadership density of Wisdom High School
Indicators of Success	• By October 2024, 70% of the teachers will demonstrate proficiency as demonstrated on the HISD SPOT observations. This percentage will increase to 100% by May 2025. • 100% of Tier III teachers will be visited weekly by appraisers until they reach a score of proficient and above and have student success data to support student achievement progress • The average score of the SPOT observations conducted by school leaders by February 2025 will be at least 11 • The average score of the SPOT observations conducted by school leaders by May 2025 will be at least 12 • By November 2024 50% of PLCs will be teacher led- based on strategies to improve student achievement by internalizing lessons, reviewing data and utilization of high-quality instructional strategies. This will increase to 75% by February 2025.

Key Action 2	Improve English Proficiency for Emergent Bilingual Students
Indicators of Success	• By October 2024, 70% of the teachers will implement effective instructional strategies to support the instruction of EB students such as visuals, sentence stems, and gestures and demonstrate proficiency as demonstrated on the HISD SPOT observations in the Engage and Deliver Domain. This percentage will increase to 100% by May 2025. • Emergent Bilingual students in English Language Development and Acquisition (ELDA) classes will work 45 minutes a week on Summit K-12 to support closing gaps, comprehension support and vocabulary enrichment • By the EOY, 50% of the EB students will show 1-level language acquisition growth on the TELPAS Assessment • By June 2025 34% of students will grow 1 level of proficiency as defined as SY 2023-2024 Composite to 2024-2025 composite on TELPAS

Key Action 3	Improve the quality of instruction for Special Education students
Indicators of Success	• By the end of October 2024, Tier II and Tier III special education students will show a minimum of 15% growth on the STAAR Interim Assessment in Reading and Math. By EOY 2025, the Tier II and Tier III special education students will increase to 20% on STAAR Assessment in Reading.

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

Key Action 4	Create a high-performance culture for students and staff
Indicators of Success	• The campus will maintain a weekly attendance rate of 90% by Grade Level (9-12) This attendance will increase to 92% and above by EOY (May 2025). • 90% of staff will not use more than 10 state personal leave days in one year or violate unpaid leave guidelines outlined in board policy • The campus will decrease the number of NGs by 30% by the end of the semester (December) and continue to maintain the 30% decrease through EOY (May 2025) • Wisdom HS leadership will utilize an internally developed teacher tracker with fidelity, documenting 100% of classroom visits to best support calibration amongst the team and targeted areas of support for teachers • By May 2025, all Tier II leaders will achieve a score of 19/25 or higher on the LEAD Day to Day Coaching Rubric and will be rated Effective 25+ on the LEAD Executive Leadership Rubric

Key Action 5	The campus will increase the number of students who are TSI ready in both Math and English
Indicators of Success	• 88% of our seniors will achieve a post college readiness point as outlined in CCMR rubric • By June 2025 70% of students enrolled in CTE courses with available Industry-Based Certifications (IBCs) will pass and earn the certification this will be an improvement of the 23-24 percentage of 57% • 100 % of Seniors that do not have a CCMR indicator will be enrolled in Texas College Bridge (TCB) Math/English and 90% of Cohort 2025 Seniors enrolled in TCB will successfully complete the assigned courses.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve instructional capacity of our teaching staff in order to improve student achievement.
Indicators of Success	● By January 2025 (average of all teachers from October to January), 80% or more of Madison HS teachers will average Proficient 1 (9 - 11 points) or higher based on campus spot observations. ● By April 2025 (average of all teachers from February to April), EOY Conference period, 50% or more of Madison HS teachers will average Proficient 2 (12 - 13 points) or higher based on campus spot observations. ● By May 2025, Madison HS will be at Proficient 1 (9 - 11 points) or higher based on district IRT (Independent Review Team) averages.

Key Action 2	Increase the number of graduating seniors who earn a CCMR point.
Indicators of Success	● By September 2024, 85% of all seniors will be enrolled in a CTE (Career and Technical Education), dual credit, Advanced Placement, or Texas College Bridge course where they can earn a CCMR point by obtaining an Industry Based Certification (IBC), college credit, a score of three or better on the advanced placement test or complete Texas College Bridge modules. ● By March 2025, 80% of our seniors who are registered to complete both Math and Reading modules of the Texas College Bridge program will be 75% completed. ● By April 2025, 80% of our seniors who are registered to complete both Math and Reading modules of the Texas College Bridge program will be 85% completed. ● By graduation in June 2025, 90% of seniors will graduate with a CCMR point. (In 2023-2024, 88% of seniors graduated with a CCMR point.)

Key Action 3	Increase student attendance by grade level through creating a system identifying chronic absences and addressing those students and creating incentives to reward students for their attendance.
Indicators of Success	● By May 2025, increase campus wide weekly attendance average from 87% (in 2023-2024) to 92%. ● From mid September 2024-April 2025, conduct monthly home visits on the top 5 students with the most absences. ● By October 2024, target the top 30 students with attendance issues from 2023-2024 and assign them a mentor to check on them weekly. ● By May 2025, reduce discipline infractions of out of school suspensions by 25% (514 OSS in 2023-2024 as of April 2024).

Key Action 4	Strengthen the English language proficiency of all Emergent Bilingual (EB) students.
Indicators of Success	● 50% or more of our EBs will progress at least one proficiency level on all four domains of TELPAS. ● 30% of EBs will be at meets or higher on the STAAR MOY Interim assessment on ELA 1 (in 2023-2024, 36% were at meets or higher). ● 30% of EBs will be at meets or higher on the STAAR MOY Interim assessment on ELA 2 (in 2023-2024, 34% were at meets or higher). ● By February 2025, EBs will show they have at least 30 minutes of Summit K12 usage a week starting in October.

Key Action 5	Improve student achievement with a focus on writing proficiency.
Indicators of Success	● By May 2025, less than 60% of our ELA 1 students will score between 0 and 2 points on the Extended Constructed Response question meaning at least 40% will score between 3 and 10 total points. (In 2024, 73% of ELA 1 students scored between 0 and 2 points.) ● By October 2024, all staff will be trained on SCR, ECR and TELPAS writing rubrics. ● By November 2024, all core content teachers will have an opportunity to calibrate on grading current student short constructed responses during PLCs and campus professional staff days.

Key Action 6	IEPs are written effectively, staff are provided relevant portions of the IEP and accommodations/modifications are documented in PowerSchool.
Indicators of Success	● By the end of the first semester, 100% of ARD meetings will be held on or before their scheduled deadlines, ensuring timely compliance. ● The principal and assistant principals will ensure full participation in 100% of ARD meetings, actively contributing to discussions aimed at enhancing student support, as evidenced by ARD minutes and attendance records. ● 100% of IEPs will contain clear, specific, and measurable goals tailored to each student's unique needs, with quarterly random reviews verifying the quality of the plans. ● Within 3 days of IEP finalization, 100% of staff members will receive the relevant portions, as reflected in campus record keeping. Additionally, quarterly audits will show consistent documentation of accommodations and modifications in PowerSchool.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve the instructional quality and abilities of our teaching staff to better serve the diverse learning needs of all students
Indicator of Success 1	70% of the scores on spot observations conducted in December by IRT Team will be proficient or higher; that percentage will increase to 80% in the May 2025 visit.
Indicator of Success 2	By December 2024, 70% of the teachers will be proficient delivering high quality instruction receiving at least 8 out of 10 points in Domain II (parts I-III) based on the SPOT observation form; that percentage will increase to 80% receiving at least 11 out of 15 points overall by May 2025.
Indicator of Success 3	By December 2024, 70% of the teachers will receive proficient or higher overall rating based on the SPOT observation form as measured through T-TESS rubric; that percentage will increase to 80% by May 2025.

Key Action 2	Reduce the achievement gap for Emergent Bilingual students.
Indicator of Success 1	Using the EB SPOT observation form, ESOL teachers will have at least two observations per week.
Indicator of Success 2	40% or more of our Emerging Bilingual students will progress to at least one proficiency level in the composite rating as measured by TELPAS and set as a long-term target by TEA (2037-2038).
Indicator of Success 3	By May of 2025, EB students will increase from 32% to 40% meeting grade level standards or above in RLA and 16% to 26% meeting grade level standards or above in Math.

Key Action 3	Reduce the achievement gap in Math and Reading among Special Education students
Indicator of Success 1	A structured weekly schedule will be developed and implemented to ensure each special education teacher receives at least classroom observation per week with feedback and one dedicated coaching session per week. Coaching sessions will result in 1-2 actions steps agreed upon between teacher and administrator.

Indicator of Success 2	By June 2024-2025, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations a minimum of 80%, thereby promoting the effective application of feedback and continuous instructional improvement.
Indicator of Success 3	Special education students STAAR RLA score of Approaches level will increase from 38% to 42% and Meets level will increase from 19% to 23%; STAAR Math score of Approaches level will increase from 47% to 51% and Meets level will increase from 10% to 14%.

Key Action 4	To increase the number of students earning post-secondary readiness through CCMR points.
Indicator of Success 1	By September 2024, at least 98% of seniors who have not earned a CCMR point are enrolled in CCMR-related programs (e.g., AP, Dual Credit courses, industry certifications, military enlistment programs, Texas College Bridge Math or ELA course).
Indicator of Success 2	At least 92% of the 2025 graduating class received CCMR point.

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2024-2025 School Action Plan: Key Actions	
Key Action 1	Key Action Increase teacher capacity to provide high quality instruction for all students through consistent implementation of the gradual release model of instruction, incorporating research based engagement, checking for understand strategies, and active monitoring
Indicators of Success	● By December of 2024, 70% of teachers will have a score of 4 or higher on Engage and Deliver on SPOT observations. This will increase to 85% by May of 2025. [23-24: 92/120 (72%) March] ● The campus will achieve an overall score of 8 or higher on IRT 1 in Fall of 2024 which will reflect scholar engagement and teacher planning for engagement and addressing misconceptions (23-24 Data: IRT 1 - 8.8) ● By June 2025, the campus will achieve a highest IRT Score at or above 12 for the 24-25 school year. [23-24: IRT 3 - 11.6 (D1: 2, D2: 5.75, D3: 3.85)]

Key Action 2	Key Action African American and Hispanic students will improve performance for ELA and math Achievement
Indicators of Success	● Student achievement will improve 5% in meets grade level from the Spring 2024 8th grade Math STAAR to the MOY STAAR Interim for Algebra I. ● December retest results in Algebra 1 will improve from 32% approaches to 40% approaches grade level. ● December retest results in English will improve from 37% approaches to 45% approaches grade level - combined English I & II. ● The Achievement Gap between African American and White as measured by meets+, students will narrow by 5% from EOY EOC Spring 2024 to MOY STAAR Interim 2025 and 10% from MOY STAAR Interim to EOY EOC Spring 2025 in ELA and Math. ● The Achievement Gap between Hispanic students and White students, as measured by meets+, will narrow by 5% from EOY EOC Spring 2024 to MOY STAAR Interim 2025 and 10% from MOY STAAR Interim to EOY EOC Spring 2025 in ELA and Math. ● By June 2025, 43% of African students will reach the achievement targets in reading as defined by TEA Domain 3 accountability.

Key Action 3	Increase enrollment and successful completion in advanced coursework
Indicators of Success	● By the end of the 2025 school year, 25% of 10th grade students will have received a CCMR point. [Ensure that points include AP scores and dual credit & enrollment, as well as on-ramps credit from 24-25.] ● By the end of the 2025 school year, 70% of 11th grade students will have received a CCMR point. [Ensure that points include AP scores, as well as SAT scores, dual enrollment, dual credit, and any IBCs from 24-25.] ● The number of students meeting TSI requirements in English and Math will increase from 44% to 50 including a college prep course%.

Key Action 4	The principal ensures IEPS are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in Power School
Indicators of Success	• By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. • Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping. • 100% of quarterly audits in Power School records show consistent documentation of accommodations and modifications in PowerSchool

2024-2025 School Action Plan: Key Actions	
Key Action 1	**Implementation of Special Education services, support, and instruction with fidelity in our homebound, residential facilities and hospital settings.**
Indicators of Success	● To increase 100% of Special Education staff capacity in the classroom through various modes of co-teaching daily through implementation at 90% of the instructional time by May of 2025. ● 90% of Special Education teachers will be rated as proficient through SPOT observations by May of 2025 as evidenced through formal and informal coaching feedback. ● All Special Education students that are enrolled with Community Services through a hospital or residential facility, will have a comparable service meeting to address their needs and support with ChildFind, prior to their Admission, Review and Dismissal (ARD) meeting, with 100% completion by May 2025.

Key Action 2	**To increase the graduation participation rate of students that are enrolled in Community Services at our residential facilities and/or hospitals.**
Indicators of Success	· Graduation rate of Community Services School will increase by 50% , of our enrolled seniors, by the end of the 2024-2025 school year. · 100% of high school students will be enrolled in APEX Learning courses for credit recovery where they will complete the courses required for graduation at a goal of 100% during the duration of time they are enrolled within Community Services. · At the end of each month, we will conduct transcript audits of our emerging seniors and seniors to determine their graduation status through current courses and courses needed for graduation while enrolled with our campus at Odyssey House and Harris County Jail. We will be at 75% completion by December 2024 and 100% completion by May 2025.

Key Action 3	**Increase effective instructional practices and quality of instruction within the content areas of Community Services**
Indicators of Success	● By December 2024, all content teachers will score at least 4/8 in Domain II in their spot observations. By March of 2025, all content teachers will score at least 6/8 in Domain II I their SPOT observations. ● 80% of teachers will implement at least two to three Multiple Response Strategies within the instructional block daily by October 2024, and increase to 95% by April 2025 within an increase of five to 7 Multiple Response Strategies daily.

	● Students will demonstrate mastery of the learning objective and demonstrate of learning 70% by October 2024, and that percentage will increase by 80% by February 2025, and the percentage will increase to 90% by May 2025 as measured by daily D.O.L in the Ontrac platform.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve the quality of instruction by improving instructional leadership’ s feedback and instructional support.
Indicators of Success	・By the end of September 2024, 100% of teachers will demonstrate mastery of lesson internalization by utilizing correct current data when completing the Lesson Internalization Protocol. ・By the end of October 2024, 100% of teachers will demonstrate lesson mastery by uploading annotated lessons that address Tier 1, 2, and 3 instruction. ・By December 2024, 75% of teachers and teacher apprentices will achieve a score of 2 out of 2 in Planning, 3 out of 6 in Engage & Deliver, 2 out of 4 in Monitor & Adjust, 1 out of 1 in Reinforce & Redirect, and 2 out of 2 in Learning Environment on their SPOT observations. ・By April 2025, 80% of teachers will achieve an average score of proficient 1 or higher in Domains 1, 2, and 3 on their 60-minute formal observation with Tier 2 and Tier 3 teachers.

Key Action 2	Specialized support for EB and SPED students that moves achievement
Indicators of Success	● Increase the percentage of EB students scoring at the "Advanced or Advanced High" proficiency level by 5-10% compared to the previous year's results in the academic school year 2024 - 2025. ● Achieve a target of 5-10% of Special Education students meeting or exceeding proficiency standards in key academic areas in the academic school year 2024 - 2025.

Key Action 3	Improve Attendance rates.
Indicators of Success	● Increase attendance from 10% by MOY and from 87% to 90% for EOY. ● Attendance will consistently stay at or above 90% throughout the 2024-2025 academic SY. ● By the end of the 2024-2025 academic school year, implement targeted interventions and support services to address the specific needs of at-risk students. This includes providing academic tutoring, counseling, mentoring programs, and family engagement initiatives, with the aim of increasing graduation rates from 85% to 90% and attendance from 87% to 90%.

	● By the conclusion of the 2024-2025 academic year, utilize social and emotional learning techniques to enhance attendance rates specifically among retesters experiencing attendance challenges, aiming for a measurable increase in their attendance by at least 10 - 20% compared to the previous year.

Key Action 4	Increase the number of students achieving post-secondary readiness as measured by CCMR points.
Indicators of Success	● Increase student participation in CCMR-related programs (e.g., AP, Dual Credit courses, industry certifications, military enlistment programs) by 5%, enhancing engagement in opportunities that contribute to post-secondary readiness. ● Ensure that at least 90% of graduating students meet the criteria for post-secondary readiness by earning the required CCMR points. ● Increase the CCMR rate for the class of 2025 from 74% to 80%. ● Ensure that 80% of students taking the TSIA and/or SAT meet or exceed college readiness benchmarks. ● Achieve a minimum of 80% certification exam pass rate for students in CTE programs, leading to more students earning industry based certifications.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Deliver high-quality, aligned, and rigorous first instruction to enhance student engagement and mastery of learning objectives
Indicators of Success	● By May 2025, **overall** student achievement will increase at the Meets and Masters level to 50% and 30% in EOC Core Areas, respectively ● By January 2025, student achievement at the Meets level will increase from STAAR 2024 (BOY) to MOY STAAR Interim Assessment (2025): o Algebra 1 =Meets from 10% to 15% and Masters from 2% to 12% o English 1 = Meets from 41% to 45% and Masters from 7% to 15% o English 2 = Meets from 51% to 56% and Masters from 5% to 15% o Biology = Meets from 42% to 47% and Masters from 6% to 17% o US History = Meets from 62% to 65% and Masters from 26% to 30% ● Increase the number of students proficient in reading, writing, listening, and speaking domains in TELPAS % students making gains by: o 9th: from 40% to 44% (Dec. as measured in Summit K-12) and 46% by EOY TELPAS o 10th: from 45% to 47% (Dec. as measured in Summit K-12) and 49% by EOY TELPAS o 11th: from 45% to 47% (Dec. as measured in Summit K-12) and 49% by EOY TELPAS o 12th: from 19% to 25% (Dec. as measured in Summit K-12) and 35% by EOY TELPAS ● By June 2025, IRT Walk scores will average Proficient II (12-13) or higher.

Key Action 2	Campus will improve student achievement and growth performance targets for African American students in RLA.
Indicators of Success	● By June 2025, the academic achievement gap will reduce from 42% to 26% between African American students and White students. ● By the end of each grading cycle, African American students will show growth ● By the end of Fall semester and Spring Semester, African American students will move from a tier 3 to a tier 2 or 1 status by utilizing progress monitoring tools and Ontrack data.

Key Action 3	Increase the percentage of students graduating college, career, or military ready by implementing a comprehensive student detection, preparation, and tracking system beginning in mid-August.

Indicators of Success	• Increase CCMR accountability from 91% to 96%
	  ○ AP-By May 2025, the overall percentage of students scoring 3+ will increase from 31% to 40%
	  ○ TSI-By June 2025, the overall percentage of senior students meeting Reading and Math Criteria increased from 12% to 40%.
	  ○ IBC- By June 2025, the overall percentage of students acquiring at least one IBC will increase from 25% to 60% (cohort 2025)
	  ○ TCB- By June 2025, from 1% to 75% (cohort 2025)
	  ○ SPED 55/56: By June 2025, the overall percentage of students will increase from 9% to 10%
	  ○ SPED 04/05: By June 2025, the overall percentage of students will increase from 0% to 2%

Key Action 4	Deliver monthly spot observations with targeted feedback and coaching to SPED teachers to enhance instructional quality and support for SPED student success.
Indicators of Success	● By May 2025, Special Education overall student achievement in Meets and Masters will increase from 26% and 8%, respectively, to 33% and 10%. ● By June 2025, Spot observation scores will average Proficient II (12-13) or higher.

Key Action 5	Improve overall campus attendance rate by strengthening student tracking, monitoring, and intervention systems
Indicators of Success	● Increase overall attendance rate by 4.3% to reach 95% by EOY 2025. ● Increase 9th grade overall attendance rate from 89.50 (2023 – 2024) to 94% at EOY. ● Decrease the number of NGs in the fall semester from 283 9th graders with an NG to 141 and decrease the number of spring semester NGs to 100 9th graders.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Establish an invigorating learning environment that prioritizes and upholds a high standard of instruction tailored to meet the diverse needs of all learners.
Indicators of Success	• By May 2025, the percent of students at the meets level English I and English II EOC will increase from 27% and 26%, respectively to 60%and Algebra I EOC will increase it meet level performance from 18% to 60%. • During walkthrough observations, students will have multiple opportunities to communicate with peers in 85% of classroom observations by February 2025 (IRT#2) • By May 2025 (IRT #4), instructional staff will achieve a 5 or higher in the Engage and Deliver section of the Spot Observation form which will correlate to increased scaffolding and differentiation (Monitor and Adjust - 3 or higher) resulting in high quality instruction.

Key Action 2	Maintain 100% compliance in implementing and documenting interventions and accommodations for students served by LPAC, Special Education, Section 504, and Gifted and Talented programs, aiming to enhance student outcomes and narrow the achievement gap.
Indicators of Success	• Maintaining 100% compliance during monthly checkpoints in Special Education compliance, including timely ARDS, Progress Monitoring, and Documentation of Accommodations PowerSchool and In Class Support in HISD Connect. • By June 2025, 30% of students who grew one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS. • By May of 2025, 10% percent of Emergent Bilingual students who did not meet on STAAR English I and/or English II EOC in Spring of 2024, will meet passing standard. • By May 2025, 2% of students receiving special educations services will achieve the MEETS level on their Spring EOC assessments in all content areas.

Key Action 3	Ensure successful implementation and completion of CTE Program of Study to support CCMR outcomes, with a focus on FPOS programs.
Indicators of Success	• By June 2025, 90% of students enrolled in CTE courses with available Industry-Based Certifications (IBCs) will pass and earn the certification. • Campus will meet the minimum student enrollment requirement of 50 students per FPOS program in Level I and Level 2 courses.

	• By May 2025, 88% of eligible students will participate in eligible Post Secondary Testing including, but not limited to TSI, SAT, AP, and ASVAB. • The percentage of students being College/Career/Military Ready as measured in Domain 1 will increase to 93% or higher by May 2025.

Key Action 4	TSI Readiness: The campus increases the number of students who are TSI ready in both Math and English.
Indicators of Success	• 75% of Grade 11 students will complete a minimum of 25 hours (1-2 hours a week from October to the Spring SAT date) of the Khan Academy Digital SAT Prep course. • By June of 2025, campuses will see a 5% increase in the number of students in cohort 2025 who are TSI ready in English and Math (SAT/ACT/TSIA/TCB). • By June 2025, 50% of 9th grade students will have completed and accurately submitted a personal graduation plan (PGP) to comply with HB5 requirements and be on track for graduation. • By June 2025, 50% of 10th – 12th grade students will have accurately updated (or completed if not yet complete) a personal graduation plan (PGP) to comply with HB5 requirements and be on track for graduation.

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2024-2025 School Action Plan: Key Actions	
Key Action 1	Improving educational outcomes for all Special Education students by ensuring compliance in all areas and improving services for students
Indicators of Success	● By the end of the first semester, 100% of campus ARDs are held on or before the deadline. ● By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. ● Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 school/ business days of its finalization as demonstrated by campus record keeping. ● 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool. ● By the end of the 2024-2025 school year, the principal ensures that 100% IEP progress reports are delivered without delay.

Key Action 2	Teachers will consistently provide High Quality Instruction (HQI) utilizing the NES instructional model across all content areas with a targeted focus on effective implementation of the LSAE instructional block in ENG I, ENG II, ALG I, and AOT
Indicators of Success	● By the end of December 2024, at least 60% of all SPOT observations will result in a rating of Proficient or higher; by May 2025, this percentage will increase to 70%. ● By May 2025, 70% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by the Proficiency Level on the TTESS rubric. ● By December 2024, 50% of Learning Coaches and Teacher Apprentices will demonstrate consistent implementation of classroom routines and instructional procedures during spot observations consistent with Proficient I. This percentage will increase to 75% by May 2025.

Key Action 3	College Coursework: Increase enrollment and successful completion of advanced coursework

Indicators of Success	● By June 2025, campus will see a 10% increase in the number of students graduating with earned college credit in HCC Dual Credit, UT OnRamps, Advanced Placement, and International Baccalaureate Exams. ● By January 2025, at least 50% of qualified students for second semester as defined by CCMR team will enroll in advanced courses (Pre-AP/AP, Pre-IB/IB, HCC Dual Credit, UT OnRamps) ● By June 2025, campus identifies FTE positions for 100% of teachers needed to staff an increase in advanced courses as defined by CCMR department student eligibility projections. ● By June 2025, there is a 10% increase in the number of students accepted into college, as defined by student self-reported information verified by the counselor, or advising specialist.

Key Action 4	Ensure successful implementation and completion of CTE Program of Study to support CCMR outcomes, with a focus on FPOS programs
Indicators of Success	● Track and increase the number of students for the Class of 2025 and beyond who reach required concentrator or completer status to 70% as applicable while earning an approved industry-based certification. ● By July 2025, high schools will achieve a 90% transition rate of students continuing the course sequence in their selected program of study.

Key Action 5	Campus improves English proficiency for Emergent Bilingual students
Indicators of Success	·By June 2025, 40 % of students will grow one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS. · By May of 2025, 10% percent of Emergent Bilingual students who did not meet on STAAR English I and/or English II EOC in Spring of 2024, will meet passing standard. ·By PEIMS snapshot, 100% of new to HISD students, defined as those completing the Home Language Survey, who are identified as EB after the EB Identification Test are placed in a bilingual or ESL classroom unless parents waive services.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Principals will monitor and ensure the implementation of language accommodations during Tier I instruction.
Indicators of Success	● By June 2025, Wheatley High School will see a 20% increase in the number of Emergent Bilingual retesters for English I and English II who pass English I and English II STAAR EOC as compared to the 2023 - 2024 school year. ● By June 2025, 90% of EB students will increase one level of proficiency in each domain on the TELPAS. ● By the end of the first semester, 2/2 of teachers of Emergent Bilingual students will consistently score at/above level 3 for the remainder of the year in Domain II as measured by the Spot Observation Form.

Key Action 2	Increase the Quality of Instruction by implementing Multiple Response Strategies with Fidelity.
Indicators of Success	● By November 2024, 90% of teachers will receive an average Domain 2 score of 10 out of 15, as indicated by the district spot observation form. By January 2025, 90% of teachers will receive an average Domain 2 score of 13 out of 15, as indicated by the district spot observation form. ● The overall campus IRT score will exceed 10 points during BOY. During MOY this score will exceed 12 points. The EOY IRT will average a 13.5 or greater.

Key Action 3	Strengthen the implementation of the LSAE Model.
Indicators of Success	● 100% of LSAE teachers will average a 6 in Domain 2 on the SPOT Observation form by October 2024; this score will increase to an 8 in Domain 2 by December 2024. ● 100% of LSAE teachers scored by the IRT will receive a composite score of Proficient I or higher by the second IRT visit; the composite score will increase to Exemplary I or higher by the fourth IRT visit. ● 100% of Algebra I, English I, English II and AOT teachers, Teacher apprentices, and Learning Coaches will have a composite score of Proficient II on the SPOT Observation by December 2024; this score will increase to Exemplary I by March 2025. ● First time tester scores on the TEA Interim Assessment in ELA I will increase from a 44% (2024) to a 70% (2025), ELA II will increase from a 55% (2024) to a 70% (2025), and Algebra I will increase from a 41% (2024) to a 70% (2025). ● Retester scores on the December STAAR in ELA I will increase from a 33% (2023) to a 50% (2024), ELA II will increase from a 13% (2023) to a 50% (2024), and Algebra I will increase from a 55% (2023) to a 70% (2024).

Key Action 4	Ensure that all graduating seniors meet the CCMR criteria.
Indicators of Success	● The percentage of graduates that meet the CCMR criteria will increase from 90% in 2023-2024 to a minimum of 92% in 2024-2025. ● By the end of the 2024-2025 school year, at least 95% of eligible students will have participated in either the Texas College Bridge program, the TSIA assessments, or both, with 85% achieving college readiness benchmarks. ● By the end of the 2024-2025 school year, 100% of teachers will have attended at least two professional development sessions focused on career readiness skills, with 80% of teachers integrating these skills into their curriculum. ● For the 2024-2025 school year, Counselors will facilitate college, career, and military workshops to increase the students' exposure to CTE programs and occupational options. Class of 2025 will submit 10% more college applications over the Class of 2024. ● By May 2025, Advanced Placements students participating in AP exams will increase by 5%.

Key Action 5	The principal, Special Education Coordinator, and Special Education teachers will ensure IEPs are written and implemented effectively. Staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool 100% of the time.
Indicators of Success	● The campus will meet 100% of all ARD Timelines according to the campus ARD calendar. ● The number of students with an IEP performing at the Meets on the MOY Algebra Interim will increase 6% when compared to 2023-2024 Interim Scores. ● The Quality of IEPs Preliminary Score will increase by 6% points by February 1, 2025. ● 100% of Teachers who have students with an IEP will ensure that proper documentation of accommodations is documented in PowerSchools. ● 60% of students with an IEP will show Academic progress by MOY and 81% by EOY. ● 100% of Students with IEPs will receive progress reports each grading cycle.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Increase the level of high-quality instruction with an emphasis on rigor through purposeful Tier I instruction.
Indicators of Success	● Ensure that teachers of English I, English II, Art of Thinking, and Algebra I consistently implement the LSAE model in every class and provide purposeful, on-grade-level instruction for all Tier 1 lessons 100% of the time by October 2024. ● As measured by campus Spot Observations, 65% of core content will receive 5 points or higher out of six points total in the engage and deliver indicator and 3 points or higher in monitoring and adjust indicator by June 2025. ● 65% (78/120) of the scores on spot observations conducted in October will be Proficient 1 or higher; that percentage will increase to 90% (108/120) in April 2025. ● 70% of students will score a two on short constructive response (SCR) by April 2025.

Key Action 2	Increase the level of student to student academic discourse in Math, English and Science LSAE classes with a focus on the use of multiple response strategies to check for student mastery.
Indicators of Success	● Out of 120 spot observations conducted in classrooms quarterly, 13 out of 27 classroom teachers (48%) will receive 3 points or higher in monitor and adjust by the end of October. This percentage will increase to 16 out of 23 teachers (69%) by January, 19 out of 23 teachers (87%) by May. ● Fifty-five percent 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. ● Seventy percent of students will participate in academic discourse utilizing multiple response strategies to ensure engagement by the end of October. This percentage will increase to 75% by January, 80% by March and 85% by May.

Key Action 3	Campus improves English proficiency for Emergent Bilingual students.
Indicators of Success	● By June 2025, 50% of students will grow one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS. ● By May of 2025, 10% percent of Emergent Bilingual students who did not meet on STAAR English I and/or English II EOC in Spring of 2024, will meet passing standard.

	● By 2024 PEIMS snapshot, 100% of students identified as potential EB students defined by Home Language Survey indicators are tested and appropriately coded.

Key Action 4	The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.
Indicators of Success	• By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. • Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping. • 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.

Key Action 5	College Readiness Metric: The campus increases the number of students who are TSI ready in both Math and English.
Indicators of Success	● By June of 2025, the campus will see a 10% increase in the number of students TSI ready in cohort 2025 ● 15% increase in the number of students in cohort 2026 who are TSI ready in English and Math(SAT/ACT/TSIA/TCB). ● By December 2025 5% increase in the number of students TSI ready in cohort 2025 and a 5% increase in the number of students in cohort 2026 who are TSI ready in English and Math(SAT/ACT/TSIA/TCB). ● By December of 2025, the campus will be at 70 % achievement in TSI study guide practice.

Key Action 6	Career Readiness Metric: Ensure successful implementation and completion of CTE Program of Study to support CCMR outcomes, with a focus on FPOS programs.
Indicators of Success	● By December 30% of students in certification level courses will have passed Industry-Based Certifications. ● By June 2025, 90% of students enrolled in CTE courses with available Industry-Based Certifications(IBCs) will pass and earn the certification. ● By June 2025, 90% of students will transfer from a level 1 course to level 2 course in pathway.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve instructional capacity in our teaching staff.
Indicators of Success	• By December 2024 (October-November average), 70% or more of Yates HS teachers will average 9 or more points overall on campus spot observations. • By May 2025 (January-April average), EOY conference period, 80% or more of Yates HS teachers will average 9 or more points overall on campus spot observations. • A structured weekly schedule will be developed and implemented during PLC to deliver feedback on lesson plans. • Beginning in October, English, Social Studies, and Science courses will provide a minimum of one opportunity per week to implement a short-constructed response opportunity for students that utilizes the SCR rubric

Key Action 2	Increase the percentage of students that earn a CCMR point.
Indicators of Success	• By September 2024, 90% of all seniors will be enrolled in a CTE (Career and Technical Education), course. • By September 2024, 90% dual credit, Advanced Placement course, or Texas College Bridge Math or ELA course. • By June 2025, campus will see a 5% increase in the number of students graduating with earned college credit in HCC Dual Credit, UT OnRamps, and Advanced Placement exams. • By May 2025, 90% of our seniors in Texas College Bridge courses will have completed all modules.

Key Action 3	IEPs are written effectively, staff are provided relevant portions of the IEP and accommodations/modifications are documented in PowerSchool.
Indicators of Success	• By the end of the first semester, 100% of campus ARDs are held on or before the deadline. • The principal/assistant principal will ensure timely and full attendance at 100% of ARD meetings, actively participating in discussions to enhance student support as evidenced by the ARD minutes and ARD participation. • 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping. • 100% of quarterly audits in PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.

Key Action 4	Improve English language proficiency for Emergent Bilingual students.
Indicators of Success	● By June 2025, 50% or more of EB students will progress in at least one area on TELPAS performance defined by SY23-24 composite to SY24-25 composite on TELPAS. ● By February 2025, EB students will show they have at least 30 minutes of Summit K12 usage a week starting in October. ● By May of 2025, 5% percent of Emergent Bilingual students who did not meet passing standard on STAAR English 2 EOC in Spring of 2024, will meet passing standard on ELA 2 EOC Retest by Spring of 2025. ● 100% core non math teachers will collect at least two writing samples per grading cycle and provide students with individualized feedback

Key Action 5	Improve students' writing proficiency in ELA 1 and ELA 2.
Indicators of Success	● By May 2025, ELA 1, ELA 2, Biology, US History and Art of Thinking teachers will analyze student short constructed responses during PLC to calibrate on grading at least once every cycle starting cycle 2. ● By June 2025, at least 34% of first-time testers taking the ELA 1 EOC will score between 3 and 10 points on the extended constructed response. (In 2024, 24% scored between 3 and 10 points.) ● By June 2025, at least 48% of first-time testers taking the ELA 2 EOC will score between 3 and 10 points on the extended constructed response. (In 2024, 38% scored between 3 and 10 points.) ● ELA 1 and ELA 2 teachers will develop and implement additional grammar and editing lessons during all Extended Friday lessons

023: SHARPSTOWN H S

2024-2025 School Action Plan: Key Actions	
Key Action 1	Key Action for SPED: Improve Special Education instruction and compliance.
Indicators of Success	● By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. ● The "Quality of IEPs" will meet a minimum rating of proficiency as outline by the district's Special Education Compliance rubric. ● Sharpstown HS will maintain the highest rating of 5 for meeting ARD timelines, progress monitoring, and Quality of Instruction by May 2025 as indicated in the district's Special Education Compliance rubric utilized during campus SPED audits. ● 75% of SPED students mainstreamed will graduate on the Foundation High School Program with an endorsement.

Key Action 2	Key Action for Emergent Bilingual: Improve English Language Arts proficiency in grades 9-12, with an emphasis on supporting emergent bilingual, newcomers, and SLIFE students.
Indicators of Success	● By June 2025, Sharpstown HS will see a minimum 12% increase in percent of total students who hit composite score benchmark as compared to EOY SY23-24. ● By January 2025, EB students will increase writing proficiency by 10% from beginning of the year DOL benchmark data to middle of the year DOL benchmark data. ● By January 2025, students will demonstrate growth of 10% from beginning of year Summit K-12 benchmark data to middle of the year Summit K-12 benchmark data. ' ● The percentage of emergent bilingual students growing one proficiency level on TELPAS will meet the recommended target of 34. This will be a nearly 141% increase from the prior year's achievement of 14.1.

Key Action 3	Key Action for High Quality Instruction: Cultivate the capacity of the instructional staff to deliver high-quality instruction to students.
Indicators of Success	● By December 2024, 70% of teachers will be rated proficient or higher as evidenced by on-the-spot observations conducted by the Independent Review Team and Campus Leadership; the percentage of

	teachers will increase to 85% by May 2025. ● Through the implementation of T-TESS, and the use of the teacher evaluation rubric, 80% of teachers will be rated proficient or higher in the execution and monitoring of high-quality instruction by May 2025.

Key Action 4	Key Action for CCMR: Increase the percentage of students that are College, Career and Military Ready at graduation.
Indicators of Success	● By January 2025, at least 80% of students will have successfully completed the first semester of their Pre-AP, AP, or OnRamps course(s). ● By January 2025, at least 80% of 12th Grade students will have successfully met the Texas College Bridge Math requirement. ● By June 2025, at least 80% of 12th Grade students will have successfully met the Texas College Bridge English requirement. ● By June 2025, at least 80% of students will have successfully completed the second semester of Pre-AP, AP, or OnRamps course(s). ● By July 2025, at least 80% of SY2024-2025 graduates of Sharpstown High School will graduate with a CCMR indicator via AP exams, OnRamps college credit, TSI, or Texas College Bridge completion.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve quality of instruction campus wide.
Indicator of Success 1	By December of 2024, 65% of teachers will average a 9 on their spots conducted by administrators. By May of 2025, 85% of classroom teachers will average a 9 or higher based on feedback received through classroom observations and on the spot coaching.
Indicator of Success 2	By the end of December 2024 EOC and Midterms, 65% of students will demonstrate proficiency by meets or higher in all content areas. By May of 2025 EOC and Finals, 80% of students will demonstrate proficiency in all content areas
Indicator of Success 3	By December of 2024, 45% of students will score a 4 or higher on the English I and English II EOC and Midterm Extended Constructed Response. By May of 2025, that percentage will increase to 55% of students scoring a 4 or higher on EOC or Finals
Indicator of Success 4	By December of 2024, 45% of students will score a 2 or higher on the Midterm SCR. By May of 2025 that percentage will increase to 55% of students scoring a 2 or higher on EOC or Finals

Key Action 2	TSI Readiness: Increase the number of students who are TSI ready in both Math and English.
Indicator of Success 1	By June of 2025, Scarborough High School will achieve a 5% increase in the number of students in Cohort 2025* and a 5% increase in the number of students in Cohort 2026 who will be TSI ready in English and Math (SAT/ACT/TSIA/TCB). * Scarborough HS administration is also incorporating or allowing Texas College Bridge for Grade 12 only.
Indicator of Success 2	By June of 2025, 75% of our current junior (Gr. 11) students complete a minimum of 25 hours (about 2 hours per week from September to the Spring SAT scheduled date) of the Khan Academy Online SAT Preparation Course.
Indicator of Success 3	By June of 2025, 80% of our Cohort 2025 (Grade 12 only) who are classified as not TSI ready will be allowed to register for the Texas College Bridge in Math/English and will receive support to complete the assigned courses.

Key Action 3	**College Coursework:** Increase enrollment and successful completion of Advanced Placement and Dual Credit courses.
Indicator of Success 1	By July of 2025, Scarborough HS will increase the percentage of students earning qualifying scores on the Advanced Placement and/or completing dual credit courses by 10%.

Key Action 4	Increase the number of CTE Concentrators and Completers within an approved program of study by realigning the coherent sequence of courses of study for each single program of study (career pathway).
Indicator of Success 1	By June of 2025, Scarborough High School will achieve a 3% increase in the number of students in Cohort 2025* student moving from Concentrator to Completer. ***Scarborough HS Counselors will put in place support of student transitions from Level I to Level II, and from Level II to Level III and from Level III to Level IV.**
Indicator of Success 2	By July of 2025, 35% of our CTE students will achieve a 50% transition rate of Level I courses to Level II courses in our FPOS program in Level I courses.
Indicator of Success 3	By July of 2025, 10% of students enrolled in CTE courses with available Industry Based-Certifications (IBCs) will have earned at least one certification.
Indicator of Success 4	By July of 2025, there is a 2% increase in students in a level 3 or Level 4 courses participating in an experiential learning opportunity in the CTE program of study. In-scope opportunities include work-based learning, and practicum courses.

Key Action 5	The principal and principal apprentice consistently provides on-the-job coaching and feedback at a minimum monthly.
Indicator of Success 1	A structured weekly schedule will be developed and implemented to ensure each special education teacher receives at least one dedicated coaching session per week. Coaching sessions will result in 1-2 actions steps agreed upon between teacher and administrator.
Indicator of Success 2	By January of 2025, Special Education students in grades 9-12 scoring at Approaches or higher on their TEA Interim Assessment will increase from 32% to 37% . By June in 2025, the percentage will increase to 42% based on STAAR End of Course Exams.

Indicator of Success 3	By the end of the 2024-2025 school year, each Special Education teacher will receive at least one classroom observation per week and feedback will align in part to the previous week's coaching action steps.

Key Action 6	Improve English proficiency for Emergent Bilingual students.
Indicator of Success 1	As measured by Summit K-12 in December of 2024, the percent of Emergent Bilingual students achieving Advanced from 19.8% to 25% and Advanced High from 9.5% to 15%. By June of 2025, using TELPAS, the percentage of Advanced will increase from 19.8% to 30% and Advanced High to 9.5% to 20%.
Indicator of Success 2	By June 2025, 36% of students will grow one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS.
Indicator of Success 3	By May of 2025, 15% percent (above district suggestion) of Emergent Bilingual students who did not meet on STAAR English I and/or English II EOC in Spring of 2024, will meet passing standard.
Indicator of Success 4	By May of 2025, 50% of the incoming 9th grade Emergent Bilingual students will earn meets or above on their EOC English I exam.

025: KINDER H S FOR PERFORMING AND VISUAL ARTS

2024-2025 School Action Plan: Key Actions	
Key Action 1	Increase student engagement through the use of multi-response strategies that demonstrate rigorous student writing and academic discourse.
Indicators of Success	• 70% of weekly spot observations will indicate MRS/Student engagement. • Master level performance in EOC's will improve by 5% in all subjects. • 95% of students in IAT will meet their academic goals for improvement through strategic interventions.

Key Action 2	Ensure CCMR for 100% of students by the end of their senior year.
Indicators of Success	• Enrollment of 100% of seniors who have not met math CCMR indicators in Texas College Bridge. • Increase the enrollment in PAP/AP courses in Sophomore and Junior years by 10% • Increase the percentage of students getting a 3 or higher in their AP tests by 5 %

Key Action 3	Students served under special education will have their needs met through thoughtful, data driven plans as indicated in thorough IEPS.
Indicators of Success	• ARD committee meetings will occur on-time during the school year at 100%. All ARDs will be completed by late-May to ensure that students are not going the entire year without an update. • Goals and accommodations will be appropriately matched to the student's need and disability by 100% as determined by the ARD committee. • Teachers will understand how to implement accommodations and employ instructional strategies that help students meet their goals and indicate accommodations used in PowerSchool by 100%.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Enrollment of Emergent Bilingual students in secondary English class for Language development.
Indicators of Success	• By January 2025, 70% of 9th grade emergent bilingual students will earn a semester average of 70 or higher by the end of the fall semester. • By January 2025, 100% of all 9th grade emergent bilingual students will earn Approaches or higher on the Interim STAAR English 1 EOC. • By January 2025, at least 20% of 9th grade emergent bilingual students will remain in a Pre-AP English 1 in the second semester.

Key Action 2	To Increase student achievement in **Biology** by improving the quality of instructional delivery practice using data-driven instructional planning.
Indicators of Success	• By June 2025, 100% of students will be at Approaches level in Biology • By June 2025, at least 95% of students will be at the Meets level in Biology • By June 2025, at least 60% of students will be at the Masters level in Biology

Key Action 3	The principal consistently provides on-the -job coaching and feedback at a minimum monthly.
Indicators of Success	• A structured weekly schedule will be developed and implemented to ensure each special education teacher receives at least one dedicated coaching session per week. Coaching sessions will result in 1-2 actions steps agreed upon between teacher and administrator. • By the end of the 2024-2025 school year, each special education teacher will receive at least one classroom observation per week and feedback will align in part to the previous week's coaching action step(s). • By June 2024-2025, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations a minimum of 80%, thereby promoting the effective application of feedback and continuous instructional improvement.

Key Action 4	Raise the level of student-teacher engagement, especially the use of scaffolding (such as: visual aids, sentence stems, anchor charts, etc.)

Indicators of Success	• Student-teacher engagement will improve each quarter as measured by SPOTs and IRT ratings. • Out of 80 spot observations of classrooms in October 2024, by the building leadership team, 80% of teachers receive a "2" or higher on the use of scaffolding. By March 2025, by building leadership team, 80% of teachers receive a "4" or higher on the use of scaffolding. • Show growth from fall to spring semester on IRT rating.

027: CHAVEZ H S

2024-2025 School Action Plan: Key Actions	
Key Action 1	Enhance staff capacity in delivering top-tier instruction. We will implement a comprehensive approach. This includes regular Spot Observations, where teachers will receive timely feedback on their instructional practices. Additionally, the Instructional Rounds Team (IRT) will provide collaborative, in-depth analysis of teaching practices and student learning. Furthermore, targeted instruction will be provided to address specific areas of growth identified through these processes. Together, these initiatives will empower our staff to consistently deliver the highest quality instruction, ensuring optimal learning experiences for all students
Indicators of Success	● 70% of teachers will score at a 10 or higher on the spot observation walk through form by January 31, 2025, and 80% of teachers will score at a 10 or higher by May 31, 2025. ● The average score from the first two IRT visits will be at a 10.5 or higher and a 11.5 or higher for the last two IRT visits with an overall average goal of 11. ● 80% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by Dimension 2.1 through 2.5 (Instruction) of the T-TESS rubric.

Key Action 2	Reading and Math Growth and Achievement We are dedicated to fostering substantial growth in both reading and math for all our students, aligning our efforts with the STAAR/EOC standards. Through the implementation of data-driven instructional practices and targeted interventions, we are committed to ensuring that every student not only meets but exceeds these standards
Indicators of Success	● In the 2024-2025 school year, students in Reading/Language Arts will move from 36% meets in May 2024 to 44% meets by May 2025. By January 2025, students in Reading/Language Arts will achieve 40% meets on STAAR Interim Assessment. ● In the 2024-2025 school year, students in Mathematics will move from 40% meets in May 2024 to 48% meets by May 2025 By January 2025, students in Mathematics will achieve 44% meets on STAAR Interim Assessment. ● In the 2024-25 school year, students in English I and English II with a writing score of at least 5/10 on the 2024 STAAR EOC will move from 22% to 45% and 40% to 55%, respectively, by May 2025.

Key Action 3	Enhance academic growth for EB, SPED, and 504 students through targeted instruction and personalized learning plans. Enhance academic growth for our specialized student populations, including English Beginners (EB), Special Education (SPED), and 504 students, we are committed to improving the services and instruction provided to meet their unique needs. This includes implementing targeted instructional strategies, personalized learning plans, and differentiated instruction. We will also enhance collaboration with specialized support teams to ensure that interventions are effective and individualized. Through ongoing data analysis and feedback, we will identify areas for improvement and implement evidence-based practices to support the academic growth of these student populations
Indicators of Success	• In the 2024-2025 school year, 32% of African American, 36% of Hispanics, 40% of High Focus Groups will reach the MEETS level on STAAR English. • In the 2024-2025 school year, 31% of African American, 40% of Hispanics, and 43% of High Focus Group will reach the MEETS level on STAAR Math. • In the 2024-2025 school year, percentage of EBs will increase from 31% to 34% to meet state recommended target metric, and 45% for the South Division recommended target. • By the end of the 2024-2025 school year, each special education teacher will receive at least one classroom observation per week and feedback will align in part to the previous week's coaching action step(s).

Key Action 4	Data-Driven Approach to Enhance Postsecondary Readiness Our school is committed to ensuring that all students are well-prepared for success after graduation. To achieve this, we will implement a data-driven approach that utilizes multiple measures, including College, Career, and Military Readiness (CCMR) indicators, Texas Success Initiative (TSI) scores, and Graduation Rates. By analyzing this data, we will identify areas of strength and opportunities for growth, allowing us to tailor our efforts to meet the specific needs of our students

Indicators of Success	● In the 2024-2025 school year, 73% 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% in CCMR points for accountability. ● In the 2024-2025 school year, graduation rate will increase by 3% with an overall goal of 85% of students graduating. ● By June of 2025, we will see a 5% increase in the number of students in cohort 2025 and a 5% increase in the number of students in cohort 2026 who are TSI ready in English and Math (SAT/ACT/TSIA).

034: H S FOR LAW AND JUSTICE

2024-2025 School Action Plan: Key Actions	
Key Action 1	Key Action - Improve Special Education Instruction HSLJ has a small Special Education population and as a campus follows state and federal compliance requirements. HSLJ will continue to meet state and federal compliance requirements but will place more emphasis on improving the quality of instruction for Special Education students in general and special education classes
Indicators of Success	● The percentage of "instructionally proficient" IEPS as measured by a rubric and as reviewed by an independent Special Education team will increase from 49% in May 2024 to 80% in May 2025. ● By May 2025, the teacher average on the Engage and Deliver section of the SPOT observation for all SPOT observations will be 4 out of 6 and 3 out of 4 for the Monitor and Adjust section. ● Maintain Special Education compliance in EasyIEP system at 100%, including ARDs, progress monitoring, documentation of accommodations, and successful implementation of IEP goals and objectives.

Key Action 2	Key Action - Grow staff capacity to provide the highest quality instruction. HSLJ's average score on the 2023-2024 IRTs was a 10. Based on feedback from the 2023-2024 IRTs, HSLJ will grow staff capacity to provide the highest quality instruction through purposeful professional development and on-the-spot coaching
Indicators of Success	● By May 2025, campus average on the Engage and Deliver section of the SPOT observation for all IRT visits will be 4 out of 6 or higher. By May 2025, campus average on the Monitor and Adjust section of the SPOT observation for all IRT visits will be 3 out of 4 or higher. ● 70% of the scores on SPOT observations conducted by November 2024 will be proficient or higher overall; that percentage will increase to 90% by May 2025. ● By May 2025, the average IRT score between IRT round 1 and IRT round 4 will increase by 3 points. ● 90% of students are visibly and actively engaged in effective learning using engagement strategies by December 2024.

Key Action 3	Key Action - Improve STAAR EOC Meets Grade Level and Above English I, English II, Algebra I, and Biology. In 2024, 68% of students scored MEETS grade level on Algebra I; 69% scores MEETS grade level on Biology; 25% of the students scored MASTERS level on the English I EOC; 27% of the students scored at the MASTERS

	level on the STAAR Algebra I EOC; and 10% of the students scored MASTERS level on the English II EOC. HSLJ will increase the number of students scoring at the MASTERS level on the STAAR Algebra I, English I, and English II EOC
Indicators of Success	● By January 2025, 30% will score at the MASTERS level (potential) on the STAAR Algebra I Interim; 25% on the STAAR English I Interim; and 25% on the STAAR English II Interim. ● By May 2025, the percent of students at Meets Grade Level on both Algebra I and Biology STAAR EOC will increase to 75%

Key Action 4	Key Action - College, Career, and Military Readiness HSLJ will ensure that 100% of HSLJ students graduate college, career, or military ready as defined by TEA's standards
Indicators of Success	● 100% of 12th grade students that have not met the TSI requirements for Math and/or ELA will be enrolled in Texas College Bridge. ● By the end of the 2024-2025 school year, 75% of current 11th grade students will meet CCMR requirement or be within one class of meeting CCMR. ● The number of students earning CCMR through dual enrollment (OnRamps) will increase by 50%.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Ensure High-Quality Instruction in English and Mathematics for grades 9-12
Indicators of Success	As measured by campus spot observations, **60% of English and Math teachers** will receive an **average score of 4 points out of six points total** in **Engage and Deliver** by **December 2024**; this percentage will **increase to 85%** by **May 2025**. • As measured by campus spot observations, **60% of English and Math teachers** will receive an **average of 3 points out of 4 points total** in **Monitor and Adjust** by **December 2024**; that percentage will **increase to 85%** in **June 2025**. • By **May 2025**, **90% of teachers** will **analyze data** from **Demonstrations of Learning** (DOL) on a daily basis and use this **data to inform** their **instructional planning**. Evidence of these adjustments will be documented in their lesson plans and verified through bi-weekly checks by instructional leaders.

Key Action 2	Improve the quality of instruction for Special Education Students
Indicators of Success	By the end of the **2024-2025** school year, **100% of IEPs** include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. • Throughout the **2024-2025** school year, **100% of staff members** receive the relevant portions of the IEP within **3 days** of its finalization as demonstrated by campus record keeping. • **100% of quarterly audits** of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.

Key Action 3	Ensure Students in Grades 11-12 are College, Career, and Military Ready
Indicators of Success	By **May of 2025**, there will be a **5% increase** in the number of students in **cohort 2025** and a **5% increase** in the number of students in **cohort 2026** who are **TSI ready** in **English** and **Math** (SAT/ACT/TSIA/TCB). • **75%** of **Grade 11** students will complete a **minimum of 25 hours** (1-2 hours a week from October to the Spring SAT date) of the **Khan Academy Digital SAT Prep**. • **90% of students** in student **Cohort 2025** who are not TSI ready will **enroll** into **Texas College Bridge Math/English** and **successfully complete** the assigned courses. • As measured through enrollment and sections in the master schedule, by **May of 2025**, the percentage

	of **students in 11th and 12th grade successfully completing college level / college prep** (HCC Dual Credit, OnRamps, TX College Bridge, AP, etc.) will **increase by 10%.** • By **January 2025**, at least **50% of qualified students** for second semester as defined by CCMR team will **enroll** in and **successfully complete advanced courses** (Pre-AP/AP, HCC Dual Credit, UT OnRamps) • By **May 2025**, **80% of core teachers** will analyze data from **Demonstrations of Learning** (DOL) for **college level/ college prep classes daily** and use this data to **inform their instructional planning** and delivery. Evidence of these adjustments will be documented in their lesson plans and verified through bi-weekly checks by instructional leaders. • As measured by campus spot observations, **60% of core teachers** of college level/college prep classes will receive **an average of 4 points** out of **six points total** in **Engage and Deliver** and an **average of 3 points** in **Monitor and Adjust** by **December 2024**; that percentage will **increase to 85%** in **May 2025.**

Key Action 4	Ensure English proficiency improves for Emergent Bilingual students
Indicators of Success	By **May 2025**, **34% of students** will **grow one level of Proficiency**, defined as SY23-24 composite to SY24-25 composite on TELPAS. • By **May 2025, 10%** of **Emergent Bilingual** students who did not meet on **STAAR English I** and/or **English II EOC** in Spring of 2024, **will meet passing standard**. • By **May 2025, 100%** of **EB teachers** will **analyze data** from **Demonstrations of Learning (DOL)** for classes daily and use this **data to inform their instructional planning and delivery**. Evidence of these adjustments will be documented in their lesson plans and verified through bi-weekly checks by instructional leaders. • As measured by campus spot observations, **60% of EB teachers** will receive at least **4 out of six points total in Engage and Deliver** and at **least 3 out of four total points on Monitor and Adjust** by **December 2024**; that percentage will **increase to 85% in May 2025**. • By **2024 PEIMS snapshot, 100% of students** identified as **potential EB students** defined by Home Language Survey indicators are **tested and appropriately coded**. • By **PEIMS snapshot, 100% of new to HISD students**, defined as those completing the Home Language Survey, who are identified as EB after the EB Identification Test are **placed in a bilingual or ESL classroom unless parents waive services.** • By **May 2025, 100% of eligible EB students complete** the **TELPAS assessment annually**, with no lapses in compliance as evidenced by no reported incidents of ineligible students testing or eligible students not testing to TEA.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Campus will improve the performance for African American student group in STAAR Math achievement.
Indicators of Success	• By December 2024, 60-65% African American students will score at the Masters level on the Interim STAAR Math as defined by TEA Domain 3 accountability. • By June 2025, 65-70% African American students will score at the Masters Level on STAAR Math as defined by TEA Domain 3 accountability to meet the growth target in Math. • By January 2025, 60% of African American students in grades 3 through 8 will show above expected annual growth (.6) on the NWEA MOY assessment in Math. This will increase to 1.2 of annual growth by May 2025 on the EOY assessment.

Key Action 2	Ensure high-quality instruction (HQI) in grades K-8.
Indicators of Success	• By December 2024, on campus SPOT observations, 70% of teachers will receive 6 points or higher out of 10 points total in the following sections: Engage and Deliver (6 points) and Monitor and Adjust (4 points); this percentage will increase to 85% of teachers by May 2025. • A structured, weekly content PLC schedule will be developed and implemented to ensure teachers are collaborating and developing high quality instructional strategies. Coaching sessions will be implemented to develop content capacity with 1 -2 action items agreed upon with the teacher and the administrator. • In October 2024, as a follow up of coaching, 85% of teachers will implement engagement strategies and communication routines. The evidence of this effort will be measured by the points earned in the Engage and Deliver section of the spot form. (earn 2 points). This percentage will increase to 85% by February 2025 and to 90% by May 2025.

Key Action 3	Establish systems for compliance for IEP goal development and implementation and for maintenance of digital and manual student records.
Indicators of Success	• By December 2024, the campus will earn at least 15 points during the Fall Special Education Compliance Folder Audit. • By May 2025, the campus will earn at least 20 points during the Spring Special Education

	Compliance Folder Audit • In August 2024, 100% SPED teachers and support staff training in the development of IEP goals and implementation of those goals. • Beginning in August, Special Education (PSI/MI) teachers will participate in bi-weekly PLCs for collaboration and training on the development of high-quality IEPs that include the three components of being standards-based, PLAAFPs, etc., to facilitate progress monitoring, students meeting IEP goals, and compliance. • Starting in the Fall, school will monitor weekly compliance ARD report, and in the Spring, the campus will show a 100% on weekly compliance ARD report. A plan for bringing action items into compliance will be developed for every student/item, specifically new students, for 100% of action items that fall below the 100% threshold.

Key Action 4	Strengthen the Tier 2 leadership density and instructional coaching capacity.
Indicators of Success	• 75 % of the staff will receive Proficient 1 or higher rating on the leadership competency as assessed by the evaluators during the leader evaluation process conducted in the fall of 2024; this will increase to 85% in the spring of 2025. • By November 2024, 50% of vertical content 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 80% including planning sessions, by February 2025. • Starting September and by the end of 2024-2025 school year, leaders will achieve 90% consistency in calibration on the SPOT observation form as measured by monthly reviews, ensuring alignment with the T-TESS rubric. • Tier 2 leaders will score at least 18 or above on the Day-to Day Coaching Rubric

2024-2025 School Action Plan: Key Actions	
Key Action 1	Ensure High-Quality Reading/Math Instruction in grades 6-8
Indicators of Success	• Students scoring at the Meets level on the Reading /Math STAAR testing in Grades 6-8 will increase from 35% in 2024 to 50% in 2025. • Students in grades 6th-8th will increase their Conditional Growth Index from 60% in 2024 to 80% in 2025 on NWEA MAP EOY in reading/math. • As measured by campus Spot observations, 60% of Reading/Math teachers will receive 5 points or higher out of eight points total in Domain II (Instruction) by December 2024; that percentage will increase to 85% in May 2025.

Key Action 2	The campus will improve EBs' performance in achievement and/or growth. Note that a campus may decide to hold itself accountable to its achievement target, growth target, or both targets.
Indicators of Success	· By June 2025, 45% of EBs students will reach the growth target(s) in Reading and/or Math as defined by TEA Domain 3 accountability. · By the end of the first semester, the number of EB students who met the expected growth from BOY to MOY NWEA MAP will increase by 10% from the previous year. · By June 2025, 45% of students who grew one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS.

Key Action 3	The principal will monitor the data and instructional practices for tier 2 and tier 3 students.
Indicators of Success	· By June 2024, the percentage of tier 2 tier 3 students earning approaches or higher on the STAAR/EOC reading assessment will increase by 10% as compared to SY23-24. · By June 2025, 70% of tier 2 and tier 3 students will meet or exceed their individual growth goals on NWEA EOY MAP.

Key Action 4	Improve the quality of instruction within sped services and lesson delivery

Indicators of Success	· 40% of students in special education self-contained classes using alternative curriculum will score at the Meets level on the reading and math STAAR Alt test in Grades 6-8, increasing from 25% in 2024 to 40% in 2025. · As measured by campus Spot observations, 60% of Reading core and co-teachers will receive 5 points or higher out of eight points total in Domain II (Instruction) by December 2024; that percentage will increase to 85% in May 2025.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve the quality of first instruction by growing teacher capacity through coaching and feedback.
Indicators of Success	• 50% of walkthrough observations scored using the SPOT rubric will have a rating of proficient or higher in December 2024 and 70% of SPOT observations will receive a rating of proficient or higher in May of 2025. • By April 2025, 100% of the teachers identified by campus administrators as Tier 3 will have received at least 3 visits with On the Spot Coaching specific moves per week as documented by the coaching tracker. • Campus average growth as measured by NWEA math and reading is at least 50th percentile at MOY and 55th percentile by EOY. • By April 2025, 60% of core teachers will score 7 or higher on Domain II (Monitor & Adjust and Engage and Deliver combined) for the prior 6 Spot observations.

Key Action 2	Develop leadership density through instructional coaching and feedback.
Indicators of Success	• 50% of T-TESS Walkthrough observations scored using the rubric by the district will have a proficient rating or higher in December 2024 and increase to 70% proficiency in May 2025. • Alignment of leadership calibration walks will increase by 10% quarterly (12 calibrated walks by quarter) for 100% of the Tier 2 leaders. Goal alignment rate is 94% by April 2025. • 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 T-TESS Walkthroughs, quality of instructional coaching.

Key Action 3	Campus will improve English proficiency for Emergent Bilingual students in Reading and Math.
Indicators of Success	• By June 2025, 42% of students will gain one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS. • By 2024 PEIMS snapshot, 100% of students identified as potential EB students defined by Home Language Survey indicators are tested and appropriately coded. • By PEIMS Fall Snapshot 100% of our EBs and new HISD students (defined as students completing Home Language Survey, testing and qualifying) will receive appropriate ESL services by a teacher that scores 6 or above on Domain II in 75% of Spot observations.

	• By May 2025, 100% of eligible EB students complete the TELPAS assessment annually, with no lapses in compliance as evidenced by no reported incidents of ineligible students testing or eligible students not testing to TEA.

Key Action 4	Strengthen academic achievement for all Special Education (SPED) students in Reading and Math by systematically monitoring the effective implementation of student Individualized Education Programs (IEPs) across all instructional settings. On-the job coaching and feedback is consistently provided for SPED teachers to ensure improvement of quality of instruction.
Indicators of Success	• A structured weekly schedule will be developed and implemented to ensure special education. By April 2025 100% of the Special Education teachers will have received at least one dedicated coaching session every two weeks. • By April 2025, 100% of the Special Education teachers will have received at least one observation a week. Specific action steps will be provided as feedback on each observation. • By June 2024-25, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations a minimum of 80%, thereby promoting the effective application of feedback and continuous instructional improvement.

Key Action 5	Campus will improve performance for African American (185) and Hispanic (798) students' growth from BOY to MOY.
Indicators of Success	• By January 2025, African American students who met expected growth from BOY to MOY NWEA MAP will increase by 10% from SY23-24. • By January 2025, Hispanic students who met expected growth from BOY to MOY NWEA MAP will increase by 10% from SY23-24.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Implement high-quality and aligned lessons.
Indicators of Success	· 80% or more of core teachers will have Proficient I or higher on SPOT observations. ➢ 60% or more by October 2024 ➢ 70% or more by February 2025 ➢ 80% or more by June of 2025 · By May of 2025, STAAR results will increase a minimum of 3% in "Meets" level performance in ELAR and Math, 5% in Science, and 5% in Social Studies. · By May of 2025, overall NWEA achievement median will be at or above the 50th percentile in Reading, 55th Percentile in Math/Algebra, and 60th percentile in Science.

Key Action 2	Monitor data to inform first instruction and second teach, and monitor student growth and progress throughout the school year.
Indicators of Success	· By May of 2025, STAAR approaches will increase 3% for Math and ELAR, 5% for Science and Social Studies. · By May of 2025, overall NWEA achievement median will be at or above the 50th percentile in Reading, 55th Percentile in Math/Algebra, and 60th percentile in Science. · TELPAS progress rate will increase from 58% to 60%.

Key Action 3	Increase student attendance by 1% or higher by the end of the 24-25 School year.
Indicators of Success	· By the end of the 24-25 school year, ADA will be at 96% or higher. · OSS rates will decrease by 3% or more

Key Action 4	Improve the English Proficiency Level of EB students.
Indicators of Success	· By June of 2025, the percentage of EB students growing one proficiency level or more will increase from 42.5% to a minimum of 44% on TELPAS composite. · By PEIMS snapshot, 100% of new to HISD students, defined as those completing the Home Language Survey,

	who are identified as EB after the EB Identification Test are placed in a bilingual or ESL classroom unless parents waive services. · By June of 2025, the percentile growth of EB students on NWEA Reading will increase from 54% to 60%.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve the instructional quality and capacity of the teaching staff to meet the diverse learning needs of our students that will result into higher students' achievement.
Indicators of Success	• 75% of Cullen MS teachers will achieve a rating of Proficient, or higher, on their SPOT observations in Domains 2 and 3 by MOY (mid-year) 2025 • 100% of Cullen MS teachers will achieve an average of a minimum score of 4 or higher in engage & deliver • By the end of the academic year, campus average on the Monitor & Adjust section of the Spot observation for all IRT visits will be 3 out of 4 or higher. • By the end of the academic year, average IRT score between IRT round 1 and IRT round 4 will increase by 2.0 points.

Key Action 2	To improve student growth and achievement data, and to implement targeted intervention aimed at supporting all students to achieve at least one and a half grade level growth by the end of the school year (EOY) 2025, on NWEA MAP Reading and STAAR Math assessments.
Indicators of Success	• 60% of the students will grow 0.8 expected growth on NWEA-MAP by the MOY. • By May of 2025, 80% of students will have grown 1.6 times the expected growth on NWEA-MAP in Reading and Math. • *By the end of the academic year, 6th-8th grade African American students will increase the overall student achievement average of reading by 20% from BOY to EOY.* • By the end of the academic year, the percent of At-Risk students at Meets Grade Level on the Math STAAR will increase to 30%.

Key Action 3	*The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.*
Indicators of Success	• By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews • Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping • 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.

Key Action 4	Increase student attendance rate to from 84% in 2023-24 SY to 90% for the 24-25 School Year
Indicators of Success	• Consistent daily attendance of 95% or higher. • Home visits for students missing 4-7 unexcused, consecutive days to support campus with improving attendance. • By the end of the academic year, attendance at Cullen Middle School will increase to 90%. • Decrease in truancy referrals by 50% by the end of the school year.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Grow teacher capacity to provide the highest quality of instruction through observation, feedback, planning, and coaching.
Indicators of Success	• By end of May 2025, our quality of instruction will increase from 8.72 points as measured by the IRT average score in 2024 to at least an overall average of 11 points or higher. • By December 2024, 60% of the teachers will be proficient delivering high quality instruction receiving at least 8 out of 11 points in Domain II (parts I-III) based on the SPOT observation form; that percentage will increase to 80% receiving at least 9 out of 11 points by May 2025. • By December 2024, 60% of the teachers will receive an overall rating of 11 out 15 based on the SPOT observation form as measured through T-TESS rubric; that percentage will increase to 80% by May 2025

Key Action 2	The principal consistently provides on-the-job coaching and feedback at a minimum monthly to all Special Education teachers that will result in improving students' outcome.
Indicators of Success	• A structured weekly schedule will be developed and implemented to ensure each special education teacher receives at least classroom observation per week with feedback and one dedicated coaching session per week. Coaching sessions will result in 1-2 actions steps agreed upon between teacher and administrator. • By June 2024-2025, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations a minimum of 80%, thereby promoting the effective application of feedback and continuous instructional improvement. • Special Education Students will increase by 0.8 in expected growth on NWEA MAP Assessment in Reading and Math from BOY to EOY, and 1.6 in expected growth from BOY to EOY. • Special Education students STAAR Reading at Meets from 5% to 10% and Math at Meets level from 8% to 13%.

Key Action 3	Improve Reading and Math proficiency in for all students in 6th - 8th grades.
Indicators of Success	• Spring of 2025, our students will increase from 23% to 38% in scoring at least a 4 or higher on the ECR part of the ELAR State Assessment compared to the previous school year. • MAP NWEA Reading and Math, 70% or more of 6-8 grade students will meet 0.8 in expected growth on NWEA MAP Assessment in Reading and Math from BOY to MOY, and 1.6 in expected growth from BOY to EOY. • In the 2024-2025 school year, the percentage of students at Meets level in on STAAR Reading Language Arts will increase from 24% to 29% and in Math from 17% to 22%.

Key Action 4	Strengthening the academic achievement of all EB students in reading and math.
Indicators of Success	• 60% of Emergent Bilingual students that have been in US schools 3 or more years, will have a composite score of Advance or Advanced High on their TELPAS scores. • We will increase from 23% to 50% or more of our Emerging Bilingual students progressing at least one proficiency level in the composite rating as measured by TELPAS and set as a long-term target by TEA (2037-2038). • Emergent Bilingual students scoring at the Meets level on the STAAR Reading Language Arts test in Grades 6-8 will increase from 18% in 2024 to 23% in 2025.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Increase the level of high-quality tier 1 instruction through spot observations and feedback.
Indicators of Success	● 65% of the scores on spot observations conducted in December 2024 will be Proficient 1 or higher; that percentage will increase to 80% in May 2025 ● 70% of the teachers will be Proficient I or higher in Planning, Engage & Deliver, Monitor & Adjust, Reinforce & Redirect, and Learning Environment in December 2024 as measured by Domain 1-3 of the spot observation rubric; that percentage will increase to 80% in May 2025.

Key Action 2	Implement the NES ELA 6th-8th curriculum with fidelity to increase mastery of learning objectives.
Indicators of Success	● 60% of students will score above the 50th percentile in Reading on NWEA Map BOY- MOY assessments. ● 44% of 6th-8th graders will meet at Meets or higher on the 2024-2025 Reading STAAR exam. ● 60% of students will score at Secure 2 or Higher by December 2025, increasing to 80% by May 2025.

Key Action 3	Implement the NES Math 6th-8th curriculum with fidelity to increase mastery of Learning Objectives.
Indicators of Success	● 60% of students will score above the 50th percentile in Math on NWEA Map BOY- MOY assessments. ● 40% of 6th-8th graders will score Meets Level or higher on the 2024-2025 Math STAAR exam. ● 65% of students will score at Secure 2 or Higher by December 2025, increasing to 85 % by May 2025.

Key Action 4	Improve the effectiveness of tier 1 instruction for EB/EL students in Math and Reading.
Indicators of Success	● 45% of EB students meet the TEA TSI Math target by May 2025. ● 34% of EB students to meet the TEA TSI Reading target by May 2025 ● 40% of EB students will grow at least one English proficiency level in TELPAS by May 2025.

Key Action 5	The Principal will consistently provide on-the-job coaching and feedback at least once a month.
Indicators of Success	● A structured weekly schedule will be developed and implemented to ensure each special education teacher receives at least one dedicated coaching session per week. Coaching sessions will result in 1-2 action steps agreed upon between teacher and administrator. ● By the end of the 2024-2025 school year, each special education teacher will receive at least one classroom observation per week and feedback will align in part to the previous week’s coaching action step(s). ● By June 2024-2025, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations a minimum of 80%, thereby promoting the effective application of feedback and continuous instructional improvement.

2024-2025 School Action Plan: Key Actions	
Key Action 1	By June 2025, Fonville will improve English proficiency for Emergent Bilingual students as evidenced by the indicators of success below.
Indicator of Success 1	By June 2025 44% of students will grow 1 level of Proficiency as defined by the 24-25 composite on TELPAS.*
Indicator of Success 2	By May 2025, 60% of EB teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for the second semester.*
Indicator of Success 3	May 2025, 95% of eligible EB students complete the TELPAS assessment annually, with no lapses in compliance as evidenced by no reported incidents of ineligible students testing or eligible students not testing to TEA.

Key Action 2	By May 2025, the LSAE model will have been implemented with 95% fidelity across all grade levels and content areas as evidenced by spot observations, on-the-spot coaching feedback, admin DOL tracker, and improved student outcomes.
Indicator of Success 1	Per the Spot forms, 95% of push-outs occur on time within 45 to 55 minutes, so the transition from DOL to LSAE ensures L/S1 receive more direct instruction/extension of the lesson by May 2025.*
Indicator of Success 2	By December 2025, 60% of LSAE teachers will score 5/8 or higher in Domain II & III (Engage & Deliver and Learning Environment) of the spot, as measured by the monthly average spot score for the second semester.
Indicator of Success 3	By May 2025, 90% of LSAE teachers will score 5/8 or higher in Domain II & III (Engage & Deliver and Learning Environment) of the spot, as measured by the monthly average spot score for the second semester.*

Key Action 3	The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/ modifications are documented in PowerSchool.
Indicator of Success 1	90% of SpEd accommodation logs will be turned into the case manager every Friday for review and feedback by March 2025 using the Fonville Accommodation Tracker*
Indicator of Success 2	Domain 2 in the Spot Forms will demonstrate that 95% of the SpEd Binders provide evidence of accommodations, differentiation, and scaffolding to support student learning as determined by their IEPs.
Indicator of Success 3	100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool. This adjustment will address the noted concern on last year's SpEd audit.*

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve the quality of instruction for all grade levels and subjects to meet the needs of all students.
Indicators of Success	• By January 2025, 100% of tier 1 students will be projected to perform at the Meets level on STAAR on NWEA MOY MAP. • By January 2025, 50% of tier 2 and tier 3 students will meet or exceed their individual growth goals on NWEA MOY MAP. • By June 2025, 70% of tier 2 and tier 3 students will meet or exceed their individual growth goals on NWEA EOY MAP. • By January 2025, 75% of teachers will score a 6 or higher in Domain 2-Instruction on the SPOT observation conducted by the campus leadership team. The percentage of teachers will increase to 90% by May 2025.

Key Action 2	Clifton MS will improve performance for emergent bilingual students in achievement and growth/maintenance.
Indicators of Success	• By TELPAS administration, 44% of emergent bilingual students will perform at one or more level higher in language proficiency from Spring 2024 to Spring 2025. • By MOY, 30% of students will move one proficiency level in at least two domains on Summit K-12 progress monitoring assessment and 50% by EOY. • By June 2025, 30% of emergent bilingual students will achieve at/ or above meets as defined on the State of Texas Assessments of Academic Readiness for math and reading. • 75% of emergent bilingual students will complete a minimum of 90 mins week from October to the Spring TELPAS date) of SummitK-12.

Key Action 3	The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in district digital platforms.
Indicators of Success	• By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs will contain 3 data points and have tailored measurable goals that address each student's unique needs, as verified through annual reviews. • During the 2024-2025 school year, 100% of staff members will receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping.

Key Action 4	Strengthen academic achievement for all Special Education (SPED) students in Reading and Math by systematically monitoring the effective implementation of student Individualized Education Programs (IEPs) across all instructional settings.
Indicators of Success	• Increase in the percentage of Special Education (SPED) Inclusion and BSC students meeting or exceeding grade level expectations in Reading and Math as measured by NWEA MAP, with a target of a 2.5 point RIT score growth at MOY and finally a 5 point RIT score growth at EOY compared to the BOY. • Improvement in the consistency of IEP implementation across all classes, as evidenced by checks conducted every three weeks by designated staff members, with a goal of achieving 100% fidelity by October.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Hamilton Middle School will improve its High-Quality Instruction in all content classes.
Indicators of Success	• 63% of all students will meet their **Reading** EOY growth goal by MOY according to NWEA Map testing in January 2025. (23-24 data: 56% of scholars met this goal) • By June 2025, 58% of students will be performing at the "Meets" level as determined by **Reading** STAAR. (23-24 data: 50% of scholars met this goal) • By June 2024, 50% of students will be performing at the meets level as determined by **Science** STAAR. (23-24 42% of scholars met this goal) • By June 2025, 20% of students will perform at the "masters" level on the **Math** STAAR exam. (23-24 data 14% of scholars met this goal) • 60% of all students will meet their **Math** EOY growth goal by MOY according to NWEA Map testing in January 2025. • By June 2025, 48% of students will be performing at the "Meets" level as determined by **Math** STAAR. (23-24 data: 40% of scholars met this goal) • By June 2025, 14% of students will be performing at the "Masters" level as determined by the **Social Studies** STAAR. (23-24 data: 8% of scholars met this goal) • Starting in October 2024, 85% of core teachers will consistently score at/above level 3 for the remainder of the year in Domain II, "Engage & Deliver," as measured by the Spot Observation Form.

Key Action 2	Hamilton Middle School will improve English Proficiency for Emergent Bilingual students.
Indicators of Success	•By June 2025, 44% of our Emergent Bilingual students will demonstrate at least one level of growth in Proficiency, as measured by the composite scores from SY 23-24 to SY 24-25 on the TELPAS assessment. • By April 2025, 100% of eligible EB students will complete the TELPAS assessment annually, with no lapses in compliance, as evidenced by no reported incidents of ineligible students testing or eligible students not testing to TEA. • By the 2024 PEIMS snapshot, 100% of students identified as potential EB students defined by Home Language Survey indicators are tested and appropriately coded.

Key Action 3	Hamilton Middle School will improve the performance of African American students in reading NWEA and STAAR growth.

Indicators of Success	• By June 2025, African American students will grow 4% to reach the interim growth target in reading as defined by TEA Domain 3 accountability. • By June 2025, African American students will increase their reading BOY to MOY NWEA MAP scores by 10 • 60% of African American students will meet their reading MOY growth goal according to NWEA Map testing in January 2025

2024-2025 School Action Plan: Key Actions	
Key Action 1	Increase the level of high-quality tier 1 instruction through spot observations and feedback.
Indicators of Success	● 70% of the teachers will be Proficient 1 or higher on spot observations conducted through December will be; that percentage will increase to 90% by May 2025 ● The campus average in the Engage and Deliver dimension on the SPOT Observation dashboard will increase to 3.8 by January 2025 then 4.2 out of 6 by May 2025. ● The campus average in the Planning dimension on the SPOT Observation dashboard will increase to 1.4 by January 2025 then 1.5 out of 2 by May 2025.

Key Action 2	Campus improves English proficiency for Emergent Bilingual students through mastery of daily objectives and standards aligned to Reading STAAR and TELPAS.
Indicators of Success	● By January 2025, 20% of the Emergent Bilingual students will meet their individual growth targets on NWEA MOY MAP Reading. By May 2025, 40% of Emergent Bilingual students will meet their individual growth target on NWEA MAP EOY Reading. ● 44% of EB students grow one proficiency level on TELPAS by May 2025 with 50% of Beginner/Intermediate Emergent Bilingual Students meeting the progress goal of 40 minutes per week using Connect To Literacy via Summit K12.

Key Action 3	Implement the NES Math 6th-8th curriculum with fidelity to provide high quality instruction and maximize student learning outcomes.
Indicators of Success	● The math department average in the Monitor and Adjust dimension will increase to 2.6 January 2025 then 2.9 out of 4 by May 2025. ● 38% of students in grades 6th-8th at Meets or Above in the Math STAAR exam by May 2025. Following the NWEA MAP MOY administration, 30% of students will be projected to be at the Meets or above level in Math STAAR in NWEA Map. ● 40% of students will be above the 45th percentile in math as measured in the NWEA Map assessments by Winter MOY and 40% of students to be above the 50th percentile in math as measured in the NWEA EOY MAP assessment.

Key Action 4	Increase the level of high quality instruction by improving campus culture.
Indicators of Success	● Increase attendance average from 93% to 95% by May 2025. ● Decrease out of school suspensions from 258 to less than 180 (30%) by May 2025. ● Increase staff attendance by 15% by May 2025.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Develop teacher capacity to ensure that high-quality instruction is executed and accessible for all students.
Indicators of Success	• Based on MOY NWEA MAP data, 80% of students will show growth of at .8 years. By EOY NWEA MAP data, 90% of students will have 1.5 years of growth. • Based on MOY NWEA MAP data, over 50% of students being served by special education services will show over .6 years of growth in mathematics. By EOY NWEA MAP data, we will see that over 60% of students being served by special education services will show over 1.2 years of growth for mathematics. • Based on MOY NWEA MAP data, over 50% of students being served by special education services will show .6 years of growth in ELA. By EOY NWEA MAP data, we will see that over 60% of students being served by special education services will show over 1.2 years of growth for ELA. • Based on MOY NWEA MAP data, over 50% of emergent bilingual students will meet their individual growth target on 2-8 NWEA MAP Reading. By EOY NWEA MAP data, we will see that over 60% of emergent bilingual students will meet their individual growth target on 2-8 NWEA MAP Reading. • Based on spot observations, 75% of teachers will be proficient or higher according to the rubric found in appendix A by January 2025. Teachers will be proficient 1 or higher in the delivery of high-quality instruction as measured by that section in the teacher evaluation rubric. By June of 2025, 90% of teachers will be proficient 1 or higher

Key Action 2	Improve English language proficiency in writing, reading, listening, and speaking for all students
Indicators of Success	• By December 2024, 80% of lessons will have customization to include intentionality around students' access to listening, writing, speaking, and reading for every lesson as measured by weekly lesson plan feedback. By June 2025, 100% of lessons will have customization to include intentionality around students' access to listening, writing, speaking, and reading for every lesson as measured by weekly lesson plan feedback. • By December 2024, 60% of lessons observed will have evidence of students listening, writing, speaking, and reading, as indicated through spot observations specifically, domain 2 (instruction). By May 2025, 90% of lessons observed will have evidence of students listening, writing, speaking, and reading, as measured by data from EOY spot observations, specifically domain 2 (instruction). • By September 2024, 100% of students will have written their BOY Essay and it will be scored according to the TEA STAAR Rubric for a BOY score. By December 2024, 100% of students will have written an essay to show over 50% of growth on their essay compared to their BOY essay using the TEA STAAR Rubric. By April

	2025, 100% of students will have written an essay to show over 80% of growth on their essay compared to their BOY essay using the TEA STAAR Rubric. • By Spring 2025, 60% of the emergent bilingual students will increase at least one proficiency level as assessed on TELPAS.

Key Action 3	Cultivate a positive and safe learning environment through a system of structure, joy, and accountability for all students.
Indicators of Success	• By our Fall Survey, 50% of staff will rate favorably on the question "Student discipline is enforced consistently and effectively on my campus". By our Spring campus survey, 80% of staff will respond favorably to the same question. • By our Fall Survey, 50% of students will rate favorably on the question "I am excited about being at my school". By our Spring campus survey, 80% of students will respond favorably to the same question. • Through the Champion Incentive System, which incentivizes good behavior, we will see a 20% decrease in referrals by December 2024 compared to December 2023 and a 40% decrease by May 2025 compared to May 2024. • Student attendance will rise by 2% by October 2024, 3% by December 2024, and 4% by February 2025 through regular absenteeism checks and follow-ups compared to the attendance rates of 2023-2024. An incentive system for students to be rewarded for attendance each 3-6 weeks. 90% of students will meet their 90-10 attendance requirement by April 2025.

Key Action 4	Increase the high-performance culture of accountability and positive collaboration across staff members through feedback, collaboration with administrators, and accountability.
Indicators of Success	• By December 2024, all teachers, teacher apprentices, and learning coaches will have a minimum of 4 coaching cycles, which include an observation, coaching plan, and close out observation. By May 2025, all teachers, teacher apprentices, and learning coaches will have a minimum of 8 coaching cycles, which include an observation, coaching plan, and close out observation. • By our Fall Survey, 60% of staff will rate favorably on the question "My campus leadership helps me improve the quality of my instruction". By our Spring campus survey, 80% of staff will respond favorably to the same question. • By our Fall Survey, 60% of staff will rate favorably on the question "I believe I work in an environment of support and respect". By our Spring campus survey, 90% of staff will respond favorably to the same question.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Patrick Henry students will indicate growth through access to high quality instruction. Develop teacher capacity to ensure that high-quality instruction is executed and accessible for all students.
Indicators of Success	• Based on MOY NWEA MAP data, 80% of students will show growth of at least 0.8 years. By EOY NWEA MAP, 90% of students will have 1.2 years of growth. • Based on MOY NWEA MAP data, over 50% of students being served by special education services will show over .6 years of growth in mathematics. By EOY NWEA MAP, we will see that over 60% of students will show 1.2 years of growth for mathematics. • Based on MOY NWEA MAP data, over 50% of students being served by special education services will show .6 years of growth in ELA. By EOY NWEA MAP, we will see that over 60% of students will show 1.2 years of growth for ELA. • Based on spot observations, 75% of teachers will be proficient or higher according to the rubric found in appendix A by January 2025. Teachers will be proficient 1 or higher in the delivery of high-quality instruction as measured by that section in the teacher evaluation rubric. By June of 2025, 90% of teachers will be proficient 1 or higher.

Key Action 2	Improve writing and reading proficiency in 6th-8th.
Indicators of Success	• By December 2024, 80% of lessons will have customization to include intentionality around students' access to listening, writing, speaking, and reading for every lesson as measured by weekly game plan (Lesson Plans) feedback. By June 2025, 100% of lessons will have customization to include intentionality around students' access to listening, writing, speaking, and reading for every lessons as measured by weekly game plan (Lesson Plans) feedback. • By December 2024, 60% of lessons observed will demonstrate evidence of students listening, writing, speaking, and reading, as indicated through spot observations specifically, Domain 2 (Instruction). By May 2025, 90% of lessons observed will have evidence of students listening, writing, speaking, and reading, as measured by data from EOY spot observations, specifically Domain 2 (Instruction). • By September 2024, 100% of students will have written their BOY Essay and it will be scored according to the TEA STAAR Rubric for a BOY score. By April 2025, 100% of students will have written an essay to show over 80% of growth on their essay compared to their BOY essay using the TEA STAAR Rubric

Key Action 3	Patrick Henry Middle school will cultivate a positive and safe learning environment through a system of structure, joy, and accountability for all students.
Indicators of Success	• By our Fall Survey, 50% of staff will rate favorably on the question "Student discipline is enforced consistently and effectively on my campus". By our Spring campus survey, 80% of staff will respond favorably to the same question. • By our Fall Survey, 50% of students will rate favorably on the question "I am excited about being at my school". By our Spring campus survey, 80% of students will respond favorably to the same question. • Through the patriot incentive system, which incentivizes good behavior, we will see a 20% decrease in referrals by December 2024 compared to December 2023 and a 40% decrease by May 2025 compared to May 2025.

Key Action 4	Increase the high-performance culture of accountability and positive collaboration across staff members through feedback, collaboration with admin, and accountability.
Indicators of Success	• By December 2024, all teachers, teacher apprentices, and learning coaches will have a minimum of 4 coaching cycles, which include an observation, coaching plan, and close out observation. By May 2024, all teachers, teacher apprentices, and learning coaches will have a minimum of 8 coaching cycles, which include an observation, coaching plan, and close out observation. • By our Fall Survey, 60% of staff will rate favorably on the question "My campus leadership helps me improve the quality of my instruction". By our Spring campus survey, 80% of staff will respond favorably to the same question. • By our Fall Survey, 60% of staff will rate favorably on the question "I believe I work in an environment of support and respect". By our Spring campus survey, 90% of staff will respond favorably to the same question.

Key Action 5	School leaders will consistently provide on-the-job coaching and feedback at a minimum monthly.
Indicators of Success	• Indicator of Success 1 A structured weekly schedule will be developed and implemented to ensure each special education teacher receives at least one dedicated coaching session per week. Coaching sessions will result in 1-2 actions steps agreed upon between teacher and administrator. • Indicator of Success 2 By the end of the 2024-2025 school year, each special education teacher will receive at least one classroom observation per week and feedback will align in part to the previous week's coaching action step(s). • Indicator of Success 3 By June 2024-2025, the school leader will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations for a minimum of 80%, thereby promoting the effective application of feedback and continuous instructional improvement.

Key Action 6	Campus improves English proficiency for Emergent Bilingual students.
Indicators of Success	• By June 2025, 44% of students who grew one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS. • NWEA MAP: By June 2025, 60% of Emergent Bilingual students will meet their individual growth target on 2-8 NWEA MAP Reading. Note: Campus should adjust the increase target if they exceeded 60% in SY23-24. • By May 2025, 60% of EB teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for the second semester. • By May 2025, 100% of eligible EB students complete the TELPAS assessment annually, with no lapses in compliance as evidenced by no reported incidents of ineligible students testing or eligible students not testing to TEA.

053: HOGG MIDDLE

2024-2025 School Action Plan: Key Actions	
Key Action 1	Grow staff capacity to provide high quality instruction and create a high-performance culture for teachers, students and parents
Indicators of Success	● The campus will achieve an overall score of 9 or higher on IRT 1 or 2 in Fall 2024, which will reflect scholar engagement and teacher planning for engagement and addressing misconceptions. [23-24 Data: IRT 1 - 7.27] ● By May 2025, 75% of core teachers will score 7/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for second semester. ● The campus will achieve an overall score of 11 or higher on the highest IRT of the 24-25 school year, which will reflect scholar engagement and teacher planning for engagement and addressing misconceptions. [23-24 Data: IRT 3 - 8.3: D1 - 1.9, D2 - 3.1, D3 - 3.3] ● Decrease the number of out of school suspensions by 5% by the end of the 2024-2025 school year. [23-24: 62 / 24-25 Goal = >59] ● In the School Climate Survey conducted in December 2024 and May 2025, at least 95% of parents will choose "mostly" or "yes" when asked "Are you happy with Hogg at this time?" [23-24: Current Data 76% Yes 18% Mostly] ● By June 2025, student attendance will increase to 96%. [23-24: average 8/21/23 to 6.5.24 - 95.5%]

Key Action 2	The campus will close the minority achievement gap by improving our Black and Hispanic students' performance on the STAAR Reading and STAAR Math
Indicators of Success	● By June 2025, 66% of Black students will reach the achievement target in Reading as defined by TEA Domain 3 accountability. [23-24: 54% at Meets +] ● By June 2025, 43% of Black students will reach the achievement target in Math as defined by TEA Domain 3 accountability. [23-24: 40% at Meets +] ● By June 2025, 68% of Hispanic students will reach the achievement target in Reading as defined by TEA Domain 3 accountability. [23-24: 57% at Meets +] ● By June 2025, 49% of Hispanic students will reach the achievement target in Math as defined by TEA Domain 3 accountability. [23-24: 42% at Meets +]

Key Action 3	The campus improves English proficiency for Emergent Bilingual students
Indicators of Success	● By June 2025, we will increase the percent of students who grew one level of Proficiency, as defined as SY23-24 composite to SY24-25 composite on TELPAS to 44%. [Current data 23-24: 30%] ● By 2024 PEIMS snapshot, 100% of students identified as potential EB students defined by Home Language Survey indicators are tested and appropriately coded.

Key Action 4	The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool
Indicators of Success	● By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. ● Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping. ● 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Teachers will implement Tier 1 first-teach, high quality instruction with fidelity in order to increase student achievement for all students.
Indicators of Success	·By the end of January 2025, students administered the MOY Math will grow from 246 students to 270 students, in Reading from 217 to 238 students and Science from 200 students to 220 students. · By the end of May 2025, 75% of students administered the EOY NWEA in Reading, Math, and Science will grow at a minimum of 10 RIT points. ·By the end of January 2025, NMS will decrease the number of students who showed no growth in NWEA math from 170 to 153, in reading from 213 to 192, and in science from 221 to 198. ·By the end of December 2024, 66% of spot observation scores conducted by the Independent Review Team will be proficient or higher. ·By the end of May 2025, 83% of spot observation scores conducted by the Independent Review Team will be proficient or higher.

Key Action 2	Increase the performance of Emergent Bilingual students across all four domains that include listening, speaking, reading and writing.
Indicators of Success	● By the end of May 2025, 50% of our students will grow by one proficiency level as indicated on TELPAS in the listening and reading domains. ● By the end of May 2025, a significant increase in the percentage of emergent bilingual students achieving meets on the RLA STAAR exam will increase from 27% to 40%. ● By the end of May 2025, a significant increase in the percentage of emergent bilingual students achieving approaches on the RLA STAAR exam will increase from 48% to 60%. ● By the end of May 2025, the rate of reclassification, where emergent bilingual students are exited from the English learner program and reclassified as English proficient will increase from 15% to 20%.

Key Action 3	Successfully implement NES principles and practices with fidelity.
Indicators of Success	· By the end of October 2024, the first NES Health Check on NES systems and structures will yield a score of Tier 2 or higher. · By the end of January 2025, the second NES Health Check on instructional practices will yield a

	score of Tier 2 or higher. · By the end of April 2025, the third NES Health Check on Student Outcomes will yield a score of Tier 2 or higher.

Key Action 4	The special education department will ensure full compliance with all special education requirements and enhance the academic outcomes of students with special education designations.
Indicators of Success	· By the end of January 2025, 65% of special education students administered the MOY NWEA in Reading, Math, and Science will grow a minimum of 3 points on their RIT score. ·By the end of May 2025, 75% of students administered the EOY NWEA in Reading, Math, and Science will grow a minimum of five points on their RIT score. ·By the end of May 2025, a significant increase in the percentage of special education students achieving approaches in the STAAR math exam will increase from 29% to 39%, in STAAR reading from 35% to 45%, in STAAR science from 29% to 39% and in STAAR SS from 12% to 22%. · By the end of February 2025, the targeted folder review summary conducted by the OSES team will yield a result of a B or higher in quality IEPs, ARD participation, and Prior Written Notice.

055: MEYERLAND MIDDLE

2024-2025 School Action Plan: Key Actions	
Key Action 1	Key Action for SPED: Improve and accelerate academic achievement for Special Education students in order to help close the gap between them and their non-Special Education peers
Indicators of Success	• 80% of Special Education students will show one year of growth on the NWEA Map from the BOY compared to the EOY assessments. By MOY, at minimum 40% of our students will meet their growth target by MOY Map. • For the 2024-2025 school year, 90% of students identified as Special Ed will meet their Annual Measurable IEP Goals. • Using a campus SPED implementation checklist (monitored every three weeks), we will ensure at minimum 100% of students accommodations/modifications will be implemented daily.

Key Action 2	Key Action for HQI - In the 2024-2025 school year, MPVA will increase the instructional capacity of teachers which will provide students high quality learning
Indicators of Success	• 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. 40% of teachers will meet the target by MOY (January/February benchmark). • 65% of the scores on spot observations conducted in December 2024 by campus appraisers will be proficient or higher (9 points out of 15 is Proficient); that percentage will increase to 75% in May 2025. • By May 2025, 75% of teachers will be rated proficient or higher in Dimension 2.4 and 2.5 in Domain 2 on the T-TESS rubric. By December 2024, 35% of teachers will be rated proficient or higher by MOY (January/February benchmark).

Key Action 3	Key Action for Discretionary Item: Raise the level of student engagement utilizing multiple engagement strategies during daily instruction which will increase student academic growth and achievement
Indicators of Success	• 80% of students will show one year's growth on their math and reading benchmarks as measured on the MAP assessments between BOY and EOY. 40% of students will

	meet their growth target by MOY benchmark. ● 65% of the scores on spot observations conducted in December 2024 by campus appraisers will be proficient or higher (9 points out of 15 is Proficient); that percentage will increase to 75% in May 2025. ● For the 2024-2025 school year, 100% implementation of multiple engagement strategies within teacher lessons will directly reflect a 55% decrease of classroom disruptions and/or PEIMS related referrals from 2023-2024 80 discipline referrals to less than or equal to referrals.

Key Action 4	Key Action for Discretionary Item: Raise the academic growth and achievement of our Emergent Bilingual (EB) student group and close the gap between our EB and white student groups
Indicators of Success	● 80% of Emergent Bilingual students will show one year growth on the NWEA Map from the BOY compared to the EOY assessments. 40% of students will meet their growth target by MOY benchmark. ● 65% of EB teachers will receive a minimum End-of-Year (EOY) average of 4 points on the HISD Spot Form by December 2024. By March 2025, 80% of our EB teachers or higher will average 4 points. ● 80% of the Emergent Bilingual students will increase or improve by at least one proficiency level on 2025 TELPAS for reading, writing, speaking and listening.

2024-2025 School Action Plan: Key Actions	
Key Action 1	**Develop teacher capacity in effectively delivering rigorous Good, First Tier I Instruction in all subject areas and Special Education**
Indicators of Success	● 80% of teachers will receive an average of 5 points or higher on SPOT Observation Domain II: Instruction by December 2024 and an average of 6 points or higher by May 2025. ● 40% of students will perform at the Meets level or higher on campus, district, and state assessments (STAAR) in Reading and Math in all grade levels. ● At least 47% of Emergent Bilingual students will progress at least one proficiency level on TELPAS listening, speaking, and reading. ● 40% of Special Education (SPED) students will achieve at the approaches level or higher on STAAR 2025 in Reading and Math. ● By February 2025, 50% of students will show growth on the MAP assessment from BOY to MOY in Reading, Math and Science.

Key Action 2	**Increase student engagement and progress monitoring (checking for understanding) by implementing Multiple Response Strategies**
Indicators of Success	● By October 2024, 70% of teachers will earn 5 points or higher on Domain II of the SPOT observation form. This percentage increases to 95% by March 2025. ● By mid-November 2024, at least 90% of students in each class will appropriately respond to CFU questions by utilizing the Multiple Response Strategies/Lead4Ward Strategies with 100% engagement provided by the teacher. This percentage will increase to 90% by April 2025. ● By early October 2024, 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 3	**Implement the LSAE model with fidelity**
Indicators of Success	● By November 2024, 65% of teachers will implement high quality Tier 1 instruction resulting in 80% of students meeting proficiency on the DOL (S2, A, E) a minimum of 3 days a week. By March 2025, 80% of teachers will implement high quality Tier 1 instruction resulting in 80% of students meeting proficiency on the DOL (S2, A, E) a minimum of 3 days a week.

	● Welch MS will receive a proficient or higher score on the LSAE learning rubric assessed in December 2024 and May 2024.

Key Action 4	Improve instructional delivery in differentiating for emergent bilingual students with language acquisition in core content classes
Indicators of Success	● By January 2025, 60% of emergent bilinguals will make .5 progress on the MOY ELD TELPAS district assessment. ● 55% of emergent bilingual students will make one year progress on the 2025 TELPAS assessment (combined) ● By October of 2024, 60% of teachers will earn a point for differentiation (EB) on Domain II of the HISD Spot Observation form. By January 2025, 75% of teachers will earn a point for differentiation on Domain II of the HISD Spot Observation form and by April of 2025, 100% of teacher will earn a point for differentiation on Domain II of the HISD Spot Observation form

Key Action 5	Improve Special Education Compliance ARD timelines
Indicators of Success	● By October 1, 2024, 100% of special education annual ARDs will be scheduled and put on outlook calendar for all attendees. ● By December 2024, 100% of annual ARDs schedule for the Fall semester will be completed with all signatures in EasyIEP System ● By May 15, 2024, 100% of annual ARDs for the 2024-2025 school year will be completed with all signatures in the EasyIEP System

2024-2025 School Action Plan: Key Actions	
Key Action 1	Grow staff capacity to provide high quality Tier I instruction to improve student outcomes.
Indicator of Success 1	70% of teachers will achieve Proficient I status in the HISD Core Spot Observation form by December 15, T 2024. This will increase to 90% of teachers by May 31st, 2025
Indicator of Success 2	All core content teachers will analyze student data to design small group instruction to meet students' individual needs by October 1, 2024.
Indicator of Success 3	All students identified as At-Risk on BOY Map and/or those not making consistent, adequate progress in Tier 1 instruction will be reviewed monthly to establish an appropriate plan of support via the Intervention Assistance Team (IAT).
Indicator of Success 4	• By June 2025, 70% of returning Emergent Bilingual students will increase by one composite proficiency level indicated by 24-25 TELPAS results. • By June 2025, 80% of Emergent Bilingual students will meet or exceed their individual growth target on NWEA/MAP Reading. • By May 2025, 75% of teachers will score 7/10 or higher in the Monitor & Adjust and Engage & Deliver categories of the HISD Core Spot form, as measured by the monthly average spot score for the Spring 2025 semester. • By May 2025, 100% of teachers can identify their Emergent Bilingual students and provide specific evidence-based instructional support to empower student achievement and growth as measured by completion of feedback forms, lesson plans, and achievement data. • By the fall 2024 PEIMS snapshot date, 100% of enrolled students identified as potential Emergent Bilingual students defined by responses on the TEA Home Language Survey and PowerSchool indicators are tested and appropriately coded in PowerSchool. • By the fall 2024 PEIMS snapshot date, 100% of enrolled students newly identified as Emergent Bilingual, defined as those completing the Home Language Survey and meeting placement criteria as determined by LAS Links, are placed in the appropriate ESL setting unless parents/guardians waive and/or deny services. • By June 2025, 100% of identified and eligible Emergent Bilingual students have had an annual review completed, documented, and appropriately coded in PowerSchool/district databases.

	• By June 2025, 100% of eligible Emergent Bilingual students complete the annual TELPAS examination with no lapses in compliance as evidenced by the following: no TEA reported incidents of ineligible students testing or eligible students not testing.
Indicator of Success 5	By June 2025 75% of Black students will reach the growth targets in Math as defined by TEA Domain 3 accountability. • By June 2025, 80% of Hispanic students will reach the growth targets in Math as defined by TEA Domain 3 accountability. • By June 2025 70% of Black students will reach the growth targets in Reading as defined by TEA Domain 3 accountability. • By June 2025, 85% of Hispanic students will reach the growth targets in Reading as defined by TEA Domain 3 accountability.

Key Action 2	Individual Education plans will be written to include up to four different data sources within the Present Levels of Academic Achievement and Functional Performance (PLAAFP), that describes the effects of the student's disability within the general education curriculum to drive instruction. *(included but not limited to NWEA, BOY, MOY, EOY, STAAR, Teacher Input, On Track, Parental Input, etc.)
Indicator of Success 1	100% of Special Education teachers will utilize Goal Book to assist in writing PLAAFPS.
Indicator of Success 2	80% of General Education teachers will fill out the Teacher Input Survey at least ten calendar days prior to ARD meetings so that information can be written into the PLAAFP as a rough draft.
Indicator of Success 3	The SPED Department Chair/SPED case manager will solicit parent input/feedback at least ten days prior to the ARD meetings so that information can be written into the PLAAFP as a rough draft.
Indicator of Success 4	Folder audits by the district will contain a score no less than 80% on Question 5 (Does the PLAAFP contain up to four data sources)

Key Action 3	Based on an increase of suspensions from 111 OSS and 55 ISS during the 2023-2024 school year, there is a need to increase positive school culture by implementing a campus-wide support system (CKH). Teachers and Students will utilize the program so that we can see trends in data and respond to the needs of the school.

Indicator of Success 1	100% of Teachers will use HERO to track student behavior by end of 2024-25 school year
Indicator of Success 2	Student data will reflect an increase of 10% on student-to-student positive behaviors on the 2024-25 school climate survey.
Indicator of Success 3	Teachers survey data will reflect an increase of 10% on positive student peer interventions 2024-25 school climate survey.
Indicator of Success 4	PowerSchool and Campus Discipline records will reflect an 10% decrease in Level 1 behavioral referrals

Key Action 4	Through structured PLC's and professional development days, teachers create high-quality tier one instruction that encompasses the IB MYP framework.
Indicator of Success 1	100% of teachers will develop one IB interdisciplinary unit plan with their appraisers based on the state standards provided for their curriculum that aligns to demonstrate a students' understanding of the unit. (May 2025) • Key concepts • Related concepts • Global contexts • Statement of inquiry • Inquiry questions • Approaches to learning/teaching • Reflections
Indicator of Success 2	100% of teachers will post and print various components of their unit planner (learning objective, demonstration of learning, statement of inquiry, inquiry questions, essential questions) on the classroom board to be viewed by the appraiser.
Indicator of Success 3	100% of teachers along with appraisers will effectively develop an IB Assessment Rubric for summative assignments which authentically assess students' mastery of familiar and unfamiliar situations. (ongoing)
Indicator of Success 4	100% of 8th graders will complete a Service as Action project designed through the Year 3 MYP (Middle Years Programme) Community Project objectives (investigating, planning, taking action, and reflecting). (April 2025)
Indicator of Success 5	80%+ of 8th grade students will receive 24 out of 32 total points on their Service as Action Rubric assessing four (4) main criterions: Investigation, Planning, Taking Action, and Reflection. (April 2025)

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve the quality of direct instruction, ensuring it is at grade level and rigorous via purposeful planning.
Indicators of Success	• Increase the IRT 1 total score from 6.1 in the Fall of 2023 to at least 8 points in the Fall of 2024. The IRT score will increase by the Spring 2025 to an IRT 4 score of at least 11 points. • Increase Meets level performance on STAAR Math from 24% to 45% for all grades combined by April 2025 (not including algebra) • Increase Meets level performance on STAAR Reading from 38% to 55% 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 with high-quality execution.
Indicators of Success	• 75% of teachers will earn five or more points on Spot Forms for Domain 2 – Engage and Deliver, by the end of May 2025. • 75% of teachers will be proficient or higher in delivering high-quality instruction as measured by the district evaluation system by EOY 2025. • The campus will achieve growth at the 55th percentile for Reading, Math, and Science NWEA MAP for all tested grade levels by January 2025. Growth will increase to the 60th percentile by May 2025

Key Action 3	Improve English Language Proficiency as indicated be TELPAS Performance
Indicators of Success	• By June 2025, the campus will increase to 60% of students who grew one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS. • DIBELS: By June 2025, campus will see 12% increase in percent of total students who hit composite score benchmark as compared to EOY SY23-24. • NWEA MAP: By June 2025, 60% of Emergent Bilingual students will meet their individual growth target on 2-8 NWEA MAP Reading.

Key Action 4	Ensure IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.

Indicators of Success	• By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. • Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping. • 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.

059: LONG ACADEMY

2024-2025 School Action Plan: Key Actions	
Key Action 1	Grow our staff's capacity to provide the highest quality of instruction
Indicators of Success	**October 2024** ● 60% of the scores on Spot Observations conducted on/before October 2023 will be proficient or higher. **January 2025** ● 75% of the scores on the Spot Observations conducted by the IRT Team on/ before January 2025 will be proficient or higher. **March 2025** ● 85% of the scores on Spot Observations conducted by the IRT Team on/before March 2025 will be proficient or higher. **May 2025** ● 90% of the scores on the Spot Observation conducted by the IRT Team on/before May 2025 will be proficient or higher. ● 80% of the teachers will be proficient or higher in delivery of high-quality instruction as measured by Dimension 2.1 through 2.5 (Instruction on the T-Tess Rubric.

Key Action 2	Jane Long Academy (6-12) will improve Special Education instruction and service delivery
Indicators of Success	**October 2024** ● Spot Observation data with Special Education teachers will be at or above 75% proficiency. ● 100% of the newly enrolled students with IEPs will have information verified and accurately reflected in the ARD tracker within one week of their enrollment, with bi-weekly checks to monitor accuracy.

Key Action 3	Jane Long Academy (6-12) will strengthen the leadership density of our staff
Indicators of Success	**October 2024** ● Create a staff survey that will establish interest in campus/district leadership

	opportunities for both teachers and leaders from at least 10% of the staff. ● 10% of the teacher-leaders will facilitate Professional Development and/or PLCs. ● 35% of the leadership team will have facilitated Professional Development and/or PLC. ● A minimum of five (5) campus leadership roles will be crated/expanded to provide opportunities to increase leadership density. ● Establish Professional Development Calendar to include at least 2 opportunities that support Administrators, Teachers and/or certification. **January 2025** ● 10% or more of eligible staff will have established a leadership position on campus or in the district. ● 50% or more of the staff will participate in the Professional Development opportunities for the Teacher and ESL certifications. **March 2025** ● 20% or more of eligible staff will have established a leadership position on campus or in the district. ● 75% or more of the staff will participate in the Professional Development opportunities for the Teacher and ESL certifications. **May 2025** ● 25% or more of eligible staff will have established a leadership position on campus or in the district.

Key Action 4	Jane Long Academy (6-12) will support Emergent Bilingual students
Indicators of Success	**October 2024** ● Increase the number of students that master the DOL by receiving a S2 or A by 10%. ● 65% of the students will Meet Expectations on their Unit Assessment. ● Increase number of students using the Summit K-12 platform by 50%. ● PEIMS snapshot, 100% of students identified as potential EB students defined by Home Language Survey indicators are tested and appropriately coded. ● PEIMS snapshot, 100% of new to HISD students, defined as those completing the Home Language Survey, who are identified as EB after the EB Identification Test are placed in a bilingual or ESL classroom unless parents waive services. **March 2025** ● Increase the number of students that master the DOL by receiving a S2 or A by 25%. ● 80% of the students will Meet Expectations on their Unit Assessment. ● Increase the number of students using Summit K-12 platform by 60%.

	May 2025 ● Increase the number of students that master the DOL by receiving a S2 or A by 35%. ● 80% of the students will Meet Expectations on their Unit Assessment. ● Increase the number of students using Summit K-12 platform by 70%. ● 10% percent of Emergent Bilingual students who did not meet on STAAR English I and/or English II EOC in Spring of 2024, will meet passing standard. ● 60% of EB teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for second semester.

060: REVERE MIDDLE

2024-2025 School Action Plan: Key Actions	
Key Action 1	Ensure High-Quality Reading and Math Instruction in grades 6 –8
Indicators of Success	o As measured by campus Spot observations, 60% of Reading and Math teachers will receive four (4) points or higher out of six (6) points total in Engage and Deliver by December 2024; that percentage will increase to 85% in May 2025. o Students in grades 6th-8th will increase their Conditional Growth Index from 52% in Winter 2024 (MOY) to 60% in May 2025 (EOY) on NWEA MAP in reading and math. o As evidenced by IRT spots by District personnel, 75% of the performance scores will be in the proficient 1 category or higher by December 2024; that percentage will increase to 85% by May 2025.

Key Action 2	Improve Special Educa1on Instruc1on and Service Delivery
Indicators of Success	o We will score proficient and above on quality of instruction for special education students, as outlined in the special education compliance rubric. o By the end of the 2024-2025 school year, each special education teacher will receive at least one classroom observation per week and feedback will align in part to the previous week's coaching action step(s). o 50% of students receiving special education service in grades or 6th- 8th will increase their Conditional Growth Index from 52% in December 2024 (EOY) to 60% in May 2025 (EOY) on NWEA MAP in math or math. o By PEIMS snapshot, 100% of new to HISD students, defined as those completing the Home Language Survey, who are identified as EB after the EB Identification Test are placed in a bilingual or ESL classroom unless parents waive services. o The percentage of "instructionally proficient" IEPs as measured by the district-created rubric and as reviewed by an independent team from the Special Education Department will be 100% in May 2025. o As evidenced by our 2024 Fall and 2025 Spring Folder Review, our campus will receive an "A," with zero folders having less than 80% in all identified categories. o As evidenced by our Progress Monitoring trackers, our campus will be at 100% compliance five out of the six, six-week cycles.

Key Action 3	Increase embedded supports during instruction for emergent bilingual students
Indicators of Success	o The number of students who grow one proficiency level will meet the recommended target metric of 44. This would be an increase of 72% growth from the 2023-2024 gain of 25.5. o The percentage of EB's: Hispanic and Middle Eastern new-comers (self-reported as white) in grades 6 - 8 meeting their expected annual growth on NWEA MAP, will increase from 22% in Winter 2024 to 44% in May 2025. o Our goal is for EB students to score in the 55th percentile for growth on Reading MAP as measured by the EOY score.

Key Action 4	Strengthen the leadership density at Revere Middle School
Indicators of Success	o Tier II leaders will facilitate lesson internalization PLCs, aiming for 70% of staff to achieve a rating of '2' in the 'Planning' domain during IRT I by October 2024. This percentage will increase to 100% by IRT 4. o 100% of Tier II leaders will complete the required observation, coaching, and feedback cycle for their conducting one cycle per week until the appraisees achieve a minimum total Spot Observation score of 10. o By May 2025, all Tier II leaders will achieve a score of 19/25 or higher on the LEAD Day-to-Day Coaching Rubric and will be rated Effective (25+) on the LEAD Executive Leadership Rubric. o 75% of Assistant Principals will receive a score of Proficient 1 or higher, as evidenced by the LEAD evaluations system by May 2025. o Leaders will ensure to meet the minimum requirements for AM and PM spots with 80% compliance by December 2024 and 90% compliance by May 2025; and will include feedback in the campus designed tracker. o Revere MS leadership will utilize an internally developed teacher tracker with fidelity, documenting 100% of classroom visits to best support calibration amongst the team and targeted areas of support for teachers.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve reading proficiency in 6th-8th on 2024-2025 Assessments
Indicators of Success	● By the end of the academic year, the percent of students at Meets Grade Level and above on the Reading STAAR will increase to 42% for all grades. ● By June 2025, 44% of students who grew one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS.

Key Action 2	Grow staff capacity to provide the highest quality instruction.
Indicators of Success	● 50% 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 2025. ● 60% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by Dimension 2.1 through 2.5 (Instruction) of the T-TESS rubric. [The Principal and Assistant Principal will evaluate all teachers using the HISD evaluation system. ● Classroom teachers and staff (including Teacher Apprentices and Learning Coaches) will attend 90% of mandatory Professional Development sessions (both campus-based and district-sponsored), as evidenced by feedback surveys and staff sign-in sheets. ● By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews.

Key Action 3	We will improve student knowledge of information literacy, critical thinking, and problem-solving through the Art of Thinking course in grades 6-8.
Indicators of Success	● The BOY, MOY, and EOY assessments in the Art of Thinking classes (6th through 8th grade) will be taken and used for data decision-making. ● By January 2025, at least 50% of the students will have earned a proficient or higher score on the middle-of-year Art of Thinking exam. ● By June 2025, at least 60% of the students will earn a proficient or higher score on the end-of-year Art of Thinking exam.

Key Action 4	The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.
Indicators of Success	● By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. ● Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping. ● 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.

2024-2025 School Action Plan: Key Actions	
Key Action 1	**Grow staff capacity to provide the highest quality of instruction.**
Indicators of Success	·By December 75% of the ratings of SPOT observations conducted will be 10 or higher; by May 2025, that percentage will increase to 85%. ·Out of 70 SPOT Observations of classroom instruction in December by the campus leadership team, 70% of teachers will receive a score of 3 or higher in Monitor and Adjust. This percentage will increase to 85% by March 2025. Out of 70 SPOT observations of classroom instruction in December by the campus leadership team, 70% of teachers will receive a score of 4 or higher in Engage and Deliver. This percentage will increase by 85% by March 2025. ·Out of the minimum SPOT observations provided by District personnel, 75% of the performance scores will be 8 or higher by December 2024 and will increase by 10% by May 2025.

Key Action 2	Implementation of LSAE (Learning, Securing 1 & 2, Accelerated, and Enrichment) model with FIDELITY to support student growth and achievement
Indicators of Success	● McReynolds Middle School will receive a proficient rating in SPOT observations with an emphasis on engaging and delivering instruction within the fall semester with average scores being 8-9 points overall (Proficient 1), by end of year McReynolds Middle School will receive proficiency in engaging and delivering high quality instruction with a rating with average scores being 10-12 points. ● McReynolds will implement the HISD's Four Core Instruction Practices: lesson objectives, demonstrations of learning, engagement strategies, and purposeful, aligned instruction by end of Fall semester over 75% of teachers will be able to receive 8-10 points, and by the Spring IRT teachers should be able to attain 11-15 points in SPOT scores received from Administration and the Independent Review Teams. ● By the end of the academic year, the percent of students at Meets Grade Level and above on the Reading STAAR will increase by 3% in 7th and 8th grade. ● By the end of the academic year, the percent of students at Meets Grade Level and above on the Math STAAR will increase by 3% in 7th and 8th grade.

Key Action 3	ARDs for students with IEPs will be held on time; principal/assistant principal will participate in ARDs and ensure that IEPS are written effectively; staff will be provided relevant portions of the IEP, and accommodations and modifications will be documented in PowerSchool.
Indicators of Success	- By the end of the first semester, 100% of campus ARDs are held on or before the deadline. - Ensure that 100% of newly enrolled students with IEPs have information verified and accurately reflected in the ARD tracker within one week of their enrollment, with bi-weekly checks to monitor accuracy. - The Principal/Assistant Principal/Sped Chair will ensure timely and full attendance at 100% of ARD meetings and ensure active participation in discussions to enhance student support as evidenced by the ARD minutes and ARD participation - By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. - Throughout the 2024-2025 school year, 100% of staff members will receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping - 100% of quarterly audits in Powerschool records show consistent documentation of accommodations and modifications in PowerSchool.

Key Action 4	Strengthen the leadership density of McReynolds Middle School.
Indicators of Success	·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 2024; this will increase to 75% in the spring of 2025. ·By November 2024, 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 2025. By EOY LEAD evaluations, 100% of leaders will rate proficiently in consistently meeting district expectations for classroom observation cadence and frequency. By EOY LEAD evaluations, 100% of leaders will rate proficiently in providing on-the-spot coaching that is frequently informed by observable adult and students behaviors and responses as the leader consistently observes and analyzes both teacher and student actions during classroom interactions.

064: PERSHING MIDDLE

2024-2025 School Action Plan: Key Actions	
Key Action 1	Develop teacher capacity to ensure that high-quality instruction is executed and accessible for all students
Indicators of Success	• Based on MOY NWEA MAP data, 80% of students will show growth of at least .8 years. According to the EOY NWEA MAP, 90% of students will have a growth rate of 1.2 years. • Based on MOY NWEA MAP data, over 50% of students being served by special education services will show over .6 years of growth in mathematics. By EOY NWEA MAP, we will see that over 60% of students will show 1.2 years of growth in mathematics. • Based on MOY NWEA MAP data, over 50% of students being served by special education services will show .6 years of growth in ELA. By EOY NWEA MAP, we will see that over 60% of students will show 1.2 years of growth for ELA. • Based on spot observations, 75% of teachers will be proficient or higher according to the rubric by January 2025. Teachers will be proficient 1 or higher in the delivery of high-quality instruction as measured by that section in the teacher evaluation rubric. By June of 2025, 90% of teachers will be proficient 1 or higher

Key Action 2	Improve English language proficiency in writing, reading, listening, and speaking for all students
Indicators of Success	• By June 2025, 50% of students who grew one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS. • By December 2024, 80% of lessons will have customization to include intentionality around students' access to listening, writing, speaking, and reading for every lesson as measured by weekly lesson plan feedback. By June 2025, 100% of lessons will have customization to include intentionality around students' access to listening, writing, speaking, and reading for every lesson as measured by weekly lesson plan feedback. • By December 2024, 60% of lessons observed will have evidence of students listening, writing, speaking, and reading, as indicated through spot observations, specifically, domain 2 (instruction). By May 2025, 90% of lessons observed will have evidence of students listening, writing, speaking, and reading, as measured by data from EOY spot observations, specifically domain 2 (instruction).

	• By September 2024, 100% of students will have written their BOY Essay, and it will be scored according to the TEA STAAR Rubric for a BOY score. By December 2024, 100% of students will have written an essay to show over 50% growth on their essay compared to their BOY essay using the TEA STAAR Rubric. By April 2025, 100% of students will have written an essay to show over 80% growth on their essay compared to their BOY essay using the TEA STAAR Rubric. • By January 2025, students will complete TELPAS Data Talks provided monthly by administrators and teachers, which will teach them how to use study skills and academic language to improve their English language proficiency output. By Spring 2025, 45% of the emergent bilingual students will increase at least one proficiency level as assessed on TELPAS.

Key Action 3	The principal will ensure that all IEP's are written effectively, timelines are met, and accommodations and modifications will be documented in PowerSchool while consistently providing on-the-job coaching at a minimum monthly basis
Indicators of Success	• By the end of the first semester, 100% of campus ARDs are held on or before the deadline. • By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. • By June 2024-2025, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations a minimum of 80%, thereby promoting the effective application of feedback and continuous instructional improvement.

Key Action 4	The campus will improve growth performance in Black and Hispanic students in reading and math
Indicators of Success	• 68% of Black and 69% of Hispanic students will show growth in reading, and 62% of Black and 68% of Hispanic students will show growth in math. • By June 2025, the Black and Hispanic student groups will hit their growth targets in reading and math as defined by TEA in domain 3.

2024-2025 School Action Plan: Key Actions	
Key Action 1	**Grow staff capacity to provide the highest quality of instruction with a focus on Emergent Bilingual students.**
Indicators of Success	· By June 2025, 44% of students grew one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS. · By January 2025, out of 49 SPOT observations of classroom instruction by the campus leadership team, 60% of teachers will receive a combined score of 7 or higher in Engage & Deliver and Monitor & Adjust with an emphasis on the use of visuals, sentence stems, gestures, and/or other supports for all students and special populations along with scaffolds instruction and differentiates instruction based on student needs. This percentage will increase to 75% by March 2025. · By October 2024 PEIMS snapshot, 100% of students identified as potential EB students define by Home Language Survey indicators are tested and appropriately coded.

Key Action 2	**Implement Tanglewood's Instructional Framework with FIDELITY and Implement International Baccalaureate (IB) Middle Years Programme (MYP) systems and strategies to increase academic growth for all students in grades 6-8.**
Indicators of Success	· By January 2025, Tanglewood Middle School will receive a proficient grading in spot observations with an emphasis of the Tanglewood Instructional framework within the fall semester with 70% of teacher's average scores being at least an 8 when combining Planning, Engage & Deliver, and Monitor & Adjust on the spot observation form. By June 2025 Tanglewood Middle School will increase the percentage of teachers to 85%. · By January 2025, Tanglewood Middle School will implement the districts four core instructional practices: lesson objectives, demonstrations of learning, engagement strategies, and purposeful, aligned instruction by end of fall semester over 85% of teachers will be able to receive at least a proficiency rating in spot scores received from administration and the independent review teams.

Key Action 3	**Grow teacher's capacity in reviewing and implementing special education plans/IEPS/ARDS.**
Indicators of Success	· By June 2025, 100% of IEPS include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. · By June 2025, 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.

	· By February 2025, students will show growth on middle of year assessment by at least 10-20% from the beginning of the year assessment within the special education population. · By June 2025, students will show growth on end of year assessment by 10-20% from middle of year assessment within the special education population · By June 2025, Students will increase STAAR Math and Reading proficiency by 10% or more.

Key Action 4	**Strengthen the leadership density of Tanglewood Middle School.**
Indicators of Success	· By January 2025, 75% 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 2024; by June 2025, this will increase to 90% in the spring. · By January 2025, 50% of PLCS will be teacher-led based on strategies to improve student achievement by internalizing data and selecting the highest yielding instructional strategies; By March 2025, this will increase to 75%. · By January 2025, Tier II Leaders will demonstrate a score of 15 or above on the Day-to-Day coaching rubric. By June 2025, Tier II Leaders Day-to-Day coaching score as evidenced by the rubric will increase to 20

2024-2025 School Action Plan: Key Actions	
Key Action 1	Increase staff proficiency in Tier 1 instruction and evidence-based instructional strategies (MRS).
Indicator of Success 1	By December 2024, 70% of teachers will be rated Proficient 1 using the Spot Form.
Indicator of Success 2	By March 2024, Chrysalis will be rated Proficient II based on the IRT Spot Data from IRT #2.
Indicator of Success 3	By May 2025, 80% of teachers will be rated Proficient 1 using the Spot Form

Key Action 2	Improve the quality of instruction for students in mathematics
Indicator of Success 1	By December 2024, 60% of students in grades 6 through 8 will meet their expected annual growth on the NWEA MOY Math assessment
Indicator of Success 2	By December 2024, 100% of mathematics teachers will be rated Proficient 1 using the Spot Form.
Indicator of Success 3	By May 2025, the percent of students at the Meets level on Math STAAR will increase by 10%
Indicator of Success 4	By May 2025, 75% of students in grades 6 through 8 will meet their expected annual growth on the NWEA EOY Math assessment

Key Action 3	Improve the quality of instruction for students in reading
Indicator of Success 1	By December 2024, 60% of students in grades 6 through 8 will meet their expected annual growth on the NWEA MOY Reading assessment
Indicator of Success 2	By December 2024, 100% of reading teachers will be rated Proficient 1 using the Spot Form.
Indicator of Success 3	By May 2025, the percent of students at the Meets level on Math STAAR will increase by 10%
Indicator of Success 4	By May 2025, 70% of students in grades 6 through 8 will meet their expected annual growth on the NWEA EOY Reading assessment

Key Action 4	Improve student outcomes for students with a designation of Emergent Bilingual (EB).
Indicator of Success 1	By May 2025, the percentage of Emergent Bilinguals at the Meets level on STAAR Reading will increase by 10%
Indicator of Success 2	By May 2025, the percentage of Emergent Bilinguals at the Meets level on STAAR Math will increase by 10%
Indicator of Success 3	By May 2025, the percentage of Emergent Bilinguals at the Advanced level on TELPAS will increase by 5%.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Cultivate the capacity of the instructional staff to deliver high-quality instruction to students
Indicator of Success 1	As measured by campus spot observations, 75% of teachers will receive 5/8 points in Domain II (Engagement & Delivery) by December 2024. The percentage will increase to 85% of teachers by May 2025.
Indicator of Success 2	Through the implementation of T-TESS and the spot observations provided, 80% of teachers will be rated proficient or higher in the execution and monitoring of high-quality instruction by May 2025. (Contingent upon T-TESS system still being used)
Indicator of Success 3	BOY IRT scores for teachers observed (5/8) will receive no less than 12/15 total score. EOY IRT Scores for teachers observed (7/8) will receive no less than 12/15 total score.

Key Action 2	Increase student reading & math proficiency and growth on all national and state assessments.
Indicator of Success 1	By January 2025, students will meet or exceed their individualized projected growth on fundamental literacy skills as measured by NWEA MAP.
Indicator of Success 2	By May 2025, Fondren Middle School will increase the number of students performing at or above grade level by 10% compared to the 2023-2024 school year on the STAAR

Key Action 3	Improve English proficiency for Emergent Bilingual students
Indicator of Success 1	By the PEIMS snapshot, 100% of new-to-HISD EB students identified through the Home Language Survey and EB Identification Test will be placed in an ESL classroom (unless services are waived).
Indicator of Success 2	By June 2025, 15% of EB students will meet their individual growth targets on NWEA MAP Reading 6+.
Indicator of Success 3	By December 2024, 75% of EB teachers will score 7/10 or higher in Domain II on-spot observations, and by May 2025, 100% of EB teachers will score 8/10 or higher.

Key Action 4	Improve community and parental involvement to positively impact student attendance.
Indicator of Success 1	By May 2025, the percentage of chronically absent students will decrease by 10%.
Indicator of Success 2	As measured by surveys and FACE status, parental attendance at school events will increase by 25% by December 2024.
Indicator of Success 3	The PTO will have five active members by December 2024 and seven members by June 2025.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve the quality of instruction in 6th – 8th tested core contents
Indicators of Success	• By September 2024, there will be 75% implementation of the LSAE model and the use of multiple responses strategies every 4-5 minutes at the proficient level. • By October 2024, 80% of all teachers will internalize lessons at the proficient level. This will be measured by the lesson plan vetting protocol implemented weekly by school leadership. • By January 2025, 50% of 6th - 8th grade Tier II and Tier III scholars will meet or exceed their growth measure in Reading as measured by the NWEA MOY assessment. • By May 2025, 60% or more of all scholars in grades 6th – 8th will meet or exceed their growth measure in Math as measured by the NWEA EOY assessment.

Key Action 2	Implement the Texans 4 Literacy Writing Plan to provide scholars opportunities that will support increasing the writing proficiency of all scholars.
Indicators of Success	• By October 2024, there will be 100% implementation of the Texans 4 Literacy writing plan that will engage scholars in writing across all contents at least twice per week. • By January 2025, 30% of 6th – 8th grade scholars will score a 2 on short constructed responses (SCR) as measured by daily DOL assessments and 40% of 6th – 8th grade scholars will score a 2 or higher by May 2025. • By January 2025, 30% of 6th – 8th grade scholars will score a 7 or higher on extended constructed responses (ECR) as measured by the STAAR assessment and 40% of 6th – 8th grade scholars will score a 7 or higher by May 2025.

Key Action 3	The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.
Indicators of Success	• By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. • Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping 75% of scholars receiving Special Education, Dyslexia, and 504 services will show adequate progress

	towards their IEP goals as measured by their 3-week progress notes. • 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.

Key Action 4	Improve the English proficiency for Emergent Bilingual scholars.
Indicators of Success	• Identify newcomers and long-term EBs (5+ years) and provide them with intentional intensive language development delivered by the ELD Interventionist. • By May 2025, 30% of Emergent Bilingual scholars at the Beginner and intermediate level will advance one level from TELPAS 2024 to TELPAS 2025. • By May 2025, 35% of Emergent Bilingual scholars at the Advanced and Advanced High scholars will reclassify and exit the program.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve the quality of instruction for all scholars through targeted teacher development, coaching, and feedback.
Indicators of Success	• By end of May 2025, our quality of instruction will increase from 7.80 points as measured by the IRT average score in 2024 to at least an overall average of 11 points or higher. • By December 2024, 90% of teachers with 3yrs of experience or higher will score an average of proficient or higher on SPOT observations. • By February 2025, 100% of teachers will score an average of Proficient 1 or higher on SPOT observations.

Key Action 2	The principal consistently provides on-the-job coaching and feedback at a minimum monthly to all Special Education teachers that will result in improving students' outcome.
Indicators of Success	• A structured weekly schedule will be developed and implemented to ensure each special education teacher receives at least classroom observation per week with feedback and one dedicated coaching session per week. Coaching sessions will result in 1-2 actions steps agreed upon between teacher and administrator. • By June 2024-2025, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations a minimum of 80%, thereby promoting the effective application of feedback and continuous instructional improvement. • Special Education Students will increase by 0.8 in expected growth on NWEA MAP Assessment in Reading and Math from BOY to EOY, and 1.6 in expected growth from BOY to EOY. • Special Education students STAAR Reading score of Meets level will increase from 2% to 7% and Math score of Meets level will increase from 3% to 8%.

Key Action 3	Reduce the achievement gap for Emergent Bilingual students.
Indicators of Success	• We will increase from 45% to 55% or higher of our Emerging Bilingual students progressing at least one proficiency level in the composite rating as measured by TELPAS • 60% of Emergent Bilingual students that have been in US schools 3 or more years, will have a composite score of Advance or Advanced High on their TELPAS scores • 65% of our EB students in grades 6 through 8 will meet their individual expected BOY to MOY growth score (RIT score) on NWEA MAP in reading by 5 points.

Key Action 4	Increase the quality of writing on the Extended Constructed Response of the State Assessment.
Indicators of Success	• By November 2024 50% of students will show improvement on DOL, open-ended questions. • By October 2024, 100% of teachers will embed daily constructed responses during Tier 1 instruction. • By February 2025 80% of students will show improvement on DOL, open-ended questions.

078: FLEMING MIDDLE

2024-2025 School Action Plan: Key Actions	
Key Action 1	Strengthen leadership density, alignment, effectiveness of Fleming MS leaders
Indicators of Success	● 100% of Fleming MS leaders will document the coaching of teachers weekly on our internal feedback form by end of October so that teachers can be tiered for support and coaching. ● As measured by The Professional Learning Community Continuum Rubric (DuFour), each PLC, led by a teacher leader, will achieve at least 5 out of 11 indicators in the Sustaining Stage by February 2024. There will be an evaluation completed once per cycle per PLC.

Key Action 2	Grow staff capacity to provide the highest quality of instruction that emphasizes visible thinking and student ownership of learning in the classroom. At Fleming Middle School, teachers will implement the NES Model with purpose and passion; prioritizing higher order thinking, differentiation and embedding rigor into their lessons. With a focus on visible thinking, teachers will focus less on how they're teaching and more on how well students are learning. They will build their expertise in "challenging and stretching student thinking, focusing on concepts, critical thinking and analysis instead of straightforward facts and objectives." (Systems Assessment Rubric - Staff Capacity)
Indicators of Success	● By December 2024, 70% teachers will be observed engaging students in rigorous instruction, higher order thinking, and/or scaffolding/differentiation during each of their observations as indicated on the T-Tess Formal Walkthrough Form (SPOT); this will increase to 90% by May 2025. ● By May 2025, the percentage of students scoring in the 75th percentile range of the Challenge and Consolidation component of the seven factors of the classroom climate survey will increase from 30% in the BOY to 50% in the MOY to 70% in EOY. ● Indicator of Success 1: Each district professional development day will include a session on making thinking visible in the classroom; administrative coaching the following week will provide teachers with a "praise" and "polish" around the professional learning documented in our FMS Informal Classroom Check. ● Indicator of Success 2: By May of 2025, each teacher will receive the full 2 points (Demonstrated as an exemplar or mostly demonstrated) in the Planning domain of the HISD Spot Observation Form for using questioning that engages students in complex, higher order thinking and problem-solving.

Key Action 3	Implement a Multi-Tiered System of support with fidelity
Indicators of Success	• By the end of April 25, 2025, the principal/designee ensures 100% of special education teachers receive training on progress monitoring for IEPs and progress reports (progress track and report card wizard). • By October 2024, 100% of SPED teachers will be assigned proficiency levels based on SPOT observation data (Unsatisfactory, Progress I, Progress II, Proficient I, Proficient II, Exemplary I and Exemplary II), with each teacher receiving detailed feedback and development recommendations every six weeks to improve their instructional effectiveness by the primary appraiser.

Key Action 4	Involve all stakeholders in creating a culture that fosters learning and growth for all
Indicators of Success	• Ensure campus actively engages 100% of middle school stakeholders (students, parents, staff and community). • Establish a campus advisory board that includes stakeholders (parents, students, staff and industry partners) by November 30, 2024.

Key Action 5	The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.
Indicators of Success	• By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. • Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping. • 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Increase staff and leadership capacity to deliver high-leveraged Tier 1 instruction
Indicators of Success	● By December 2024, 85% of teachers will provide effective 1st Teach instruction to ensure that scholars are able to demonstrate mastery of learning objectives; that percentage will increase by 95% in May 2025. ● By December 2024, 80% of teachers will receive a rating of proficient or above in the delivery of high-quality instruction as measured by the spot observation rubric and increase to 90% by May 2025. ● By December 2024, 85% of teachers will utilize High Impact Engagement Strategies on the delivery of high-quality instruction as measured by the spot observation rubric administered by the Principal and Assistant Principals and increase by 95% in May 2025.

Key Action 2	Increase the achievement of special populations such as SPED and EB students
Indicators of Success	● 60% of Special Populations (SPED and EB) students in grades 6-8, will demonstrate .6 growth on the NWEA MOY Reading MAP assessment. The growth indicator will increase to .9 on the EOY administered in May 2025. ● 55% of Special Populations (SPED and EB) students in grades 6-8, will demonstrate .5 growth on the NWEA MOY Math MAP assessment. The growth indicator will increase to .7 on the EOY administered in May 2025. ● By December 2024, monthly progress usage track reports, campus compliance reports, and progress monitoring will be at 100%.

Key Action 3	Teachers will implement the LSAE framework with fidelity daily.
Indicators of Success	● 80% of all students in grades 6-8, will demonstrate .75 growth on the NWEA MOY Reading MAP assessment. 85% of all students will show 1.2 growth on the EOY administered in May 2025. ● 75% of all students in grades 6-8, will demonstrate .6 growth on the NWEA MOY Math MAP assessment. 85% of all students will show 1.1 growth on the EOY administered in May 2025. ● By December 2024, 100% of educators will participate in professional development and training focused on SCR and ECR, to improve 95% of students' writing abilities on DOLs, unit assessments and state assessments.

2024-2025 School Action Plan: Key Actions	
Key Action 1	**Improve the quality of English Language Arts (ELA) instruction in grades 3-8.**
Indicators of Success	· By the end of the 2024-2025 school year 70% of all students tested in Grades 2-8 will score at or above the 60th national percentile in achievement as measured by the EOY NWEA Reading assessment. · By June 2025, 50% of Emergent Bilingual students will meet their individual growth target on NWEA MAP Reading in Grades 2-8. · In the 2024-2025 school year, 70% of the students in Grades 3-8 taking STAAR reading will move from 55% Meets in June 2024 to 60% in June 2025. · 80% of SPOT observations conducted by the leadership team will receive a 2 or higher in Engage & Deliver by the end of October 2024. By March 2025, it will increase to 95%.

Key Action 2	**Rice will improve the quality of mathematics instruction for all students Grades Kindergarten through 8th and ensure that our struggling students are closing achievement gaps.**
Indicators of Success	· By the end of the 2024-2025 school year, 70% of all students tested in Grades 2-8 will score at or above the 60th percentile in achievement as measured by the EOY NWEA MAP mathematics. · The average percentile growth of Grades 2-8 students in NWEA math will exceed 2 percentile points as reflected by the EOY MAP results in June 2025. · In the 2024-2025 school year, 70% of the students in Grades 3-8 taking STAAR math will move from 42% Meets in June 2024 to 50% Meets in June 2025. · 85% of SPOT observations conducted by the leadership team will receive a 2 or higher in Monitor and Adjust during Math instruction by the end of October 2024. The percentage will increase to 95% by March 2025.

Key Action 3	**Improve the quality of instruction delivered to students identified in special education.** #1. ARDs for students with IEPs will be held on time and principal/assistant principals will participate in ARDs. #2. Principal/APs ensure IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.
Indicators of Success	· By the end of the first semester, 100% of campus ARDs are held on or before the deadline. · The principal/assistant principals will ensure timely and full attendance at 100% ARD meetings, actively participating in discussions to enhance student support as evidenced by the ARD minutes and ARD participation.

	· By the end of the 2024-2025 school year, the principal/assistant principals will ensure that 100% of IEPS include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. · Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping. · 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.

081: SHARPSTOWN INTERNATIONAL SCHOOL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve special education (SPED) instruction and service delivery to increase student performance.
Indicators of Success	1. As evidenced by our quality of IEP score, the campus will receive a four by the 2025 spring IEP plan review. 2. The percentage of mainstreamed special education students scoring approaches or higher on STAAR and EOC assessments in 2024-2025 will increase 10%. 3. The percentage of students in grades 6-8 who receive special education services with a Conditional Growth Index (CGI) of 0.6 or higher on NWEA MAP Reading will increase from 54% (current data at MOY) in May 2024 to 62% at EOY in May 2025. 4. The percentage of students in grades 6-8 who receive special education services with a Conditional Growth Index (CGI) of 0.6 or higher on NWEA MAP Math will increase from 37% in May 2024 to 43% by May 2025.

Key Action 2	Increase staff capacity to deliver high-quality instruction and improve overall listening, speaking, reading, and writing skills across disciplines.
Indicators of Success	1. By May 2025, at least 50% of emergent bilingual students will grow one proficiency level in TELPAS. 2. By May 2025, the percentage of students scoring advanced and advanced high on composite ratings measured on TELPAS will increase from 66% to 76%. 3. By May 2025, English I and English II STAAR EOC scores will increase from 63% to 68% and from 68% to 73%, respectively. 4. NWEA MAP EOY Reading RIT scores will show at least one year of growth for 80% of students completing the assessment by EOY in 2025.

Key Action 3	Increase post-secondary readiness and access to advanced coursework
Indicators of Success	1. Increase the number of 4+ scores on IB Diploma courses by 10%, from 134 in 2024 to 147 in 2025. 2. Increase the percentage of juniors and seniors enrolled in IB diploma courses from 15% in 2024 to

	20% in 2025. 3. Increase the percentage of graduating seniors achieving a CCMR indicator from 83% in 2024 to 87% in 2025.

Key Action 4	Increase student attendance as a means to support student achievement.
Indicators of Success	1. Increase ADA from 95.6% (as of 4/30/2024) to above 96% in 2024-2025. 2. Decrease the number of NGs (no grade awarded due to chronic absenteeism) by 25%, from 1280 to less than 960 by 2024-2025. 3. Decrease truancy rates in middle school from 5.06% to less than 4% and in high school from 10% to less than 8% by 2024-2025.

082: WILLIAMS MIDDLE

2024-2025 School Action Plan: Key Actions	
Key Action 1	Raise the level of achievement in ELAR from the 2023-2024 school year through targeting the quality of instruction
Indicators of Success	● By December 2024, 75% of ELA teachers' quality of instruction will be rated at an average of 9 or higher as evidenced by SPOT Observation data. ● By June 2025, 85% of ELA teachers' quality of instruction will be rated at an average of 9 or higher as evidenced by SPOT Observation data. ● By EOY 2025 MAP administration, 70% of ELL will reach projected growth benchmark on the ELA/Reading MAP EOY assessment. ● 70% of all students will achieve a minimum of approaches on Reading STAAR and 18% of all students will achieve a minimum of MEETS on the STAAR 2025 Spring Administration. ● 100% of students will complete modules in Amplify on a monthly basis.

Key Action 2	Grow staff capacity to provide the highest quality of instruction. Teachers will internalize lessons to include MRS strategies that are effective in increasing student engagement and mastery of the content
Indicators of Success	● By June 2025, 80% of the teachers will be rated at 9 or higher in the delivery of high-quality instruction as evidenced by the average SPOT data total. ● For the 2024-2025 school year all IRT visits will earn a minimum proficient score (<9) for the 2024-2025 school year ● For the 2024-2025 school year, the number of students scoring 4/5 or 5/5 on their DOL will increase each month with a minimum of 70% of students pushing out at least once a week in Math and Reading by March 2025. ● As measured by campus Spot observations, 50% of all teachers will receive an average of at least 3.5 points in Engage and Deliver Domain and 2.5 points in Monitor and Adjust domain by December, and 75% by May 2025 ● The percentage of evident and structured student engagement using MRS will increase to 100% by January with at least 70% in October and 85% in November as evidenced by minimum average scores of 2 in engage and deliver.

Key Action 3	Raise the level of achievement in Math from the 2023-2024 school year through targeting the quality of instruction
Indicators of Success	• By December 2024, 75% of Math teachers' quality of instruction will be rated at an average of 9 or higher as evidenced by SPOT Observation data. • By June 2025, 85% of Math teachers' quality of instruction will be rated at an average of 9 or higher as evidenced by SPOT Observation data. • By EOY 2025 MAP administration, 70% of students receiving Special Education services will reach projected growth benchmark on the Math MAP EOY assessment. • By EOY 2025 MAP administration, 70% of ELL will reach projected growth benchmark on the Math MAP EOY assessment. • 70% of all students will achieve a minimum of approaches on STAAR and 15% of all students will achieve a minimum of MEETS on the STAAR 2025 Spring Administration. • 100% of students will complete modules in Zearn on a monthly basis.

Key Action 4	Raise the level of achievement for Students in Special Populations (ie Special Education students or Emergent Bilingual Students) from the 2023-2024 school year
Indicators of Success	• Spot observations, with Special Education teachers, will be at 80% proficiency by December 2024 (ie. minimum average of 4.8 points) and 90% proficiency by May 2025 (ie. minimum average of 5.4 points) in Monitoring and Adjust, and Planning Domains • By June 2025, 100% of students receiving Special Education services will receive accommodations and modifications as evidenced by the quarterly audits of PowerSchool records. • By June 2025, 100% of staff members attending an ARD will receive the relevant portions of the IEP within 3 days of its finalization as evidenced by campus ARD tracking data. • By June 2025, 44% of Emergent Bilingual students will increase 1 or more proficiency levels on their Spring 2025 TELPAS assessment, as evidenced by students Spring 2025 TELPAS assessment results • By EOY 2025 MAP administration, 70% of students receiving Special Education services will reach projected growth benchmark on the ELA/Reading MAP EOY assessment. • By EOY 2025 MAP administration, 70% of students receiving Special Education services will reach projected growth benchmark on the Math MAP EOY assessment.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Increase consistency of high-quality instruction in English Language Arts
Indicators of Success	• 50% (9 out of 14) of Stevenson ELA teachers will have an average SPOT Observation score of 9 or higher at the MOY Conference assessment. This will increase to 71% (10 out of 14) of teachers having a SPOT observation score of 9 or higher at the EOY Conference. 71% of ELA teachers will receive a rating of "Proficient 1" or higher on their final EOY rating for the 2024-2025 school year. • Based on 45% of students meeting state standard last year, 60% of Stevenson students will meet state standards and 40% of students will master state standards on the 2024-2025 STAAR Test for Reading. • Based on 42% of students meeting 1.4 years growth, 46% of Stevenson students will achieve .6 year's growth on the MAP at the MOY assessment for Reading. This will increase to 50% of students achieving 1.4 year's growth on the MAP EOY assessment for Reading.

Key Action 2	Increase consistency of high-quality instruction in Mathematics.
Indicators of Success	• 50% (9 out of 14) of Stevenson Math teachers will have an average SPOT Observation score of 9 or higher at the MOY Conference assessment. This will increase to 71% (10 out of 14) of teachers having a SPOT observation score of 9 or higher at the EOY Conference. 71% of math teachers will receive a rating of "Proficient 1" or higher on their final EOY rating for the 2024-2025 school year. • Based on 36% of students meeting state standard last year, 50% of Stevenson students will meet state standards and 30% of students will master state standards on the 2024-2025 STAAR Test for Math. • Based on 34% of students meeting 1.4 years growth, 38% of Stevenson students will achieve .6 year's growth on the MAP at the MOY assessment for math. This will increase to 42% of students achieving 1.4 year's growth on the MAP EOY assessment for Math.

Key Action 3	The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.
Indicators of Success	• By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. • Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3

	days of its finalization as demonstrated by campus record keeping. • 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations in PowerSchool.

Key Action 4	Stevenson will close the achievement gap between African American students and the total population of students.
Indicators of Success	• 35% of African American students will Meet Standard on the combined STAAR Assessments for the 2024-2025 School year. • 20% of African American students will Meet Standard or higher in the MOY STAAR Interim Assessment in English Language Arts and Math. • The number of discipline incidents for African American students documented in Power School will drop by 9% at MOY and will finish with a total 12% drop at EOY.

Key Action 5	Stevenson Middle School will improve English proficiency for Emergent Bilingual students.
Indicators of Success	• By June 2025, 44% of students will grow one proficiency level as defined by the SY2023-2024 TELPAS composite score to SY2024-2025 composite score. • By June 2025, 60% of Emergent Bilingual students will meet their individual growth targets on NWEA MAP Reading. • By May 2025, 60% of teachers of Emergent Bilingual students will score 7/10 or higher in Domain II (“Engage & Deliver” and “Engage and Deliver” of the spot, as measured by the monthly average spot score for second semester.

Key Action 6	Increase proficiency of student writing through focus on structure and clarity in extended constructed response.
Indicators of Success	• 100% of core teachers will have completed their first extended constructed response for their content with students by September 27th as verified by content administrator monitoring. • 40% of students or better will score at a 3/5 or above on a middle of year extended response writing task in each content. By the end of March, 50% of students or better will score at a 3/5 or above on an end of year extended response writing task in each content. • 50% of students or better will score at a 5 or above on the ECR portion of the reading STAAR for their grade level.

099: WEST BRIAR MIDDLE

2024-2025 School Action Plan: Key Actions	
Key Action 1	Grow staff capacity to increase high quality Tier 1 instruction in ELAR 6-8
Indicators of Success	● By March 2025, 65% of WBMS English teachers will average "Proficient" or higher on ratings using the SPOT observation rubric. ● By June 2025, 80% of WBMS English teachers will average "Proficient" or higher on ratings using the SPOT observation rubric. ● By June 2025, 80% of WBMS English spot observation forms will reflect a 4 or higher on engage and deliver on SPOT observation rubric. ● By January 2025, campus IRT average will be a score of Progressing II or higher. ● By June 2025, campus IRT average will be a score of Proficient or higher.

Key Action 2	Increase high quality Tier 1 instruction by implementing district curriculum to maximize instruction for ALL students and close the achievement gap between White and Black students in math classes
Indicators of Success	● By June 2025, 52% of African American students will reach the growth target in Math as defined by TEA Domain 3 accountability. ● African American students who meet expected growth from BOY to MOY NWEA MAP will increase by 5% from 2023-2024 school year. ● By January 2025, 65% of WBMS math spot observation forms will reflect a 3 or higher on engage and deliver on SPOT observation rubric. ● By June 2025, 80% of WBMS math spot observation forms will reflect a 3 or higher on engage and deliver on SPOT observation rubric.

Key Action 3	Improve the quality of special education instruction
Indicators of Success	● By June 2025, the principal will guarantee that every IEP includes clear, specific, and measurable goals customized to each student's unique needs, with verification through random quarterly reviews using a SPED tracker.

	● Throughout the 2024-2025 school year, campus records will show that 100% of staff members receive the relevant portions of the IEP within three days of its finalization. ● 100% of quarterly audits of PowerSchool records will consistently demonstrate thorough documentation of accommodations and modifications

Key Action 4	Reduce the amount of instructional time missed by students at West Briar, including students with disciplinary infractions. SY24-25 School Action Plan Template 9
Indicators of Success	● By the end of June 2025, out of school suspensions will decrease by 20% from 250 incidents to 200 incidents. ● By the end of June 2025, in school suspensions will decrease by 20% from 218 incidents to 175 incidents. ● By the end of June 2025, West Briar's attendance rate in grades 6-8 will increase from 94.4% to 96%. ● By the end of June 2025, 80% of WBMS spot observation forms will reflect a 2 on learning environment on SPOT observation rubric.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Texas Connections Academy @ Houston aggregate passing rates will meet or exceed 90% in all courses.
Indicator of Success 1	Core Content Passing Rate of 90%
Indicator of Success 2	All School Aggregate Passing Rate of 90%

Key Action 2	The Texas Connections Academy @Houston graduation rate will exceed 85% for the Class of 2025.
Indicator of Success 1	Senior passing rates
Indicator of Success 2	Off-Cohort credit accumulation
Indicator of Success 3	Rainbow List Tracker / Power BI Report

Key Action 3	The Texas Connections Academy withdrawal rate will be below 18%.
Indicator of Success 1	Decrease in the number of EAPs that result in withdrawal.
Indicator of Success 2	The daily WD rate will decrease.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve the quality of instruction in reading and writing
Indicators of Success	● By December 2024, 60% of reading/writing teachers will score 5/10 (Engage & Deliver and Monitor & Adjust in Domain II and by May 2025, 70% of reading/writing teachers will score 7/10 in Domain II (Engage & Deliver and Monitor & Adjust) measured by the monthly average spot scores. ● By December 2024, 55% of lesson plans will indicate a minimum of 10 MRS and by May 2025, 70% of lesson plans will indicate a minimum of 15 MRS increasing opportunities for student engagement and to check for understanding to monitor and adjust instruction. ● By December 2024, 50% of 3rd - 5th grade students will score ⅗ on extended constructed responses and by May 2025, 65% of 3rd - 5th grade students will score ⅘ on extended constructed responses based on student data analysis PLC teacher ratings using the TEA rubric.

Key Action 2	Improve the quality of instruction provided to students serviced in Special Education
Indicators of Success	● By the end of the 2024-2025 school year, each special education teacher will receive 2 SPOT observations per week and feedback will align in part to the previous week's coaching action step(s). ● By December 2024, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations a minimum of 60%, thereby promoting the effective application of feedback and continuous instructional improvement. By May 2025, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations a minimum of 70%, thereby promoting the effective application of feedback and continuous instructional improvement. ● 60% of our students receiving Special Education services will show adequate progress towards their IEP goals, as measured by either 3-weeks' progress notes; mCLASS/DIBELS and/or MAP Growth MOY and EOY assessments; and/or STAAR performance (for students in grades 3-5).

Key Action 3	Improve the quality of instruction in math and science
Indicators of Success	● By December 2024, 60% of math/science teachers will score 5/10 (Engage & Deliver and Monitor & Adjust in Domain II and by May 2025, 70% of math/science teachers will score 7/10 in Domain II (Engage & Deliver and

	Monitor & Adjust) measured by the monthly average spot scores. ● By December 2024, 55% of lesson plans will indicate a minimum of 10 MRS and by May 2025, 70% of lesson plans will indicate a minimum of 15 MRS increasing opportunities for student engagement and to check for understanding to monitor and adjust instruction. ● By December 2024, 55% of 3rd – 5th grade students will complete 45 Zearn lessons and by May 2025, 75% of students will complete 90 lessons. By December 2024, 55% of K-2nd grade students will complete 30 Zearn lessons and by May 2025, 75% of students will complete 60 lessons.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve reading proficiency through good first instruction with differentiated supports to increase mastery level of achievement and close achievement gaps.
Indicators of Success	• Based on Reading STAAR data from 2023-2024 school year, students performing at, or above grade level will increase by: • Meets - from 38% to 43% • Masters - from 15% to 20% • By January, 80% of ELA Teachers will score 6/10 or higher in Engage and Deliver and Monitor and Adjust as evidenced by SPOT Observations • By April 2025, 85% of ELA Teachers will score 8/10 or higher in Engage and Deliver and Monitor and Adjust as evidenced by SPOT Observations. • For NWEA from BOY to MOY, reading classes will score above the 60th percentile.

Key Action 2	Improve math proficiency through good first instruction with differentiated supports to increase mastery level of achievement and close achievement gaps.
Indicators of Success	• Based on math STAAR data from 2023-2024 school year, students performing at, or above grade level will increase by: • Meets- from 43% to 48% • Masters- from 11% to 16% • By January, 80% of Math Teachers will score 6/10 or higher in Engage and Deliver and Monitor and Adjust as evidenced by SPOT Observations • By April 2025, 85% of Math Teachers will score 8/10 or higher in Engage and Deliver and Monitor and Adjust as evidenced by SPOT Observations. • By May 2025, 80% of 3rd - 5th grade students will pass 90 or more grade-level lessons in ZEARN • Progress check in January to determine percent of students at 45 lessons passed in ZEARN.

Key Action 3	Campus will improve English proficiency for Emergent Bilingual students.
Indicators of Success	• By June 2025, 52% of students who grew one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS.

	• By May 2025, 60% of EB teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for second semester. • By 2024 PEIMS snapshot, 100% of students identified as potential EB students defined by Home Language Survey indicators are tested and appropriately coded.

Key Action 4	The principal ensures IEP data points are tracked weekly.
Indicators of Success	• By the end of the first grading period, the principal ensures 100% of special education teachers receive training on progress monitoring for IEPs and progress reports (progress track and report card wizard). • By the end of the first semester, the principal ensures that a regular audit of IEP data tracking reveals that 90% or more of the tracked data points align with the goals and progress indicators specified in the IEPs. • By the end of the 2024-2025 school year, the principal ensures that 100% IEP progress reports are delivered without delay.

105: ANDERSON EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve academic achievement outcomes for all special education students
Indicators of Success	● By February 2024, 70% of special education students will have .6 growth level increase by MOY NWEA reading exam, number will increase to 80% by EOY NWEA reading exam ● By December 2024, 50% of special education students will increase in approaches by 5% on STAAR Interim, number will increase to 10% by STAAR 2.0 May 2025 exam. ● By December 2024, 95% of campus ARDs will be held on or before the deadline, number will increase to 100% by March 2025. ● The principal/assistant principal will ensure timely and full attendance at 100% of ARD meetings, actively participating in discussions to enhance student support as evidenced by the ARD minutes and ARD participation as measured by prior written notices and ARD attendance document.

Key Action 2	Increase reading proficiency across grade levels
Indicators of Success	● By the end of year, 70% of 5th grade students taking the NWEA Reading will increase by .60 on RIT score, number will increase by 1.3 as indicated on the EOY NWEA Reading Assessment. ● By February 2025, 70% of second and third grade students taking the NWEA Reading will increase by .60 on RIT score, number will increase by 1.3 as indicated on the EOY NWEA Reading Assessment. ● By February 2025, using the NWEA Reading Data, 3rd and 4th grade students will increase by 7 points on RIT score, number will increase to 15 points by EOY NWEA Reading. ● By October 2024, 70% of teachers will demonstrate 5/10 on Engage and Deliver and Monitor and Adjust, number will increase to 80% by December 2024.

Key Action 3	Improve English proficiency for Emergent Bilingual students
Indicators of Success	● By June 2025, 49% of students will grow one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS. ● By June 2025, 60% of Emergent Bilingual students will meet their individual growth target on 2-5 NWEA MAP

	Reading. ● By December 2024, 60% of teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for the second semester, number will increase to 80% by February 2025. ● By October PEIMS snapshot, 95% of students identified as potential EB students defined by Home Language Survey indicators are tested and appropriately coded, number will increase to 100% by December 2024. ● By PEIMS snapshot, 100% of new to HISD students, defined as those completing the Home Language Survey, who are identified as EB after the EB Identification Test are placed in a bilingual or ESL classroom unless parents waive services. ● By May 2025, 100% of eligible EB students complete the TELPAS assessment annually, with no lapses in compliance as evidenced by no reported incidents of ineligible students testing or eligible students not testing to TEA.

Key Action 4	Improve mathematics proficiency for students in grades 4-5
Indicators of Success	● By February 2025, 70% of students in grades 4-5 taking NWEA Map will increase by .60 points on MOY NWEA, number will increase by 1.3 by EOY May 2025. ● By February 2025, 60% of third grade students will meet their individual growth target on MOY NWEA Math Assessment, number will increase to 70% by June 2025. ● By December 2024, 80% of Mathematics teachers will score 8/10 or higher on (Monitor and Adjust and Engage and Deliver) of the spot, as measured by the monthly spot average for the second semester, number will increase to 90% by February 2025. ● 100% of student who did not meet Mathematics STAAR expectations will complete 15 to 30 hours of HB1416 Accelerated Instruction by the end of SY24-25.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve overall student math achievement in grades K-5 for the 2024-2025 school year.
Indicators of Success	• 65% of K-5 students will score at the 41st – 60th percentile on the MOY Map assessment and 75% by EOY. • 75% of spot observation scores will be proficient or higher in Engage and Deliver by end of December 2024, and 85% by May 2025.

Key Action 2	Improve overall student reading achievement in grades K-5 for the 2024-2025 school year.
Indicators of Success	• 65% of K-5 students will score at the 41st – 60th percentile on the MOY Map assessment and 75% by EOY. • 75% of spot observation scores will be proficient or higher in Engage and Deliver by November 2024, and 85% by May 2025.

Key Action 3	Teachers of special education students with an IEP will show 100% compliance to IEP's each semester by way of internal audit in both December and May. (Evaluating teacher/student artifacts used to modify and or accommodate for individual students.
Indicators of Success	Spot observations for Special Ed teachers will be 80% proficient by December 2024 and 90% by May 2025.

Key Action 4	Grow staff capacity to provide the highest quality instruction for our EB Students.
Indicators of Success	• 70% of EB students will demonstrate a one-level gain on TELPAS within one academic year. • From BOY to EOY on NWEA MAP, EB students will increase by 10% from previous year.

107: BARRICK EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Increase the quality of instruction across all content areas by effectively implementing student engagement strategies in alignment with HISD's 2024-2025 Action Plan's key action number three (Grow Staff Capacity to Provide the Highest Quality Instruction)
Indicators of Success	● At least 75% of teachers, by the end of November, will earn an average of at least 4 points in the Engage & Deliver section of the Spot evaluations. They will use MRS Strategies to provide multiple opportunities for students to actively engage in their learning that correlate with the elements of listening, speaking, reading, writing using weekly Spot observation data. ● At least 85% of teachers by the beginning of February will earn at least 5 points in the Engage & Deliver section of the Spot evaluations. They will use MRS Strategies to provide multiple opportunities for students to actively engage in their learning that correlates with the elements of listening, speaking, reading, writing, and thinking using weekly Spot observation data.

Key Action 2	Improve student writing across all content areas by implementing purposeful and effective writing strategies in alignment with HISD's 2024-2025 Action Plan's key action number three (Grow Staff Capacity to Provide the Highest Quality Instruction)
Indicators of Success	● At least 75% of teachers by the end of November will earn an average of at least 4 points in the Engage & Deliver section of the Spot evaluations. They will increase integration of writing across all content areas by the use of SCR and ECR, structured RACES/RACER writing strategies, as well with their corresponding grading rubrics. ● At least 85% of teachers by the beginning of February will earn an average of at least 5 points in the Engage & Deliver section of the Spot evaluations. They will increase integration of writing across all content areas by the use of SCR and ECR, structured RACES/RACER writing strategies, as well with their corresponding grading rubrics.

Key Action 3	Improve the systems and processes within the Special Education Department to ensure that IEPs are written effectively, staff are provided relative portions of the IEP, and accommodations/modifications are documented in PowerSchool in alignment with HISD's 2024-2025 Action Plan's key action number five (Improve Instruction And Service Deliver For Students With Disabilities)
Indicators of Success	• The campus will receive a total average of 70% for questions 4-7, and 13 based on the 2025 MOY Folder Review Summary audited by HISD's Office of Special Education Services. • The campus will receive a total average of 80% for questions 4-7, and 13 based on the 2025 Spring Folder Review Summary audited by HISD's by the Office of Special Education Services.

108: BASTIAN EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve the instructional quality and capacity of the Math teaching staff to meet the diverse learning needs of our students, which will result in higher Student Achievement in Math
Indicators of Success	• By MOY, 70% of Bastian ES teachers will achieve a rating of 4 or higher, on their SPOT observations in Engage and Deliver. • By EOY 2025, 80% of Bastian ES teachers will achieve a rating of 4 or higher, on their SPOT observations in Engage and Deliver. • By EOY Math Meets Overall percentage will increase from 43% to 53% and EOY Math Masters percentage will increase from 21% to 26% • Bastian ES IRT score will increase from an average of 9.87 in 2023-24 SY to an average of 11 or higher in 2024-25 SY.

Key Action 2	Improve the instructional quality and capacity of the teaching staff to meet the diverse learning needs of economically disadvantaged students, which will result in higher Student Achievement in Reading and Writing
Indicators of Success	• By EOY Reading Meets of economically disadvantaged students' percentage will increase 8% and Masters percentage will increase 5%. • By May of 2025, 60% of economically disadvantaged students will have grown 1.6 times the expected growth on NWEA-MAP. • By MOY, 65% of economically disadvantaged students in grades 3-5 will score 2 points on short constructed responses. By EOY, 80% of students in grades 3-5 will score 2 points on short-constructed responses • By May of 2025, the ECR responses of economically disadvantaged students will improve by 2 points from BOY to EOY based on the rubric and expectations. This will be tracked by online unit assessments.

Key Action 3	The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool

Indicators of Success	● By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. ● Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping. ● 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool. ● 70% of our SPED students will show growth from BOY to MOY on the NWEA assessment and 80% will show growth from MOY to EOY.

Key Action 4	Campus improves English proficiency for Emergent Bilingual students
Indicators of Success	● BY MOY, campus will see a 10% increase in the percentage of total students who hit the composite benchmark score from their BOY DIBELS/LECTURA data. ● By June 2025, campus will see an overall 12% increase in the percentage of total students who hit the composite score benchmark as compared to EOY SY23-24. ● By MOY, 55% of Emergent Bilingual students will meet their individual growth target on NWEA MAP Reading and 65% of Emergent Bilingual students will meet their individual EOY growth target on 2-8 NWEA MAP Reading. ● 100% of emergent bilingual students in 1st-3rd grade will have an added usage equivalent to 30 Minutes per week of SUMMIT K-12 by the 30th week of school.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Grow staff capacity to provide the highest quality instruction
Indicators of Success	1. By the end of January 2025, no more than 25% of teachers will rank at Progressing I or lower in Domain 2 (Quality of Instruction). This percentage is expected to decrease to 10% by May 2025. 2. By December 2024, campus administration spot observations will reveal that 60% of the scores are proficient or higher. This figure is expected to rise to 80% by May 2025. 3. Berry Elementary will achieve a rating of no less than 10 from the Independent Review Team by December 2024. This will increase to a 13 by the last round of Independent Review Team visits. 4. Given a total of 6 spot observations from Berry appraisers, 60% of core teachers will average a score of 6 or higher in Domain II (Monitor & Adjust and Engage & Deliver) on the spot observation form, as measured by monthly average spot scores by November of 2024. The said percentage will increase to 80% by April 2025. 5. By June 2025, 60% of Hispanic students will reach the growth target(s) in Math as defined by TEA Domain 3 accountability.

Key Action 2	Improve Literacy Proficiency in Grades K-5.
Indicators of Success	1. By December of 2024, 50% of the 2nd -5th grade English students will meet their expected growth target on the Reading Map assessment. The said percentage will increase to 70% by May of 2025. 2. By December of 2024, 40% of 3rd-5th grade special education and Hispanic students will meet their expected student achievement on the Reading Map assessment. The said percentage will increase to 60% by May of 2025. 3. 60% of the scores on spot observations conducted in December 2024 by campus leadership will be proficient or higher; that percentage will increase to 80% in May 2025. 4. By June 2025, 60% of Hispanic students will reach the growth target(s) in Reading as defined by TEA Domain 3 accountability.

Key Action 3	Improve Special Education instruction and service delivery,
Indicators of Success	1. By December 2024, 40% of K-2nd grade students in special education are

	expected to show typical or better growth in Dibels during the MOY assessment. This figure is projected to rise to 60% by May 2025. 2. By December 2024, 40% of second to fifth grade special education students are expected to meet their growth targets on the NWEA MAP assessments in Reading and Math. This percentage is projected to rise to 60% by May 2025. 3. By December 2024, 40% of Sped EB and Hispanic students will meet or exceed their individual growth goals on NWEA EOY MAP. This percentage is projected to rise to 60% by May 2025.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve the instructional quality and capacity of the teaching staff to meet the diverse learning needs of our students, that which will result in higher students' achievement.
Indicators of Success	• 75% of Blackshear ES teachers will achieve a rating of Proficient, or higher, on their SPOT observations in Domains 2 and 3 by MOY (mid-year) 2025 • 90% of Blackshear ES teachers will achieve a rating of Proficient, or higher, on their SPOT observations in Domains 2 and 3 by EOY (end-year) 2025 • Blackshear IRT score will increase from an average of 8.07 in 2023-24 SY to an average of 11 or higher in 2024-25 SY.

Key Action 2	Reduce the achievement gap for Emergent Bilingual students.
Indicators of Success	• SPOT observation data for ELA teachers with Emergent Bilingual students will show at least 75% Prof I in Domain II by the end of December of 2024 and 85% Prof I by May 2025. • By December 2024, 70% of the teachers with Emergent Bilingual students will receive proficient or higher in Dimension 2.4 (Differentiation) as measured through T-TESS rubric; that percentage will increase to 80% by May 2025. • 50% or more of our Emerging Bilingual students will progress at least one proficiency level in the composite rating as measured by TELPAS

Key Action 3	Reduce the achievement gap in Math and Reading among Special Education Students
Indicators of Success	• 50% of the SPED 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 0.6 in expected growth on NWEA MAP Assessment in Reading and Math from BOY to EOY, and 1.2 in expected growth from BOY to EOY. • Special Education students STAAR Reading score of Approaches level will increase from 18% to 40%, Meets level will increase from 0% to 10%, and Masters level will increase from 0% to 5%. • Special Education students STAAR Math score of Approaches level will increase from 15% to 40%, Meets level will increase from 0% to 10%, and Masters level will increase from 0% to 5%.

Key Action 4	By June 2025, 50% of the 5th Grade students will score at least a 4 or higher on the Extended Constructed Responses in the State Reading Assessment.
Indicators of Success	• Reduced the number of 5th gr students receiving a score of zero point from 63% to 5% or less. • 100% of 5th Gr students complete at least two ECR writing each week during instruction. • During extended Friday of each week, 5th Gr students will complete at least one ECR during LSAE time. • 94% of the 3rd-5th grade students scored limited to unsatisfactory on ECR will reduce to 20% or less.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve teacher capacity to provide High-Quality of Instruction across grade levels in all content areas.
Indicators of Success	• The average score of the spot observations conducted by school leaders in December 2024 will be at least proficient I (9-11) and that score will increase to proficient II (12-13) by May 2025. That score will differ from the average IRT's score by no more than 1 point overall. By May 2025, 70% of teachers will score 8 points of higher in Domain II (Engage & Deliver and Monitor & Adjust) of the SPOTs, as measured by the monthly average score for second semester. • By December 2024, 60% of teachers will achieve an average rating of proficient I or higher (9-15 points), and this percentage will increase to 70% by May 2025. • By May 2025, 70% of teachers will achieve a score of 4 points out of 6 points in the "Engage and Deliver" and 3 points out of 4 points in the "Monitor and Adjust" section on SPOTs.

Key Action 2	Implement the LSAE model with fidelity (Accelerated Instruction and Enrichment).
Indicators of Success	• By December 2024, 60% of teachers will achieve an average rating of proficient I or higher (9-15 points) during the LSAE block, and this percentage will increase to 70% by May 2025. • 85% of Bonham's teachers will receive a proficient rating (9-11 points) from the Independent Review Team visits by the Spring 2025 during the LSAE/ Accelerated Instruction block. • Student outcomes will increase by 25% on Demonstration of Learning (DOL)

Key Action 3	Improve Special Education Instruction and Service Delivery • The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool
Indicators of Success	• By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. • 100% of quarterly audits of Power School records will show consistent documentation of accommodation and modification of Special Education students in Power School. • Throughout the 2024-2025 school year, 100% of the staff members receive and implement the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping.

Key Action 4	Improve English Proficiency for Emergent Bilingual Students
Indicators of Success	• By May 2025, the percentage of students scoring advanced and advanced high on composite ratings in Grades K-5, will increase from 17% to 30% as measured on TELPAS • By 2024 PEIMS snapshot, 100% of students identified as potential EB students defined by Home Language Survey indicators are tested and appropriately coded. • By PEIMS snapshot, 100% of new to HISD students, defined as those completing the Home Language Survey, who as identified as EB after the EB identification test are placed in a bilingual or ESL classroom unless parents waive services. • By May 2025, 100% of eligible EB students complete the TELPAS assessment annually, with no lapses in compliance as evidenced by no reported incidents of ineligible students testing or eligible students not testing to TEA. • DIBLES – By June 2025, campus will see 13% increase in percent of total students who hit composite score benchmark as compared to EOY SY2023-2024 • NWEA - By June 2025, 60% of Emergent Bilingual students will meet their individual growth target on 2-5 NWEA MAP Reading • By May 2025, 60% of EB teachers will score 8/10 or higher in Domain II (Monitor and Adjust and Engage & deliver) of the SPOT, as measured by the monthly average SPOT score for second semester.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve academic achievement in reading and writing.
Indicators of Success	• By May 2025, 60% of the PK-K student will move up one level in the PK-K of writing as per writing continuum rubric. • By Middle of the Year, 40% of the students will move up one level in the PKK stages of writing as per writing continuum rubric. • By May 2025, 60% of the students in 1st and 2nd grade will score a 2 in the short constructed response. • By Middle of the Year, 40% of the students in 1st and 2nd grade will score a 1 or higher in the short-constructed response. • By May 2025, 60% of the 3rd-5th of the students' biweekly/monthly extended constructed responses will show a score of 4 or above. • By MOY, 40% of the 3rd-5th grade students' biweekly/monthly extended constructed responses will show a score of 3 or above.

Key Action 2	Improve academic achievement in Math.
Indicators of Success	• By May 2025, 70% of the students in grades 3rd-5th will complete 90 lessons in Zearn. • By MOY, 40% of the students in grades 3rd-5th will complete 45 lessons in Zearn.

Key Action 3	Improve academic achievement in Science
Indicators of Success	● By May 2025, 60% of students in 5th grade Science will score an average of 80% or above on their weekly DOLs. ● At Middle of the Year, 40% of students in 5th grade Science will score an average of 80% or above on their weekly DOLs.

Key Action 4	Close the learning gaps for students in special populations for emergent bilinguals.
Indicators of Success	● By MOY, 40% of emergent bilinguals in grades 2-5 using the SummitK-12 program will show 0.5 growth. ● By May 2025, 60% of emergent bilinguals in grades 2-5 using the SummitK-12 program will show one level of growth by May 2025.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Grow staff capacity to provide the highest quality instruction.
Indicator of Success 1	70% of the scores on spot observations conducted in December 2024 by an independent review team will be proficient or higher; that percentage will increase to 80% in May 2025.
Indicator of Success 2	70% of the teachers will be proficient or higher in delivering high-quality instruction as measured by Dimensions 2.1 through 2.5 (Instruction) of the T-TESS rubric.
Indicator of Success 3	The campus SPOT observation average for IRT1 will average at least **9** points; increase to **11** points for IRT 2; and increase to **13** points for the final IRT.
Indicator of Success 4	70% of teachers will proficiently customize and implement scaffolds and differentiation strategies to improve instructional practices by October 2024, 75% by December 2024, and 80% by May 2025.
Indicator of Success 5	70% of teachers will proficiently utilize student responses with fidelity to monitor and adjust instruction and improve instruction by October 2024, 75% by December 2024, and 80% by May 2025.

Key Action 2	Improve Reading and Math Proficiency in grades K through 5.
Indicator of Success 1	60% of K -5th grade students will have a Conditional Growth Index of 60% or higher on MOY NWEA Reading, and will have a Conditional Growth Index of 75% by May 2025.
Indicator of Success 2	The average percentile growth of K-5th grade students in NWEA Reading will exceed 6 percentile points.

Indicator of Success 3	The average percentile growth of EB K-5th grade students will increase by 10% MOY NWEA Math, Reading, and Science; and demonstrate 15% growth by EOY NWEA Math, Reading, and Science.
Indicator of Success 4	50% of EB students will demonstrate growth in RLA learning objectives by October 2024, 60% by December 2024, and 70% by May 2025.
Indicator of Success 5	50% of EB students will demonstrate growth in Math learning objectives by October 2024, 60% by December 2024, and 70% by May 2025.

Key Action 3	Create a high-performance culture amongst students, staff, and parents.
Indicator of Success 1	Given the fall climate survey, 60% of students will indicate that their classmates follow the rules. The aforementioned percentage will increase to 70% when the spring climate survey is administered.
Indicator of Success 2	Given the fall climate survey, 80% of staff will indicate that the campus has a positive culture. The aforementioned percentage will increase to 85% when the spring climate survey is administered.
Indicator of Success 3	Given the fall parent perception survey, the indicator related to school safety will reflect 4.5 out of 5 average positive responses. The aforementioned number will increase to 4.8 out of 5 average positive responses when the spring parent perception survey is administered.

114: BRAEBURN EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve Special Education Instruction and Service Delivery
Indicators of Success	·100% of deadlines regarding the ARD process will be met to ensure all students have a current plan of support. ·By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. ·By May 2025, 65% of Braeburn Sped students will reach their individual IEP goals. ·100% of quarterly audits of PowerSchool records performed by the Leadership Team show documentation of accommodations and modifications in PowerSchool. · From spot observations completed for classrooms with students with an IEP, 70% of teachers will score 3 or higher in the section Monitor & Adjust of the SPOT form by December, focusing on scaffolding and differentiation strategies. This percentage will increase to 85% by March 2025.

Key Action 2	Improve English Proficiency for Emergent Bilingual Students
Indicators of Success	·By December 2024, 75% of spot observations conducted will be rated proficient 1 or higher, increasing to 80% by May 2025. ·By June 2025, 80% of Emergent Bilingual students in grades 2-5 will meet their individual growth target on NWEA MAP Reading. ·By June 2025, 49% of students will grow one level of proficiency, defined as SY 23-24 composite to SY 24-25 composite on TELPS. ·As measured by SPOT observations, by January 2025, 80% of teachers will receive at least 3 / 4 points in Monitor and Adjust as related to differentiating by using language scaffolds based on student language needs; that percentage will increase to 95% by April 2025.

Key Action 3	Grow staff capacity to ensure delivery of high quality instruction.
Indicators of Success	·By October 2024, 65% of teachers will receive a Proficient I or higher overall score from spot observations conducted by the building leadership team. This percentage will increase to 80% by May 2025.

	·By the middle of the year (MOY), 70% of teachers will achieve a score of 4 or higher in the Engage & Deliver section on the SPOT form, focusing on student engagement through multiple response strategies. This percentage will increase to 80% by the end of the year (EOY). ·As measured by EOY NWEA, 95% of students in grades 2-5 will meet or exceed their expected growth percentile in math and reading. ·In all 4 IRT observations, the campus average score will be Proficient I (9-11) or higher. By May 2025, the average score will increase by one proficiency level from October IRT to May IRT.

Key Action 4	Strengthen the leadership density at Braeburn Elementary
Indicators of Success	·By December 2024, 50% of grade-level teams PLCs will be teacher-led, focusing on data-driven instructional strategies that improve student outcomes. This will increase to 63% by February 2025, with teams independently facilitating discussions following a cycle of inquiry focused on data. ·On the LEAD Day-to-Day Coaching Key-Attributes Rubric, all Tier II leaders will achieve a score of 17/25 or higher by May 2025. ·On LEAD executive leadership rubric, by MOY 50% of Tier II leaders will be rated Effective (22+) and by EOY 100% will be Effective (22+) ·By December 2024: 60% of lesson plans will include specific engagement strategies tailored to student needs. Evidence will increase to 75% of lesson plans including student-focused engagement strategies. ·PLC teams will complete a survey in the fall and in the spring on the effectiveness of coaching and support for PLC meetings. By EOY, the admin team will reflect on the feedback and develop a support plan for the next steps to continue each PLC team's growth. These survives will be used to determine the effectiveness of PLC.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve student's proficiency and performance in reading (Grades 2-5), including a specific focus on improving growth and performance of our Hispanic populations.
Indicators of Success	• By June 2025, the percentage of students scoring meets or higher on reading STAAR will increase by 15% compared to May 2024, rising from 57% to 72% using the monthly skills assessment tracker to determine progress. • Student Lexile Score average will increase yearly by an average of 100 measured tri-annually through accelerated reader tests and/or NWEA MAP reports. • By the end of the first semester, Hispanic students who met expected growth from BOY to MOY NWEA MAP will increase by 10% from previous year. •By June 2025, 70% of Hispanic students will reach achievement targets in Reading as defined by TEA Domain 3 accountability.

Key Action 2	Improve 3rd-5th grade student performance in Math by designing and delivering lessons that teach abstract concepts through concrete experiences.
Indicators of Success	• By EOY 2025, 60% of Hispanic students will meet their individual growth target on 2-5 NWEA MAP Math from BOY to EOY. •On MAP achievement, student math scores will increase by an average of 0.8 expected growth from BOY to MOY, and 1.6 from BOY to EOY. • By May 2025, the percentage of students scoring meets or higher on Math STAAR will increase by 8% on the interim assessment in January from 47% to 55%, and 15% by EOY in May 2025 compared to May 2024, rising from 47% to 62% using the monthly skills tracker to determine progress.

Key Action 3	Improve the quality of IEP goals to ensure they are measurable and tailored to each SPED student’s area of need.
Indicators of Success	• By the end of the 2024-2025 school year, 100% of IEPs will include specific, clear, and measurable goals tailored to each student’s area of need, as verified through random quarterly reviews. • Throughout the 2024-2025 school year, 100% of staff members who provide educational services to the student will receive relevant and current portions of the IEP within three school days of its finalization, which will be documented through campus record keeping. • A minimum of 6 audits, at least 2 for each six-week report card cycle, through PowerSchool reports will

	show 100% of SPED students have documented accommodations/modifications in PowerSchool for the applicable content areas per the students IEP, before grades are finalized for report cards.

Key Action 4	Improve Emergent Bilingual (EB) students' performance on their composite rating by at least one proficiency rating on the EOY.
Indicators of Success	• By June 2025, 43% of EB students who qualify to take TELPAS will grow by at least one proficiency level on their composite score, defined as SY23-24 where 32.6% of EB's grew by one proficiency level or more to the upcoming SY24-25 composite on TELPAS. • 100% of all EB Students in grades 2 – 5 who qualify to take TELPAS, will complete the Summit K12 Interim assessment to help monitor their progress. • By the EOY LPAC committee minutes, we will have an increase to 10% of EB students who qualify for reclassification, compared to 3% of EB students who qualified for reclassification in 23-24SY.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve English proficiency for Emergent Bilingual students.
Indicators of Success	• By May 2025, 60% of EB teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for second semester. • By June 2025, 49% of students who grew one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS. • By June 2025, 60% of Emergent Bilingual students will meet their individual growth target on 2-5 NWEA MAP Reading.

Key Action 2	Improve special education quality of instruction and service delivery
Indicators of Success	● 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool. ● 75% of SPED students will meet or exceed their individualized expected NWEA reading, math and science growth goals as measured on the Spring 2025(EOY) MAP growth norms. ● By the end of the 2024-2025 school year, each special education teacher will receive at least two classroom observation per week and feedback will align to the previous week's coaching action step(s). ● A structured weekly schedule will be developed and implemented to ensure each special education teacher receives at least one dedicated coaching session per week. Coaching sessions will result in 1-2 actions steps agreed upon between teacher and administrator. ● By the end of the 2024-2025 school year, 100% of IEPs will include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews.

Key Action 3	Develop staff capacity to provide the highest quality of instruction.
Indicators of Success	● By December 2024, 60% of teachers will have a spot rating of proficient or higher and will increase by 75% by May 2025. ● By December 2024, 70% of teachers will receive a score of 6 out of 10 in Engage and Deliver and Monitor and Adjust as measured by the SPOT observation form with an emphasis on the use of high

	impact engagement strategies. This percentage will increase to 85% by March 2025. ● The results of IRT visits for 2024 will demonstrate an average score of proficient by December and will increase to proficient 2 by May 2025. ● In the 2024-2025 school year, Briargrove Elementary students will grow 1.2 times the average U.S. growth in reading and math as measured by the NWEA MAP assessment.

Key Action 4	Strengthen the leadership density of Briargrove Elementary School
Indicators of Success	• Based on mutually calibrated BOY ratings using the Day-to-Day Coaching Rubric, all Tier II leaders will increase an overall of 3 points by MOY and an overall increase of 6 points by EOY. • On the LEAD Day-to-Day Coaching Key-Attributes Rubric, all Tier II leaders will earn at least 5 out of 7 points in “Overall Engagement”: Understanding needs, feedback, coaching, & continuous improvement. • On the LEAD Day-to-Day Coaching Key-Attributes Rubric, All Tier II leaders will achieve a score of 19/25 or higher by May 2025.

117: BRISCOE EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Deliver purposeful aligned and rigorous Tier I instruction Briscoe Elementary will perform at or above the district level through purposeful, aligned, and rigorous Tier I instruction delivery for reading language arts, math, and science. Effective Tier I instruction will increase the rigor expected for all grade levels. Based on the priorities defined by the current needs assessment, the focus areas are increasing the number of students mastering skills for reading, math, and science in all grades
Indicators of Success	● By June 2025, 70% of students will meet their individual growth target on NWEA MAP Math K-5 and Reading and Science for grades 2-5. ● 85% of PreK 4 students will score 6 out 7 on the EOY circle assessment on alliteration (English) and 5 out 7 (Spanish) by June 2025. ● 85% of PreK 4 students will score 4 out 5 on the EOY circle assessment on words in a sentence (English) and 3 out 5 (Spanish) by June 2025. ● 85% of PreK 4 students will score 4 out 5 on the EOY circle assessment on counting sets (English) and 4 out 5 (Spanish) by June 2025. ● By June 2025, STAAR results will increase by at least 5% points overall average for academic achievement at the approaches, meets, and masters performance levels. ● By May 2025, 70% of Core teachers will score 7/10 or higher in the Spot Observation Form: Engage and Deliver and Monitor and Adjust Domain II, as measured by the monthly average spot score for the second semester.

Key Action 2	Close the achievement gap by using differentiation with intentionality. Briscoe Elementary will increase the academic performance of hispanic students by effectively using differentiation with intentionality to improve the effectiveness of instruction in all grades and content areas. Briscoe will focus on developing capacity to produce Tiered Leveled Assignments using the LSAE model and differentiation of instruction. Based on the priorities defined by the current needs assessment, challenging and rigorous instruction needs to be in place to increase the levels of meets and master for all grades and content areas (Grades 3rd to 5th). The percentage of students taking the STAAR test will increase from 47 to 49 percentage points at the meets performance level for Reading and from 49 to 53 percentage points at meets performance level for math

Indicators of Success	● By May 2025, 70% of Core teachers will score 7/10 or higher in the Spot Observation Form: Engage and Deliver and Monitor and Adjust Domain II, as measured by the monthly average spot score for the second semester. ● By June 2025, 70% of students will reach the achievement and growth target in Reading and Math as defined by TEA Domain 3 accountability. ● By June 2025, Briscoe Elementary will demonstrate an increase of 5 percentage points in STAAR overall scores (Reading, Math, and Science) for Meets and Masters Performance levels. ● By February 2025, 60% of K-5th grade students will be able to improve to meet .06 the expected growth from BOY to MOY NWEA. ● By May 2025, 60% of K-5th grade students will improve from MOY to EOY and meet their expected growth .07 or more on NWEA/DIBELS/MAP.

Key Action 3	Improve the English proficiency for Emergent Bilingual Students by increasing the level of student engagement using multiple response strategies. Briscoe Elementary will increase the percentage of EB students that improved one or more TELPAS proficiency levels (composite scores) from 52 to 55 percent. Briscoe will perform at or above expected level through high levels of engagement in all grades and content areas. Based on the priorities defined by the current needs assessment, EB students need to increase the levels of mastery in reading, math, and science in grades 3rd to 5th
Indicators of Success	● By June 2025, 55% of students will grow one level of proficiency as defined by SY 23-24 composite to SY 24-25 composite TELPAS. ● The percentage of students in grades K-5 performing at advanced and advanced high-level on TELPAS (Texas English Language Proficiency Assessment System) Reading will increase from 43% on TELPAS 2024 to at least 49% on TELPAS 2025. ● By May 2025, 60% Bilingual teachers will score 7/10 or higher in the Spot Observation Form: Engage and Deliver and Monitor and Adjust Domain II, as measured by the monthly average spot score for the second semester. ● NWEA MAP: By June 2025, 60% of Emergent Bilingual students will meet their individual growth target in grades 2-5 reading. ● By May 2025, 70% of Core teachers will score 7/10 or higher in the Spot Observation Form: Engage and Deliver and Monitor and Adjust Domain II, as measured by the monthly average spot score for the second semester. ● All 3rd-5th grade students will show 5% growth in STAAR Math for SY 2024-2025.

Key Action 4	Provide on-the-job coaching with consistency to strengthen the quality of instruction for students receiving Special Education services to increase student achievement. Briscoe Elementary will effectively provide high quality instruction and services to all students receiving Special Education services. The metric includes on-the-job coaching and feedback to teachers providing Special Education services to students. Students receiving Special Education services will increase the expected growth for NWEA and STAAR for all content areas and grade levels
Indicators of Success	• 100% of students receiving Special Education services will receive accommodations, modifications, and designated supports in all content areas according to their IEPs daily for the 2024-2025 school year. • A structured weekly schedule will be developed and implemented to ensure each special education teacher receives at least one dedicated coaching session per week. Coaching sessions will result in 1-2 actions steps agreed upon between teacher and administrator. • By the end of the 2024-2025 school year, each special education teacher will receive at least one classroom observation per week and feedback will align in part to the previous week's coaching action step(s). • By June 2024-2025, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations a minimum of 80%, thereby promoting the effective application of feedback and continuous instructional improvement. • 80% of students receiving Special Education services will meet the expected growth in NWEA Map Reading and Dibels Assessment based on their IEPs by MOY. From MOY to EOY the percentage will increase to 90% by June 2025. • 80% of students receiving Special Education services will meet the expected growth in NWEA Map Math, Reading, and Science. • Assessment based on their IEPs by MOY. From MOY to EOY the percentage will increase to 90%. 90% of students will show adequate progress on STAAR ALT2 for all content areas.

Key Action 5	Ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/ modifications are documented in PowerSchool. Briscoe Elementary will effectively create and implement high quality IEPs that are student focused. By ensuring IEPs are well written, understood by staff, and properly documented in PowerSchool, principal and assistant principals contribute to a supporting educational environment for students receiving Special Education services.
Indicators of Success	● Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping. ● By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear,

	and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. ● 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool. ● 100% of students receiving Special Education services will receive accommodations, modifications, and designated supports in all content areas according to their IEPs daily for the 2024-2025 school year. ● 80% of students receiving Special Education services will meet the expected growth in NWEA Map Reading and Dibels Assessment based on their IEPs by MOY. From MOY to EOY the percentage will increase to 90% by June 2025. ● 80% of students receiving Special Education services will meet the expected growth in NWEA Map Math.

2024-2025 School Action Plan: Key Actions	
Key Action 1	We will implement effective on-grade-level first instruction in grades PK-5 using the district curriculum to improve the quality of reading.
Indicators of Success	• By December 2024, 60% of the PK-5th reading teachers will score 7/10 in Domain II in their spot observations. • By December 2024 students in grades 3-5 will achieve 6/10 on Constructed Responses and increase to 8/10 by March 2024 based on bi-weekly writing samples. • By April 2025, 70% of the PK-5th reading teachers will score at least 7/10 in Domain II in their spot observation. • By May 2025, at least 75% of 3rd-5th grade students will meet their expected growth from BOY to EOY NWEA Reading. • By May 2025, PK-5th grade students will improve from MOY to EOY and meet their expected growth on NWEA/Dibels/MAP/Circle. • By MOY, the average score from the first two IRT visits will be at a 10 or higher. • By EOY, the average score from the last two IRT visits will be 11 or higher. • The percentage of students scoring at the Meets level or higher on STAAR 2025 Reading will be at least 45%.

Key Action 2	We will implement effective on-grade-level math first instruction in PK-5 grades using the district math curriculum to improve the quality of math instruction.
Indicators of Success	• Spot Observations conducted by administration using the rubric by November 2024 the number of math teachers will achieve a spot score of 9/15 and by February 2025 the number of math teachers will achieve a spot score of 11/15, and by May 2025 the number of math teachers will achieve a spot score of 12/15 • 50% of the students will score S2 or A on DOL by October 2024, and that percentage will increase to 70% by February 2025, and the percentage will increase to 85% by May 2025 as measured by daily D.O.L in the Ontrack platform. • By May 2025, at least 75% of 3rd-5th grade students will meet their expected growth from BOY to EOY NWEA Mathematics. • By May 2025, 3rd-5th grade students will improve from MOY to EOY and meet their expected growth on NWEA • By MOY, the average score from the first two IRT visits will be at a 9 or higher. • By EOY, the average score from the last two IRT visits will be 10 or higher. • The percentage of students scoring at the Meets level or higher on STAAR 2025 Mathematics will be at least 45%.

Key Action 3	Close the learning gaps for students in special populations: Special Education, 504, At-Risk, and Emergent Bilinguals
Indicators of Success	● 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. ● At least 50% of our students receiving Special Education services will demonstrate growth on NWEA MAP EOY; or STAAR/STAAR Alt by increasing one performance level (for students in grades 3-5). ● Campus is 100% compliant on ARD meetings and other district monitoring criteria. ● The percentage of students in grades K-5 performing at advanced and advanced high level on TELPAS Reading will increase by 5% from 2024 to 2025. ● 35% of Emergent Bilingual students in grades 2-5 will demonstrate at least one year's growth in TELPAS based on their composite ratings for 2025

Key Action 4	We will implement effective on-grade-level first instruction in PK-5 grades using the district provided science curriculum to improve the quality of science instruction.
Indicators of Success	• Spot Observations conducted by administration using the rubric by November 2024 the number of science teachers will achieve a spot score of 9/15 and by February 2025 the number of Science teachers will achieve a spot score of 11/15, and by May 2025 the number of Science teachers will achieve a spot score of 12/15. • 50% of the students will score S2 or A on DOL by October 2024, and that percentage will increase to 70% by February 2025, and the percentage will increase to 85% by May 2025 as measured by daily D.O.L in the Ontrack platform. • By MOY, the average score from the first two IRT visits will be at a 10 or higher. • By EOY, the average score from the last two IRT visits will be an 11 or higher. • By February 2025, 3rd-5th grade students can improve to meet their expected growth from BOY to MOY NWEA • By May 2025, 3rd-5th grade students will improve from MOY to EOY and meet their expected growth on NWEA • The percentage of students scoring at the Meets level or higher on STAAR Science will increase 5% from 2024 to 2025

2024-2025 School Action Plan: Key Actions	
Key Action 1	Implement targeted language support program
Indicators of Success	1. By June 2025, 55% of students will increase one level of proficiency, as defined in 23-24 SY composite to 24-25 SY composite on the Texas English Language Proficiency Assessment System (TELPAS). 2. By the end of the first semester, 50% of emergent bilingual students who met expected growth from BOY to MOY NWEA MAP will increase by 10% from previous year. 3. By June 2025, 55% of emergent bilingual students will meet their individual growth target in grades 2-5 reading as measured by the NWEA MAP (Measures of Academic Progress) assessments.

Key Action 2	Integrate writing across content areas
Indicators of Success	1. By June 2025, 72% of the students will reach the achievement targets in Reading/Writing as defined by TEA Domain III; 90% of the ELA teachers will attend the campus professional development training for writing in the content area and calibrating team. 2. Increased quality in writing samples from all content areas by 65% through implementing daily SCR strategies through all subjects, as assessed through standardized rubrics or writing assessments. 3. Evidence of student progress is demonstrated through improved scores on Demonstration of Learning (DOL), Module Assessments, and consistent teacher feedback documented in the student writing tracker.

Key Action 3	Provide High Quality Instruction
Indicators of Success	1. By the end of the first semester, students who met expected growth from BOY to MOY NWEA MAP will increase by 10% from previous year. 2. By June 2025, 60% will meet their individual growth target on 2-5 reading and math as measured by the NWEA MAP (Measures of Academic Progress) assessments. 3. By May 2025, 50% of EB teachers will score 8/10 or higher in Domain II (Monitor & Adjust & Deliver) of the Spot, as measured by the monthly average spot score for the second semester.

Key Action 4	High Quality Pre-K Instruction
Indicators of Success	1. By the end of the first semester, Prek students who met expected growth from BOY to MOY CIRCLE will increase by 10% from the previous year. 2. By May 2025, 90% of all PreK students will meet benchmark scores on all subtests related to literacy and math in the EOY CIRCLE assessment, as aligned with teacher performance measures. 3. By May 2025, 60% of PreK teachers will score 8/10 or higher in Domain II (Monitor & Adjust & Deliver) of the Spot as measured by the monthly average spot score for the second semester.

121: BRUCE EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Increase teachers' capacity to provide high quality instruction
Indicators of Success	● By October 2024, 65 % of the scores on spot observations will be proficient or higher on spot observations conducted by an Independent Review Team. ● By May 2025, 80 % of the scores on spot observations will be proficient or higher on spot observations conducted by an Independent Review Team. ● By May 2025, 80 % of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by Dimension 2 of the T-TESS rubrics and the Core HISD Spot Observation Form.

Key Action 2	Improve English Language Arts instruction in grades Kinder- 5th
Indicators of Success	● By December 2025, NWEA Reading MAP Growth scores for students in grades 1 through 5 are expected to increase by 10% compared to the beginning-of-year assessment. ● By the end of December 2024, spot observation data for ELA teachers will show at least 75% rated as proficient, with this number increasing to 85% by May 2025.

Key Action 3	Improve math proficiency in grades Kinder - 5th grade
Indicators of Success	• By December 2024, there will be a 10 % increase in NWEA Math MAP Growth scores for students in grades 1st through 5th from the BOY NWEA Math MAP Growth Assessment. • Spot observation data for Math teachers will show at least 75 % of teachers rated proficient I on the Core HISD Spot Observation Form.

Key Action 4	Improve the quality of specially designed instruction for students receiving special education services and ARD/IEP compliance requirements
Indicators of Success	● Special Education teachers will achieve 100% compliance with implementing students' Individualized Education Programs (IEPs) by passing monthly internal audits conducted by the Special Education Department Chair and the Administrator overseeing the special

	education department. These audits will evaluate lesson modifications, accommodations, data collection logs, and student work samples to ensure adherence to each student's IEP. ● 65 % of teachers will demonstrate proficiency or higher in delivering high-quality instruction, as assessed by Domain 2 - Instruction on the T-TESS rubrics. ● The percentage of special education indicators, as measured by the special education rubric conducted by the Independent Review Team, will improve from a B in May 2024 to an A in May 2025.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Grow staff capacity to provide high quality instruction in all classrooms.
Indicators of Success	• By end of October 2024 70% of teachers will rank proficient or higher in Engage & Deliver (Quality Instruction) and increase to 75% by January 2025 and 85% or higher by May 2025 (EOY). • By End of October 2024 70% of cumulative scores on SPOT observations conducted at close of by Campus Administration will be proficient or higher. This will increase to 75% by January 2025 and 85% or higher by May 2025 . • Burbank Elementary will achieve no less than a 10 or higher from the Independent Review Team by IRT #2 date. This will increase to no less than an 11 or higher for the last IRT Round. These numbers are based on the 2023-2024 IRT score range of 9.3 -10.37.

Key Action 2	Increase Literacy Proficiency in Grades K-5
Indicators of Success	● Based on BOY DIBELS/Lectura 55% of students below or well below benchmark based on composite score will increase 40 or more composite points at MOY and students At/Above Benchmark will maintain or increase their percentile position to remain At/Above Benchmark. Based on BOY DIBELS/Lectura 70% of students below or well below benchmark based on composite score will increase 50 or more composite points at EOY and students At/Above benchmark will maintain or increase their percentile position to remain At/Above Benchmark at EOY. ● 40% of EB students will increase a proficiency level (WB,B,A/A) in English DIBELS (K-1) at MOY and 60% of EB students will increase a proficiency level in English DIBELS (K-1) at EOY. ● By December 2024, 40% of 2-5 grade Special Education students will meet their expected mid year RIT growth score as determined by grade level RIT progress band on the Reading Map Assessment. This will increase to 55% by May 2025. ● Increase STAAR Reading Achievement in Grade 3-5 to achieve Approaches 86% or higher (+6), Meets 63% or higher (+3 %), and Masters 30% or higher (+2%)

Key Action 3	Provide high quality MATH instruction K-5.
Indicators of Success	● 60% of students will meet MOY Growth score, and this number will increase to 70% at May (EOY) ● 60% of students will demonstrate growth on NWEA MAP in Grades K-5 at December 2024 (MOY) and 70% at May (EOY).

	● By December 2024, 40% of 3-5 grade Special Education students will meet their expected student RTI score goal on the MOY Math Map Assessment. This will increase to 60% by May 2025. ● Increase STAAR growth and achievement to 84% Approaches or higher (+8), 58% Meets or higher (+7), and Masters Level to 26% (+10)

Key Action 4	Improve English Proficiency instruction for Emergent Bilingual students.
Indicators of Success	● The percentage of EB students increasing a proficiency level will increase from 42.7% in 2024 to 49% by TELPAS 2025. ● By EOY 2025 60% of EB students will meet their individual growth target as measured by NWEA individual growth target on NWEA 2-8 Reading MAP Assessment. ● By EOY 2025, EB students in grade 1 will see a 10% increase in DIBELS composite benchmark score compared to DIBELS EOY 2024.

2024-2025 School Action Plan: Key Actions	
Key Action 1	JECEM aims to enhance Domain 1 performance, projecting that 85% of students will reach the Approaches level, 45% will achieve the Meets level, and 15% will attain the Masters level on the STAAR RLA and Math assessments.
Indicators of Success	1. Less than 30% of students tested will have a single term achievement score in the 1st-25th Percentile on MAP MOY RLA and Math assessments. 2. By September 2024, 100% of teachers will utilize campus tracking systems to document student mastery of daily learning objectives (DOL) and review data weekly in PLC for lesson readjustment 3. Beginning September 2024, all 3rd-5th grade students will complete at least one Short Constructed Response per week and one Extended Constructed Response every 3 weeks through May 2025. 4. By January 2025, two informational sessions will occur to inform all stakeholders of campus accountability goals and how they will be achieved. 5. By October 2024, 100% of teachers will be trained in implementing language supports to assist Emergent Bilingual students towards meeting Key Action One goals.

Key Action 2	By building strong systems of data analysis and action planning, we will increase student performance on formative and summative assessments.
Indicators of Success	1. By MAP MOY, <25% of students tested will score in the lowest quintile of performance and exhibit a minimum of 0.5 year's growth. 2. At DIBELS BOY, <50% of tested students will be 'Below Benchmark'. 3. At DIBELS EOY, <20% of tested students will be 'Below Benchmark'. 4. 3rd-5th grade students will increase Writing performance on STAAR RLA assessments by engaging in weekly SCR and ECR practices in 3 out of 5 lessons. 5. By March 2025, all Emergent Bilinguals will increase one proficiency level in 4 out of 5 domains. 6. By January 2025, all 3rd-5th students will have completed 2 Extended Constructed Responses with feedback from their teacher.

Key Action 3	We will build teacher capacity and practice to consistently provide high quality instruction to all students with intentional focus on Diverse Learners
Indicators of Success	1. The following IRT average score targets are projected:

	• IRT #1- >8 • IRT #2 - >10 • IRT #3- >13 2. By the September 18th, 100% of teachers will effectively engage in cycles of lesson internalization each week during PLC that include aligned lesson content as well as consistent usage of engagement strategies that capture learning progress. 3. By June 2025, the campus aims to maintain a minimum average score of 13 for Spot Observations. 4. By October 2024, all staff will receive training on Scaffolding and Differentiation with 100% implementation in each lesson.

Key Action 4	We will increase student achievement amongst Diverse Learners by improving the quality of services and instruction provided to Special Education students.
Indicators of Success	1. By September 2024, 100% of campus staff will be knowledgeable in proper implementation of IEPs, Service Plans, and accommodations needed for students as Teacher of Record and instructional support. 2. By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. 3. Special Education students will show a 50% increase in 'Approaches' and 15% increase in 'Meets' on 2025 STAAR and meet quarterly growth targets on MAP assessments. 4. 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool. 5. By the end of the 2024-2025 school year, each special education teacher will receive at least one classroom observation per week and feedback will align in part to the previous week's coaching action step(s).

2024-2025 School Action Plan: Key Actions	
Key Action 1	Campus improves English proficiency for Emergent Bilingual students.
Indicators of Success	• DIBELS: By June 2025, campus will see 10% increase from BOY to EOY scores • By June 2025, 49% of students will grow one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS.

Key Action 2	Burnet ES will increase student achievement in RLA with a focus on our Hispanic student group.
Indicators of Success	• By June 2025, Hispanic student group will increase from 6% to 12% meets grade level on the STAAR Reading assessment. • By December 2024, Hispanic student group who met expected growth from BOY to MOY NWEA MAP Reading will increase by 10% from the previous year.

Key Action 3	Burnet ES will increase students' achievement in Math with a focus on our Hispanic student group.
Indicators of Success	By June 2025, 60% of Hispanic students will reach the achievement target of 44% in Math as defined by TEA Domain 3 accountability. • By December 2024, Hispanic student group who met expected growth from BOY to MOY NWEA MAP Math will increase by 10% from the previous year.

Key Action 4	The principal consistently provides on-the-job coaching and feedback at a minimum monthly.
Indicators of Success	• A structured weekly schedule will be developed and implemented to ensure each education teacher receives at least one dedicated coaching session per week resulting in an average of 5 points in engage and deliver and an average of 3 points in monitor and adjust. Coaching sessions will result in 1-2 actions steps agreed upon between teacher and administrator. • By June 2024-2025 school year, at least 85% of special education teachers will receive proficient 1 in their spot observations.

	• By June 2024-2025, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations a minimum of 80%, thereby promoting the effective application of feedback and continuous instructional improvement.

125: BURRUS EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Increase the quality of instruction across all core content with the use of strategic engagement strategies
Indicators of Success	• 80% of Burrus ES classroom observations scored using the Spot Observation Form by the district independent review team will have a proficient rating or higher in the student engagement characteristics by December 2024 and an increase of 90% proficiency in May 2025. • 80% of the Burrus ES teachers will be proficient or higher, as rated by the campus administration team, in the delivery of high-quality instruction as evidenced by their Spot Observation Form scores by May 2025. • 80% of Burrus ES core content teachers will consistently employ a variety of multiple response strategies as evidenced by their tier one instruction so that this percentage increases to 90% by May 2025.

Key Action 2	Improve Special Education proficiency across the curriculum by implementing student IEP goals with fidelity as evidenced by accommodation tracking and student work products
Indicators of Success	• SpEd compliance in Easy IEP will be at 100% weekly completion, as evidenced by Easy IEP and documentation of accommodations using Power Teacher Pro by the first targeted folder review in November 2024. • Student IEPs will be used to design instruction by 100% of teachers as evidenced by the implementation of accommodations and modifications outlined in the students' IEPs based on sample student work products in teacher accommodation binders. • Throughout the 2024-2025 school year, 100% of staff members will receive the relevant portions of student IEPs within 3 days of its finalization as evidenced by campus record keeping and teacher documentation in Power Teacher Pro.

Key Action 3	Improve Emergent Bilingual proficiency across grade levels for English learners by implementing scaffolds and content and language supports

Indicators of Success	● By September 2024, 80% of classroom instruction will effectively utilize scaffolds and language support for EB students so that this number increases to 90% by May 2025 as evidenced by classroom observation scores and feedback. ● By the 2024 PEIMS snapshot date, 100% of potential EB students, defined by the Home Language Survey indicators, are tested in PreLAS or LAS as evidenced by appropriate codes in PowerSchool. ● 80% of teachers of EB students will be rated Proficient or higher in the delivery of high-quality instruction, as rated by the campus administration team and measured by the second semester's monthly spot average of the Engage and Connect portion of the HISD Spot Observation Form by May 2025.

Key Action 4	Increase student social-emotional awareness to decrease student discipline student out of school suspensions
Indicators of Success	● 80% of teachers will be rated proficient or higher by the campus leadership team on the classroom environment portion of the teacher evaluation system by the end of September 2024. This percentage will increase to 90% by November 2024 and 100% by January 2025. ● Increase in positive student behavior incidents by 30%, as recorded in behavior logs, along with a 15% decrease in out-of-school suspensions over the academic year by the end of May 2025. ● Increase in student self-reported social-emotional awareness by 25% as evidenced in campus culture surveys by the end of May 2025.

127: WOODSON SCHOOL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Teachers will implement the LSAE framework daily to increase Tier I HQI and student performance in Reading and Writing
Indicators of Success	● By December 2024, 75% of teachers will effectively implement the process of the RACE strategy for teaching SCRs. ● By December 2024, 5% of scholars will achieve Meets on Reading Unit assessments utilizing the OnTrack data system and increase to 8% in Meets by Spring 2025. ● By December 2024, 30% of teachers will have a rate of 10% of scholars reporting to the Team Center after leveling up from Tier 1 instruction, while increasing to at least 15% in May 2025 as measured by the DOL and LSAE data tracker. ● By December 2024, 70% of teachers will have an average score of at least 7 on their SPOT observations as measured by the spot observation rubric administered by the ILT and increase to 9 in April 2025.

Key Action 2	ARDS for scholars with IEPs will be held on time and principal/assistant principal will participate in ARDs
Indicators of Success	● By the end of the first semester, 100% of campus ARDs are held on or before the deadline. ● Ensure that 100% of newly enrolled scholars with IEPs will have information verified and accurately reflected in the ARD tracker within one week of their enrollment, with bi-weekly checks to monitor accuracy. ● The principal/assistant principal will ensure timely and full attendance at 100% of ARD meetings, actively participating in discussions to enhance student support as evidenced by the ARD minutes and ARD participation. ● By the end of the year, SPED walks will show an increase from 2 to 4 by May 2025.

Key Action 3	Teachers will implement the LSAE framework daily to increase Tier I HQI and student performance in Mathematics.
Indicators of Success	• By December 2024, 5% of scholars will achieve Meets on Unit assessments on open-ended questions utilizing the OnTrack data system and increase to 8% in Meets by Spring 2025.

	• Students will demonstrate mastery of the learning objective and demonstrate growth by 20% by October 2024, and that percentage will increase by 50% by February 2025, and the percentage will increase to 70% by May 2025 as measured by daily D.O.L in the OnTrack platform. • By December 2024, 30% of teachers will have a rate of 10% of scholars reporting to the Team Center after leveling up from Tier 1 instruction, while increasing to at least 15% in May 2025 as measured by the DOL and LSAE data tracker. • By January 2025, 70% of teachers will have an average score of at least 7 on their SPOT observations as measured by the spot observation rubric administered by the ILT and increase to 9 in April 2025

Key Action 4	Teachers will implement the LSAE framework daily to increase Tier I HQI and student performance in Science.
Indicators of Success	• By December 2024, 70% of the science teachers will score at least 5/8 in Engage and Deliver Domain and 80% will score 5/8 by April 2025. • By December 2024, 75% of teachers will effectively implement the success criteria for scoring and teaching the RACE strategy for all SCRs and 85% by EOY. • By December 2024, 5% of scholars will achieve Meets on Unit assessments utilizing the OnTrack data system and increase to 10% in Meets by Spring 2025. • By December 2024, 30% of teachers will have a rate of 10% of scholars reporting to the Team Center after leveling up from Tier 1 instruction, while increasing to at least 15% in May 2025 as measured by the DOL and LSAE data tracker.

Key Action 5	Improve English proficiency for Emergent Bilingual scholars
Indicators of Success	● The percentage of students in grades K-5 performing at advanced and advanced high level on TELPAS Reading will increase from 31% on TELPAS 2023 to 33% on TELPAS 2024. ● By 2024 PEIMS snapshot, 100% of students identified as potential EB students defined by Home Language Survey indicators are tested and appropriately coded. ● Progress monitoring will be conducted through Summit K-12 program usage and assessments. ● Special Education student achievement in MAP reading and math will increase by a minimum of 8 points from the BOY to the EOY.

128: LYONS EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Grow staff capacity to provide the highest quality instruction through instructional coaching and feedback
Indicators of Success	● The leadership team will conduct at least 4 calibration walks every 4 weeks to maintain 93% calibration by May 2025. ● 50% of campus teachers will achieve a final score of at least 10 out of 15 points, on the Formal Walkthrough (On the Spot) observation form, utilizing the district rubric, by December 2024, and will increase to 12 out of 15 points by May 2025. ● 30% of campus teachers will achieve a final score of at least 4 of 10 points, under Domain 2 (Engage & Deliver, and Monitor & Adjust of the SPOT observation form) by December 2024, and 50% of campus teachers final score will increase to 7 of 10 points by May 2025.

Key Action 2	To meet the conditions of the Special Education student IEP, to include keeping the IEP in compliance and in meeting the student's growth goals
Indicators of Success	● Maintain 100% SPED compliance in the EasyIEP system, to include scheduled ARD meetings, completed student IEPs, Progress Monitoring reports, Documentation of Accommodations, and successful implementation of IEP goals and objectives. ● 3rd- 5th Special Education students IEP will reflect student achievement on the NWEA MAP Assessment in Reading, to meet the "Average" (41%) level of mastery.

Key Action 3	Improve Reading Language Arts level of achievement for all students in grades Kinder through 5th
Indicators of Success	● Kindergarten -1st grade students will increase their levels of achievement 5% to meet the "At Benchmark" level or above, at EOY from 52% to 57% at EOY, as measured on the DIBELS reading assessment. ● Kindergarten -1st grade bilingual students will increase their levels of achievement 5% to meet the "At Benchmark" level or above, at EOY from 78% to 83% at EOY, as measured on the Lectura reading assessment. ● 2nd - 5th grade students will increase their levels of achievement to meet the "Average (41%)"

	level or above, at EOY 53% to 58%, at EOY, as measured on the NWEA MAP Reading assessment. ● 3rd-5th students will increase their "Meets" achievement level 3% from 49% to 52%, on the STAAR Reading Assessment ● 60% of EB students in grades 3rd - 5th. will achieve a full year's level of growth on their Composite score, (Intermediate to Advanced, Advanced to Advanced High), as determined on the TELPAS assessment.

Key Action 4	Improve Science Achievement for 2nd through 5th as measured on NWEA Science, thus impacting an increase in STAAR Science
Indicators of Success	● 50% of 2nd- 5th students will increase their RIT achievement performance by meeting the district targeted RIT scale score by EOY on NWEA Science. ● 5th students will increase their "Meets" achievement level by 3% from 25% to 28%, on the STAAR Science Assessment.

130: CONDIT EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve Special Education Instruction and Service Delivery
Indicators of Success	● The average score for Special Education teachers in the Planning domain on the SPOT Observation form will be 1.0 at MOY, improving to 1.5 at EOY (end of year). ● The average special education teacher score in the Engage and Deliver domain on the Spot Observation form will be 3.5 at MOY, improving to 4.5 at EOY. ● The classroom accommodation spreadsheet for special education students will be 100% populated at BOY (Beginning of the Year) and monthly teacher gradebook checks will be 90% at MOY and 100% at EOY.

Key Action 2	Campus will improve performance for Hispanic students in math achievement
Indicators of Success	● By June 2025, 44% of Condit's Hispanic students will reach the achievement target in math as defined by TEA Domain 3 accountability. ● The average teacher score in the Monitor & Adjust domain on the SPOT Observation form will be 2.5 at MOY, improving to 3.5 at EOY.

Key Action 3	Campus will improve performance for Hispanic students in reading achievement
Indicators of Success	● By June 2025, 70% of Condit's Hispanic students will reach the achievement target in reading as defined by TEA Domain 3 accountability. ● The average teacher score in the Engage & Deliver domain on the SPOT Observation form will be 3.5 at MOY, improving to 4.5 at EOY.

Key Action 4	Campus will improve performance for Emergent Bilingual students in reading achievement

Indicators of Success	● By June 2025, 49% of students will grow one level of proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS. ● By June 2025, 60% of Emergent Bilingual students will meet their individual growth target on 2-8 NWEA MAP Reading. ● By May 2025, 60% of EB teachers will score 8/10 or higher in Domain 2 (Monitor & Adjust and Engage & Deliver) as measured by the monthly average spot score for second semester.

131: HALPIN EARLY CHILDHOOD CTR

2024-2025 School Action Plan: Key Actions	
Key Action 1	100% Special Education Teachers will implement high quality instructional alternative curriculum for all lessons and content areas
Indicators of Success	• 100% of ARDs and IEPs will be held in compliance with state law. This will be measured through the scheduling ad 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 weekly compliance communications. • All SPED teachers will earn an average SPOT rating of Proficient 1 or higher. • 100% of students who take CIRCLE, DIBELS and MAP assessments will demonstrate mastery on 60 % or more of the assessment subtests. • Students will meet or 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.

Key Action 2	100% of teachers will implement the Science of Teaching Reading daily, across content areas in PreK and Kindergarten using SAAVAS Literacy Instruction and Amplify Reading to raise the level of students meeting expectations (at or above) on PreK Circle and Kinder DIBELS Assessment in the following areas: Phonological Awareness (CIRCLE), Letter Sounds (DIBELS) and Decoding (DIBELS)
Indicators of Success	• Students will show continued growth on BOY, MOY and EOY Circle and DIBELS 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. • 90% Students will master 95% of the literacy assessment targets on EOY Circle. • 75% of students will show continued growth on the DIBELS Assessment. • Students will show 1 year's growth from BOY to EOY district DIBELS.

Key Action 3	100% of teachers will implement with fidelity SAAVAS Math Instruction and Eureka Math daily to raise the level of students meeting expectations (at or above) on PreK Circle and Kinder MAP

	Assessment in the following areas: Route Counting (CIRCLE), Operations (CIRCLE), Geometry and Measurement (MAP) and Data Analysis and Money (MAP)
Indicators of Success	● 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. ● 80% of students will show continued grown on MAP from MOY to BOY. ● 85% of PreK students will score On Track on 95% of the EOY CIRCLE Math Subtests. ● 90% of all kindergarten students will reach their MAP targets for growth and achievement during each assessment. skills; MOY - 60% mastery of assessed skills; EOY - 85% mastery of assessed skills

Key Action 4	Raise student attendance from 93% to 96%
Indicators of Success	● Student average daily attendance will be 96% or higher.

132: COOP EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve reading proficiency across all grade-levels
Indicators of Success	● 40% of our students will perform S2 or higher in cycles two and three in the Reading DOL on grades 3rd to 5th. ● 50% of our students will perform S2 or higher in cycles four through six in the Reading DOL on grades 3rd to 5th. ● In the STAAR 2024-2025 school year, 80% of students will be rated at Approaches, 50% of students will be rated at Meets, and 30% of students will be rated at Masters.

Key Action 2	Strengthen the quality of instruction in our Special Education Program for all students
Indicators of Success	● Maintain SpEd compliance in EasyIEP system to 100%, including ARDS, Progress Monitoring, and Documentation of Accommodations, and successful implementation of IEP goals and objectives. ● 75 percent of Special Education Teachers will be rated Proficient I or better by the MOY Screener. ● In the STAAR 2024-2025 school year, 50% of SPED students will be rated at Approaches or higher on STAAR Reading. This will represent a 29-point increase from 2022-2023 where we had 21% of SPED students at approaches in STAAR Reading.

Key Action 3	Campus improves English proficiency for Emergent Bilingual students
Indicators of Success	● By June 2025, 49% of students will grow at least one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS. ● NWEA MAP: By June 2025, Emergent Bilingual students will score a 60 percentile on growth measure on 2-5 NWEA MAP Reading. This is a 6 point increase from 2023-2024 data of 54 percentile. ● By May 2025, 60% of EB teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for second semester.

Key Action 4	Increase the quality of instruction across all content areas by effectively implementing student engagement strategies
Indicators of Success	● At least 75% of teachers, by the end of November, will earn an average of at least 3 points in Engage and Deliver on Spot evaluations. They will use MRS Strategies to provide multiple opportunities for students to actively engage in their learning that correlate with the elements of listening, speaking, reading, writing using weekly Spot observation data. ● At least 85% of teachers, by the end of March will earn an average of at least 4 points in Engage and Deliver on Spot evaluations. They will use MRS Strategies to provide multiple opportunities for students to actively engage in their learning that correlate with the elements of listening, speaking, reading, writing using weekly Spot observation data.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Reinforce rigorous RLA instruction by incorporating Amplify and the HISD HQIM curriculum.
Indicators of Success	1. By April 2025, 85% of ELA Teachers will score 8/10 or higher in Engage & Deliver and Monitor & Adjust as evidenced by Spot Observations. • By January, 80% of ELA Teachers will score 6/10 or higher in Engage & Deliver and Monitor & Adjust as evidenced by Spot Observations. 2. By May 2025, 70% of students in the 3rd - 5th grade will consistently achieve 3/5 or above on a weekly response to writing based on the STAAR Rubric. • By December 2024, 35% of 3rd - 5th graders will score a 3/5 or above 3. By May 2025, 85% of 3rd-5th grade students will complete 50 IXL reading digital lessons. • By December 2024, 75% of 3rd-5th grade students will complete 30 IXL reading digital lessons.

Key Action 2	Reinforce robust math instruction by incorporating HISD HQIM curriculum and the Zearn digital platform.
Indicators of Success	1. By April 2025, 85% of Math Teachers will score 8/10 or higher in Engage & Deliver and Monitor & Adjust as evidenced by Spot Observations. • By January, 80% of Math/Science Teachers will score 6/10 or higher in Engage & Deliver and Monitor & Adjust as evidenced by Spot Observations. 2. By May 2025, 85% of 3rd-5th grade students will complete 100 Zearn digital lessons. • By December 2024, 75% of 3rd-5th grade students will complete 60 Zearn digital lessons. 3. By May 2025, 85% of 3rd-5th grade students will complete 50 IXL math digital lessons. • By December 2024, 75% of 3rd-5th grade students will complete 30 IXL math digital lessons.

Key Action 3	IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/ modifications are documented in PowerSchool.
Indicators of Success	1. By EOY 2024 2025 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool. • By MOY audit 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.

	2. 90% of our students receiving Special Education services will show adequate progress towards their IEP goals, as measured by either 3-weeks' progress notes; mCLASS/DIBELS and MAP Growth MOY and EOY assessments; and STAAR performance (for students in grades 3-5).

Key Action 4	Reinforce robust science instruction by incorporating NES/HISD HQIM curriculum.
Indicators of Success	1. By April 2025, 85% of Science Teachers will score 8/10 or higher in Engage & Deliver and Monitor & Adjust as evidenced by Spot Observations. • By January, 80% of Science Teachers will score 6/10 or higher in Engage & Deliver and Monitor & Adjust as evidenced by Spot Observations. 2. By May 2025, 85% of 3rd-5th grade students will complete 50 IXL science digital lessons. • By December 2024, 75% of 3rd-5th grade students will complete 30 IXL science digital lessons.

135: CROCKETT EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve the quality and effectiveness of Tier One instruction in reading
Indicators of Success	• Spot observation data for Reading and or ELA teachers will show at least 75% of teachers rated PROF I in Domain 2 (Engage and deliver) Instruction by end of December 2024 and 85% Prof by May 2025. • 60% of students will increase growth and proficiency levels using BOY, MOY, and EOY NWEA data by 10 %.

Key Action 2	Improve the quality and effectiveness of Tier One instruction in math
Indicators of Success	• Spot observation data for Math teachers will show at least 75% of teachers rated PROF I in Domain 2 Instruction by end of December 2024 and 85% Prof by May 2025. • 60% of students will increase growth and proficiency levels using BOY, MOY, and EOY NWEA data by 10 %.

Key Action 3	Principals monitor and ensure the implementation of language accommodations during Tier I instruction
Indicators of Success	• By June 2025, 60% of Emergent Bilingual students will meet their individual growth target on NWEA MAP Reading. • By May 2025 60% of EB teachers will be at 80% proficiency by December 2024 and 90% proficiency by May 2025 in Domain 2 - Instruction on their Spot forms as measured by the monthly average of the Spot for the second semester.

Key Action 4	Monitor and ensure the implementation of high-quality prekindergarten instruction during Tier 1 instruction
Indicators of Success	• By the end of the first semester, Pre-K students who met expected growth from BOY to MOY CIRCLE will increase by 10% from previous year. • By June 2025, 90% of Pre-K students will meet benchmark scores on all subtests related to literacy and math in the EOY CIRCLE Assessment, as aligned with teacher performance measures.

136: CUNNINGHAM EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve the quality of student engagement in all classrooms using engagement strategies
Indicators of Success	● By the end of the academic year, 65% of students in the 3rd through 5th grades will meet expected annual growth on EOY NWEA Map Assessment in Reading, as compared to 60% last year. ● By the end of the academic year, 75% of students in the 3rd through 5th grades will meet expected annual growth on EOY NWEA Map Assessment in Math, as compared to 70%. ● By December, 30% of spot observations conducted by December 2024, will demonstrate "mostly demonstrated" or higher on the "Engage and deliver" category (average overall rating of 4 or 5) on HISD T-TESS spot rubric, and increase to 60% will demonstrate Proficient I or higher by the end of the academic year.

Key Action 2	Develop staff capacity to deliver high quality instruction
Indicators of Success	● By December, 70% of weekly spot observations conducted by December 2024, will demonstrate Proficient I or higher on overall spot score based on HISD T-TESS spot rubric, and increase to 85% will demonstrate Proficient I or higher by the end of the academic year. ● By the end of the academic year, the percent of 5th grade students at the "Meets Level" on STAAR Reading will increase by 5% from 39% to 44%. ● By the end of the academic year, the percent of 5th grade students at the "Meets Level" on STAAR Math will increase by 5% from 55% to 60%. ● By the end of the academic year, 70% of students in the 4th through 5th grade will meet or exceed their progress goals on STAAR Reading and Math.

Key Action 3	Campus will improve English proficiency for Emergent Bilingual students
Indicators of Success	By the end of the academic year, 15% or more of Emergent Bilingual students in fifth grade will demonstrate “Advanced High” on TELPAS Assessment, as compared to 10% last year while in fourth grade. • By the end of the academic year, the percentage of Emergent Bilingual students with “one level of proficiency” will increase from 42.2% to recommended target of 49% or higher on TELPAS Assessment.

	• By the end of the academic year, 50% or more of Emergent Bilingual students will demonstrate one year of growth or more from BOY beginning of the year on to EOY end of year on Summit K12

Key Action 4	The principal ensures IEPs are written effectively, staff are provided relevant portions of IEP, and accommodations/modifications are documented on PowerSchool
Indicators of Success	● By the end of the academic year, 60% of special education students will meet expected growth on NWEA MAP Assessment in Reading and Math, as compared to growth of 56% last year. ● By the end of the academic year, 100% of the staff members will receive the relevant portions of the IEP's for each student as demonstrated by campus record keeping. ● By the end of the academic year, 100% of the IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews will be in compliance.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve students ability to solve problems, analyze information, think critically, and communicate ideas effectively about myriad topics through intentional writing instruction and practice across disciplines.
Indicator of Success 1	By January 2025, 50% of Third through fifth grade students will score 14/26 points as evidenced by the **MOY** Formative Writing Assessment (Composition ≥4 points / Editing ≥8 points / Revision ≥2 points).
Indicator of Success 2	By June 2025, 65% of Third through fifth grade students will score 16/26 points (Composition ≥5 points / Editing ≥9 points / Revision ≥2 points) on the Writing Portion of the 2025 Spring STAAR Reading Assessment as evidenced by August 2025 State Accountability data.
Indicator of Success 3	By January 2025, 100% of core content lessons will include a writing activity (SCR/ECR) as evidenced by Lesson Plan Feedback Rubric data for third through fifth grade students.

Key Action 2	Improve students' and staff school connectedness and engagement through high-impact, evidence-based practices to improve attendance rates, social, emotional, and learning outcomes.
Indicator of Success 1	By January 2025, Student average attendance rate will be maintained at 96% as evidenced by ADA
Indicator of Success 2	By June 2025, Student average attendance rate will be maintained at 96% as evidenced by ADA
Indicator of Success 3	By January 2025, 70% of students will indicate that they feel supported by teachers and staff as evidenced by campus based surveys.
Indicator of Success 4	By June 2025, 80% of students will indicate that they feel supported by teachers and staff as evidenced by campus based surveys.

Key Action 3	The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.
Indicator of Success 1	By June 2025, 90% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications as evidenced by PowerSchool records
Indicator of Success 2	By June 2025, 90% of staff members receive the relevant portions of the IEP within 3 days of its finalization as evidenced by campus Special Education logs.
Indicator of Success 3	By June 2025 90% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through quarterly reviews

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve the quality of instruction in reading and writing across all grade levels by supporting and building teacher efficacy through coaching and feedback.
Indicator of Success 1	By June 2025, 60% of students will meet their individual growth target on 2-5 NWEA MAP Reading.
Indicator of Success 2	By the end of January 2025, the campus will consistently score at the proficiency level (> 90%) on the NES System Check as observed by Monthly campus/district walks.
Indicator of Success 3	By May 2025, the percentage of students meeting their expected growth in mClass DIBELS/Lectura in their language of instruction will increase from 30% to 40% of students in grades 1st and 2nd grade.
Indicator of Success 4	By April 2025, 2nd - 5th grade reading teachers will score at least 13 points in Domain II in their 60-minute observation.

Key Action 2	Improve the quality of instruction in math and science across all grade levels
Indicator of Success 1	By May 2025, 60% of K-5th grade students will improve from BOY to EOY and meet their expected growth .09 or more on NWEA/DIBELS/MAP.
Indicator of Success 2	By May 2025, 70% of 3-5 grade teachers will score 6/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver), as measured by the monthly average spot score for the second semester.

Key Action 3	Close the achievement gaps for students in special populations: Special Education, 504, At-Risk, and Emergent Bilinguals
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 (Individualized Education Plan).
Indicator of Success 2	By May 2025, 60% of Emergent Bilingual students will meet their individual growth target on 2-5 NWEA MAP Reading.

Indicator of Success 3	The percentage of students in grades K-5 performing at advanced and advanced high-level on TELPAS (Texas English Language Proficiency Assessment System)
Indicator of Success 4	Reading will increase from 43% on TELPAS 2024 to 49% on TELPAS 2025.

Key Action 4	The principal/AP or designee ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.
Indicator of Success 1	By the end of the 2024-2025 school year, the principal/assistant principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews.
Indicator of Success 2	Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping.

Key Action 5	Improve English proficiency for Emergent Bilingual Students.
Indicator of Success 1	The percentage of students in grades K-5 progressing at least one proficiency on TELPAS (Texas English Language Proficiency Assessment System) Reading will increase from 43% on TELPAS 2024 to 49% on TELPAS 2025.
Indicator of Success 2	By May 2025, 80% of students in K-4 (including Emergent Bilingual Students) will complete at least 70 grade level Zearn lessons.
Indicator of Success 3	By 2024 PEIMS snapshot, 100% of students identified as potential Emergent Bilingual students defined by Home Language Survey indicators are tested and appropriately coded.

Key Action 6	Maximize the PLC model and structure to strengthen lesson internalization, demonstration of lesson delivery, and systems and routines (instructional and transition) to effectively improve student outcomes.
Indicator of Success 1	By the end of the 2024-2025 school year, each special education teacher will receive a minimum total of 14 spot observations and 6 coaching and feedback conversations with coaching action step(s).

Indicator of Success 2	By the end of January 2025, 100% of core teachers will have presented a model lesson during PLCs or Demonstration (DEMO) Lesson Day.
Indicator of Success 3	100% of 3rd - 5th grade core subject teachers will transition students to LSAE after demonstration of learning into the Learning Center.

140: DOGAN EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Grow teacher instructional capacity to provide aligned and highly effective Tier 1 instruction
Indicators of Success	● By December 2024, the average scores for the campus spots will be at least 9.0. ● By May 2025, the average scores for the campus spots will be at least 10. ● By May 2025, the average of the two highest IRTs will be at least 11. ● The average score for the campus spots for the year will be within 2 points of the average of the highest 2 IRTs or the average of all IRTs.

Key Action 2	Increase student fluency and comprehension in Reading
Indicators of Success	● By December 2024 MOY assessment on NWEA MAP assessment, we will have average growth of at least 65% for the campus ● By May 2025 EOY assessment on NWEA MAP assessment, we will reach an average growth of at least 75% for the campus. ● Students will achieve at least 70% approaches, 45% meets, and 25% mastery for grades 3-5 on the May 2024 STAAR Reading Assessment.

Key Action 3	Increase student achievement in Math
Indicators of Success	● By December 2024 MOY assessment on NWEA MAP assessment, we will reach a growth average of at least 55% for the campus from BOY to MOY. ● By May 2025 EOY assessment on the Math NWEA MAP assessment, we will reach at least 60% growth for the campus from BOY to EOY. ● Students will achieve at least 70% approaches, 50% meets, and 30% mastery for grades 3-5 on the May 2024 STAAR Math Assessment

Key Action 4	Increase annual attendance rate
Indicators of Success	● We will maintain a monthly attendance rate of 95% or higher ● 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 ● We will maintain a monthly attendance rate of 95% or higher for at least 8 months of the school year

Key Action 5	Increase the quality of written IEPs, provide staff with relevant portions of the IEP, and document accommodations/modification in PowerSchool.
Indicators of Success	● By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. ● Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 10 days of its finalization as demonstrated by campus record keeping. ● At least 80% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool. ● By the end of 2024-2025, 100% of IEPs generated or reviewed will include accurate 2024-2025 data and historical data as documented in the PLAAF ● By the end of the 2024-2025, 100% of Progress Monitoring Reports data will be reflected in the student's IEPs as documented in the PLAAF ● By the end of the 2024-2025, 100% of student goals will be updated in alignment with student progress on the Progress Monitoring Report.

Key Action 6	Improve English proficiency for Emergent Bilingual students.
Indicators of Success	● By June 2025, 49% of students who grew one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS. ● DIBELS: By June 2025, campus will see 10% increase in percent of total students who hit composite score benchmark as compared to EOY SY23-24. ● NWEA MAP: By June 2025, 49% of Emergent Bilingual students will meet their individual growth target on 2-5 NWEA MAP Reading. ● By 2024 PEIMS snapshot, 100% of students identified as potential EB students defined by Home Language Survey indicators are tested and appropriately coded.

	● By PEIMS snapshot, 100% of new to HISD students, defined as those completing the Home Language Survey, who are identified as EB after the EB Identification Test are placed in a bilingual or ESL classroom unless parents waive services. ● By May 2025, 100% of eligible EB students complete the TELPAS assessment annually, with no lapses in compliance as evidenced by no reported incidents of ineligible students testing or eligible students not testing to TEA.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Increase the quality of instruction across all core content with the strategic implementation of Professional Learning Communities (PLC) to plan and improve good, first instruction.
Indicator of Success 1	Ensure each teacher receives two coaching and feedback classroom visits per month. In addition, feedback will outline one-two action steps that will improve the quality of first instruction.
Indicator of Success 2	The completion of the Week-At-A-Glance (WAG) will be submitted in Canvas by 100% of the core content teachers, as evidence of unpacking the standard, embedded supports, and planned MRS opportunities to ensure quality first instruction.
Indicator of Success 3	At the end of the 2024-2025 school year, 60% of core teachers will score 9/10 in Domain II (Engage & Deliver and Monitor & Adjust) of the spot observation form.

Key Action 2	Improve Emergent Bilingual proficiency across grade levels for English learners by implementing scaffolds and content and language supports.
Indicator of Success 1	100% of the dual language classes will include content and language support—visuals, sentence stems, and age-appropriate gestures in their slide deck.
Indicator of Success 2	80% of Durkee ES classroom observations scored using the Engage and Deliver portion of the Spot Observation Form by the district independent review team will have a proficient rating or higher in the student engagement section by January 2024, and an increase of 90% proficiency in May 2025.
Indicator of Success 3	Emergent Bilingual students will complete three lessons in K-12 Summit per week and increase one-level on TELPAS by end-of-year.

Key Action 3	Ensure IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/ modifications are documented in PowerSchool.
Indicator of Success 1	By August 26, 2024, 100% of teachers will secure their students' IEPs. Signed receipt of the relevant portions of the IEP will be placed in students' state folders.

Indicator of Success 2	Throughout the 2024-2025 year, for each progress and report card 100% of the teachers will provide comments aligned to student IEPs in PowerTeacherPro
Indicator of Success 3	By the end of 2024-2025, 100% of IEPs include specific, clear, and measurable goals, tailored to each student's unique needs, as verified through random quarterly reviews

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve student achievement in K-2 in Math.
Indicators of Success	● 70% of K-2 students will score at or above the 60th percentile on their math MAP data from BOY to MOY . ● 80% of K-2 students will score at or above the 60th percentile on their math MAP data from BOY to EOY.

Key Action 2	Improve student achievement in reading in K-2.
Indicators of Success	● 70 % of K-2 students will show 10% growth on their composite score on their Dibels assessment from BOY to MOY . ● 80% of K-2 students will show 10% growth on their composite score on their Dibels assessment from BOY to EOY.

Key Action 3	The campus will increase student engagement during instruction for K-5.
Indicators of Success	● Monthly Appraiser Spot observation scores will improve in Engage and Deliver and Monitor and Adjust. By October 2024, 90% of teachers will receive an average score of 5 out of 10. By January 2025, 90% of teachers will receive an average score of 7 out of 10. By May 2025, 90% of teachers will receive an average score of 8 out of 10 on the district spot observation form. ● Campus IRT Domain 2 observation scores will meet or exceed 5 points during IRT 1 in the fall. During IRT 2, Domain 2 will meet or exceed 6 points. During IRT 3, the Domain 2 score will meet or exceed 7 points. ● The overall campus IRT score will meet or exceed 10 points in IRT 1. In IRT 2, the overall campus score will meet or exceed 11 points. During IRT 3, the campus overall score will meet or exceed 12 points.

Key Action 4	The campus will monitor and ensure the implementation of language accommodations during Tier I instruction.
Indicators of Success	● By June 2025, we will see a 10% increase in the number of Emergent Bilingual students who meet growth benchmarks BOY to EOY as measured by DIBELS or NWEA MAP. ● By the end of the first semester, 90% of teachers of Emergent Bilingual students will consistently score at/above level 3 for the remainder of the year in Domain II as measured by the Spot Observation Form.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Implement High Quality Instruction using (HQI) using effective student engagement strategies.
Indicators of Success	1. By Spring 2025, the two highest IRT scores will be an average of at least 12, indication Proficient II. 2. Reading and Math NWEA growth will increase by at least 5% from the BOY to EOY. 3. By Spring At least 90% of all 3rd-5th grade teachers will achieve an average of Proficient 1 on TTESS Summative Rating.

Key Action 2	Ensure high-quality instruction and proper implementation of IEPS for Special Education students is happening and monitored.
Indicators of Success	1. By October, 100% of teachers will have student IEPS, accommodations and required supports, 2. At least 80% of our students taking STARR Alt. will show growth from the BOY to EOY. 3. By December, the Special Education Dept. on campus will maintain 98% or more in compliance for students that were enrolled in Elrod prior to October 31.

Key Action 3	Foster a culture of excellence in reading and provide effective interventions for students.
Indicators of Success	1. Retain at least 85% of High -Quality teachers in grades 2-5. 2. Increase STAAR results by 5% from January Interim Assessment to Spring STAAR. 3. Provide consistent interventions support for grades 3-5 with at least two assigned interventionists! a. for Tier II and Tier III students.

Key Action 4	Foster a High-Performance Culture that drives student growth, achievement, and close gaps.
Indicators of Success	1. Grades 3-5 will receive two monthly Spot Observations with immediate feedback. • By the first Special Education audit Elrod will receive at least "B" and by the EOY, they will achieve an A. 2. K-1, students will increase their composite score by at least 5% from the BOY to the EOY on the NEWA.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Grow staff capacity to deliver high quality instruction.
Indicators of Success	· As measured by campus SPOT observations, 75% of teachers will receive at least 7/10 points or higher in **Engage and Deliver** and **Monitor and Adjust** by January 2024; that percentage will increase to 85% in April 2025, and to 90% by May 2025. · As measured by EOY NWEA, 95% of students in grades 2-5 will meet or exceed their expected growth percentile in math and reading. · By the end of school year, the campus will increase the final IRT (Independent Review Team) score by at least 1.5 points. From 10.9 in 2024 to 12.4 or above. · 80% of returning teachers will be rated "Proficient" level by MOY, that percentage will increase to 90% by EOY (End of Year).

Key Action 2	Strengthen leadership density
Indicators of Success	· Based on mutually calibrated BOY ratings using the Day-to-Day Coaching Rubric, all Tier II leaders will increase an overall of 3 points by MOY and an overall increase of 6 points by EOY. ·Based On the LEAD Day-to-Day Coaching Key-Attributes Rubric, all Tier II leaders will earn at least 5 out of 7 points in "Overall Engagement" by January 2025, and 6 out of 7 points by May 2025 in Understanding needs, feedback, coaching, & continuous improvement. · On LEAD executive leadership rubric, by MOY 50% of Tier II leaders will be rated Effective (22+) and by EOY 100% will be Effective (22+) • By May 2025, all Tier II leaders will receive a Proficient 1 or higher rating on the school's leadership rubric, as assessed by the Principal and APs during the teacher evaluation process.

Key Action 3	Improve Special Education Instruction and Service Delivery
Indicators of Success	· 80% percentage of special education students in grades 2 through 5 will meet or exceed the growth index targets in reading and math as measured by the NWEA MAP assessment from BOY to EOY · By May 2025, 65% of Emerson Sped students will reach their individual IEP goals · Sped students scoring at the Meets level on the math STAAR test in Grades 3-5 will increase from 9.5% in 2024 to 18% in 2025.

	·Maintain a 100% compliance in all SPED related services, procedures, requirements, and guidelines.

Key Action 4	Improve English Proficiency for Emergent Bilingual Students.
Indicators of Success	· By June 2025, 49% of EB's who grew one level of proficiency on the composite score on TELPAS from 45.9% in 2024. · By June 2025, campus will see 12% increase in percent of total students who hit composite score benchmark on DIBELS as compared to EOY SY23-24. · As measured by SPOT observations, by January 2025, 80% of teachers will receive at least 3 / 4 points in **Monitor and Adjust** as related to differentiating by using *language scaffolds* based on student language needs; that percentage will increase to 95% by April 2025. · The percentage of EB's: Hispanic and Middle Eastern newcomers (self-reported as white) in grades 1-5 meeting their expected annual growth on NWEA MAP, will increase from 70% in May 2024 to 85% in May 2025. · By June 2025, 80% of Emergent Bilingual students will meet their individual growth target on 2-8 NWEA MAP Reading compared to 70% in 23-24 school year.

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2024-2025 School Action Plan: Key Actions	
Key Action 1	Key Action for SPED: Increase 3rd - 5th grade Special Education Resource students' performance on NWEA Reading by 10% compared to the previous academic year.
Indicators of Success	● Increased growth points on NWEA in all contents assessed by 5% ● Special Education teachers will receive proficient or higher in Domain 2 Dimensions 2.1-2.5. ● Special Education teachers will engage in weekly PLC and lesson rehearsal sessions. ● Improved quality of instruction for teachers as evidenced by SpotCheck observation scores in comparison to previous year.

Key Action 2	Key Action for HQI: Implement LSAE (Learning, Securing 1 & 2, Accelerated, and Enrichment) model with fidelity in grades 3-5.
Indicators of Success	● Bell Elementary School will have 95% of teachers accurately meeting DOL pacing requirements to push students to the Team Center by 9/1. ● By 10/1, all teachers will be at 100% , maintaining pacing to allow students to reach the Team Center after mastering the DOL. ● All students will be taking online DOLs by October 1, 2024. ● Bell ES will implement HISD's Four core Instructional Practice: Lesson Objectives, Demonstrations of Learning, Engagement Strategies, and purposeful, aligned instruction by end of Fall semester over 85% of teachers will be able to receive Proficiency 1 or Proficiency 2 in SPOT scores received from Administration and the Independent Review Teams.

Key Action 3	Key Action for Emerging Bilinguals: Increase percentage of English Learners (EL) student population who grow one level or more on TELPAS 2025 compared to TELPAS 2024 through the implementation of content based language instruction.
Indicators of Success	● Increased percentage of EL students moving up one level on 2025 TELPAS. ● 90% Student usage on Summit K-12 language intervention resource as evident on usage data reports for 2024-2025. ● English Language Development Lab utilized daily to support online ESL intervention via dedicated language blocks identified on the master schedule.

	● Effectively implement content-based language instructional practices as evident by 8 out of 13 Emergent Bilingual teachers receiving SPOT observation ratings greater than 8 out of 15 points monthly.

Key Action 4	Key Action for Discretionary Item: Increase the 2024-2025 SpotCheck Observation average campus-wide by 10% as compared to the 2023-2024 campus average.
Indicators of Success	● Increase in campus IRT ratings to minimum score of 10 at each visit. ● Increase in student's performance on weekly DOLs in all content in comparison to 2023-2024 data. ● Increase in student performance on Monthly Common Assessments in all content in comparison to 2023-2024 data. ● Increase in teacher effectiveness in demo sessions as measured by Administrator documentation and feedback.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Based on feedback from campus appraisers and Independent Review Team visits, Field Elementary will focus on improving the quality of instruction in all grade-levels through effective questioning that promotes higher-order thinking. The instructional practices targeted within PLC will promote the planning and execution of higher-order thinking questioning during direct instruction.
Indicator of Success 1	75% of spot observations conducted between October 2024 and February 2025 will earn at least 4 points in Domain II (Engage & Deliver) as rated by the campus leadership team. The percentage will increase to 85% in April 2025.
Indicator of Success 2	Regardless of the number of classrooms visited, the campus will earn a minimum average of at least 4 points in Domain II (Engage & Deliver) in 100% of Independent Review Team visits for the 2024-2025 school year.

Key Action 2	Field Elementary will increase the level of student engagement in all PK-5 classrooms through the intentional planning and delivery of multiple-response strategies (MRS) during direct instruction. 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.
Indicator of Success 1	80% of spot observations conducted between October 2024 and February 2025 will earn 2 points in Domain III (Learning Environment) as rated by the campus leadership team. The percentage will increase to 85% in April 2025.
Indicator of Success 2	75% of spot observations conducted between October 2024 and February 2025 will earn at least 4 points in Domain II (Engage & Deliver) as rated by the campus leadership team. The percentage will increase to 85% in April 2025.

Key Action 3	Field Elementary will increase the average daily attendance (ADA) rate from 95.9% during the 2023-2024 school year to 96.5% for the 2024-2025 school year. Field 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	By June 2025, the average daily attendance (ADA) for Field Elementary will be 96.5% or higher.

Indicator of Success 2	The average daily attendance (ADA) for Field Elementary will be 95.8% or higher for each of the six cycles throughout the 2023-2024 school year.
Indicator of Success 3	Compared to 7% during the 2023-2024 school year, the percent of students considered as chronically absent during the 2024-2025 school year will decrease to 6% by the end of Cycle 3 and then 5% 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 or more absences per cycle.

Key Action 4	Field Elementary will improve performance in Reading and Math for Hispanic students in achievement for STAAR during the 2024-2025 school year.
Indicator of Success 1	By June 2025, 70% of Hispanic students will reach the Meets achievement target(s) in Reading as defined by TEA Domain 3 accountability.
Indicator of Success 2	By June 2025, 72% of Hispanic students will reach the Meets achievement target(s) in Math as defined by TEA Domain 3 accountability.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Close achievement gaps by delivering consistent High-Quality Tier 1 Reading Instruction to all students.
Indicators of Success	1. Based on the NWEA Reading Map Assessment & STAAR Reading Data from 2023-2024 school year, students will score at or above the 60th percentile for growth from the BOY to MOY NWEA Reading administration for the 2024-2025 school year. 2. Based on the RLA STAAR Reading Data from the 2023-2024 school year, 3rd-5th grade students performing at the 'Meets' level will increase from 53% to 61% and Masters from 15% to 25% on the 2024-2025 RLA STAAR State Assessment. 3. By January 2025, the percentage of students performing at/above grade level benchmark on their BOY DIBELS will grow from 38.4% to 60% for first grade, and from 51% to 75% for kindergarten as assessed on their MOY DIBELS Assessment. By January 2025, 60% of all first-grade students will perform At/Above Grade Level on their MOY DIBELS Assessment.

Key Action 2	Close the achievement gap and improve student performance outcomes by providing consistent High-Quality Tier 1 Math Instruction to all students.
Indicators of Success	1. Based on the NWEA Math Map Assessment Data from the 2023-2024 school year, students will score at or above the 60th percentile for growth from the BOY to MOY NWEA Math administration during the 2024-2025 school year. 2. Based on the STAAR Math Data from 2023-2024 school year, 3rd-5th grade students performing at the 'Meets' level will increase from 40% to 50% and Masters from 11% to 20% on the 24-25 Math STAAR Assessment. 3. By January 2025, 90% of PreK-5th grade math teachers will score 8/10 or higher in the 'Engage & Deliver' and Monitor & Adjust components as evidenced by Spot Observations.

Key Action 3	The campus will improve English proficiency and academic performance for Emergent Bilingual students.
Indicators of Success	1. By June 2025, 90% of Emergent Bilingual students in grades Kindergarten-5th grade will increase one proficiency level in one or more categories, Listening, Speaking, Writing, and Reading, as measured by the February 2025 administration of the TELPAS State Assessment. 2. 70% of Emergent Bilingual students will grow at the minimum, 5 points from beginning of the year to

	middle of the year, and 8 points by the Spring End of Year, NWEA Map Growth Assessment in Science, Reading, and Math. 3. By November 2024, 100% of Emergent Bilingual students will be monitored through LPAC and given support and weekly targeted interventions based on student progress monitoring data, LPAC Committee decisions, and student response to interventions.

Key Action 4	The Campus Leadership Team will ensure high quality instruction for special education students by providing spot coaching and feedback aligned to HISD's Special Education Guidance.
Indicators of Success	1. The Leadership Team will create a structured weekly schedule that will be implemented to ensure each special education teacher at least one dedication coaching session per week. Coaching sessions will result in 1-2 action steps agreed upon based on the follow-up spot observations. 2. By the end of the 2024-2025 school year, each special education teacher will receive at least one classroom observation per week and feedback will align in part to the previous day's coaching. 3. By June 2025, the principal/appraiser will conduct follow up checks within the same week after each coaching session, during the follow-up spot observation, special education teachers will implement actionable recommendations a minimum of 90%, thereby promoting the effective application of feedback and continuous instructional improvement.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve student achievement in reading and writing in grades PK-5th.
Indicators of Success	● By the end of the academic year, the percentage of 5th grade students at meets for reading will increase from 27% in 2023-2024 to 32% at meets (from the previous 4th grade cohort). ● By the end of Cycle 2 65% of students in 3rd-5th will demonstrate mastery on the reading assessment as outlined on Ontrack scoring, by EOY 75% of students in 3rd-5th will demonstrate mastery on the reading assessment as outlined on Ontrack scoring. ● By MOY the percentage of 1st graders at/above benchmark will increase from 32% to 45%, by EOY 57% of 1st graders will be at/above. ● By the middle of the school year, 65% of Pre-K students will demonstrate proficiency in phonological awareness during circle testing assessments, this will increase to 75% by EOY.

Key Action 2	Increase student achievement in math.
Indicators of Success	● By January 2025, 50% of the 3rd graders will complete 45 Zearn digital lessons and by May 2025, 80% will complete the 90 lessons. ● By the end of the academic year, the percentage of 3rd grade students at meets for math will increase from 6% in 2023-2024 to 10% at meets. ● By the end of Cycle 2, 65% of students in 3rd-5th will demonstrate mastery on the math assessment as outlined on Ontrack scoring, by EOY 75% of students in 3rd-5th will demonstrate mastery on the math assessment as outlined on Ontrack scoring. ● By the middle of the school year, 65% of Pre-K students will demonstrate proficiency in identifying and naming basic shapes (circle, square, triangle) during circle testing assessments, this will increase to 75% by EOY.

Key Action 3	Improve the understanding and the implementation of high-quality instruction.
Indicators of Success	● By December 2024, 60% of teachers in 3rd-5th will score 5/10 points on Domain II (Engage and Deliver/Monitor and Adjust) as measured on SPOT forms. The percentage will increase to 75% or higher by May 2025.. ● By MOY 2024, 60% of teachers will score proficient in Domain I (Planning) as measured on by the T-TESS walkthrough. The percentage will increase to 80% or higher by May 2025.

	● Campus IRT data during IRT #1 will be proficient or higher, by IRT #4 the data will continue to show progress to proficient II or higher.

Key Action 4	The principal ensures IEPs are written effectively and staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.
Indicators of Success	● By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. ● Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping. ● 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool. ● The percentage of instructionally proficient IEPs measured by a rubric and as reviewed by an independent team from the Special Education Department will increase 81.9% in May 2024 to 100% in May 2025.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Grow staff capacity to deliver high quality reading instruction
Indicators of Success	• 70% of the scores on spot observations on reading teachers conducted in December 2024 by the school administration will be proficient or higher; that percentage will increase to 80% in April 2025. • Using spot observation data, 70% of reading teachers will implement immediate feedback when coaching in the moment by December 2024. This will increase to 90% by April 2024. • From BOY to MOY 63% of students will fall in the 60th percentile or above on NWEA ELA growth.

Key Action 2	Enhance and grow staff capacity to deliver high quality math instruction.
Indicators of Success	• 70% of the scores on spot observations on math teachers conducted in December 2024 by the school administration will be proficient or higher; that percentage will increase to 80% in April 2025. • Using spot observation data, 70% of math teachers will implement immediate feedback when coaching in the moment by December 2024. This will increase to 90% by April 2024. • From BOY to MOY 50% of students will fall in the 60th percentile or above on NWEA Math growth.

Key Action 3	Campus will increase English Language Proficiency for Emergent Bilingual students
Indicators of Success	• By May 2025, 80% of teachers of EB students will score between 7-10 combined points for the Monitor and Adjust and Engage and Deliver components in the SPOT form. • Using spot observation data, 70% of EB teachers will implement immediate feedback when coaching in the moment by December 2024. This will increase to 90% by April 2024.

Key Action 4	Grow staff capacity to provide high quality instruction for special education students
Indicators of Success	• By December 2024, 70% of special education teachers will implement feedback provided in the Spot Observation Tool. This will increase to 90% by April 2025. • Using spot observation data, 70% of special education teachers will implement immediate feedback when coaching in the moment by December 2024. This will increase to 90% by April 2024.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve the overall quality of instruction in Reading and Writing.
Indicators of Success	● By January 2024, 60% of Reading teachers will score 3-4 points in Engage and Deliver, 2-3 points in Monitor and Adjust within their Spot observations and by March 2025, 70% of Reading teachers will score at least 4-5 points in Engage and Deliver, 3 points in Monitor and Adjust within their Spot observation. ● By February 2025, 3rd-5th grade students will score 2 out of five points on the ECR scoring rubric from the collection of writing on their extended constructed responses. By April 2025, 70% of students in grades 3rd-5th will score a 3 out of 5 on the ECR scoring rubric from the collection of writing on their extended constructed responses from BOY to EOY from the collection of writing.

Key Action 2	Improve the quality of instruction in Math.
Indicators of Success	● By January 2025, 60% of Math teachers will score 3-4 points in Engage and Deliver and 2-3 points in Monitor and Adjust within their Spot observations. By April 2025, 80% of Math teachers will score at least 4 points in Engage & Deliver and 3 points in Monitor and Adjust within their Spot observation. ● By October 2024, 40% of the 3rd-5th grade students will demonstrate Securing 2 or Advanced as measured by weekly DOLs, 60% by February 2025 of the 3rd-5th grade students will demonstrate Securing 2 or Advanced as measured by weekly DOLs, and 60% by May 2025 of the 3rd-5th grade students will demonstrate Securing 2 or Advanced as measured by weekly DOLs. ● By May 2025, students in grades 1-5 will demonstrate progress to meet the expected growth from MOY to EOY on the NWEA Math MAP assessment.

Key Action 3	Improve the quality of instruction for EB students.
Indicators of Success	● By January 2025, core teachers of EB students will have evidence of the use of scaffolding tools in 70% of lesson annotations as observed in weekly spot observations and coaching sessions. By April 2025, 90% core teachers of EB students will have evidence of the use of scaffolding tools in 80% of lesson annotations as observed in weekly spot observations and coaching sessions. ● By January 2025, 50% of students will increase writing by at least 0.5 points. By February 2025, 60% of students will increase at least 1.0 in writing. By March, there will be an

	improvement in at least 70% of students' written samples. At least 60% of students in grades 1st-5th will achieve a 1 out of 2 in daily CRs. ● By the end of 2024-2025 school year 60% of EB students will meet their individual expected growth on MOY NWEA MAP Reading and 75% of students will achieve individual expected growth on EOY NWEA MAP Reading.

Key Action 4	Improve Special education services by increasing the quality of Instruction. The principal consistently provides on-the-job coaching and feedback at a minimum monthly.
Indicators of Success	● A structured weekly schedule will be developed and implemented to ensure each special education teacher receives at least one dedicated coaching session per week. Coaching sessions will result in 1-2 actions steps agreed upon between teacher and administrator. ● By the end of the 2024-2025 school year, each special education teacher will receive at least one classroom observation per week and feedback will align in part of the previous week's coaching action (steps). ● By June 2024-2025, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations a minimum of 80%, thereby promoting the effective application of feedback and continuous instructional improvement.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Increase proficiency in reading grade level texts to support fully developed written responses that demand critical thinking in response to grade level texts or other stimuli.
Indicator of Success 1	Each month from August 2024 -April 2025, 100% of ELAR teachers in grades K-8 will expose students to complex grade level texts and/or other stimuli and elicit at least one writing sample each month.
Indicator of Success 2	In a climate and culture survey conducted in December 2024 at least 60% of general and special education teachers will agree or strongly agree that learning from PLCs has increased their capacities to provide feedback on student writing assignments and has subsequently contributed to improvements in student writing as evidenced by monthly writing samples; that number will increase to 80% by May 2024.
Indicator of Success 3	At least 60% of Hispanic students will score 2/5 points on the middle of the year ECR assessment (December 2024), and by the end of year (May 2025) 80% of students will score at least 3/5 points on the final campus based ECR assessment.

Key Action 2	Improve Tier I Science instruction and proficiency by implementing a campus wide vertical instruction plan that prioritizes Science lessons during the Montessori work cycle.
Indicator of Success 1	By December 2024, 65% of teachers of teachers grades PK-6 will use Transparent Classroom to record both Montessori-based and TEKS-based science lessons weekly; that percentage will increase to 80% by May 2025.
Indicator of Success 2	70% of scores on spot observations conducted during Science instruction time will be proficient by December 2024; that percentage will increase to 80% by May 2025.

Key Action 3	Increase teacher capacity to identify correlations between Montessori math and grade level TEKS expectations to assess student proficiency towards mastery at the cognition level required by the TEKS.
Indicator of Success 1	100% of teachers will follow a scope and sequence that embeds TEKS based math lessons to address each grade level readiness TEKS. By December 2024, 80% of teachers will have delivered lessons on at least 50% of grade level readiness TEKs and by April 2025, 100% of teachers will have delivered TEKS based lessons on 100% of grade level readiness TEKS.

Indicator of Success 2	In a climate and culture survey conducted in December 2024 and May 2025, at least 60% and 80% of teachers, respectively, will agree or strongly agree that TEKS internalization during PLCs helps them identify the correlations between Montessori math and grade level TEKS expectations.
Indicator of Success 3	60% of scores on spot observations conducted during Math instruction time will be proficient by December 2024; that percentage will increase to 75% in May 2025.

Key Action 4	The principal will ensure that IEPs are written effectively and provide on-the job coaching in response to the quality of services given, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool
Indicator of Success 1	Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping.
Indicator of Success 2	By the end of the 2024-2025 school year, the principal will ensure that 100% students currently receiving services in "flexible locations" have updated IEPs that reflect specific, clear service locations such as pull-out instructional time with a Special Education team member or other specific alternative schedule of services to meet their individual needs.
Indicator of Success 3	A structured weekly schedule will be developed and implemented to ensure each special education teacher receives at least two small group coaching sessions per week. Coaching sessions will result in 1-2 actions steps agreed upon between teacher, special education chair, and administrator.
Indicator of Success 4	By December 2024, 80% of special education teachers will submit complete, effective lesson plans to the campus Google Drive weekly; by May 2025 that number will increase to 100% of Special Education teachers will submit complete, effective lesson plans on time weekly.

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2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve quality of instruction in reading and language arts
Indicators of Success	During the 2024-2025 school year: 1. By May, 60% of K-1 students will achieve expected growth from BOY to EOY as evidenced by the EOY DIBELS assessment. 2. By May 2025, 80% of ELAR/SLAR teachers will score 6/10 or higher in Domain II as evidenced by the SPOT observations. a. By December 2023, 60% of ELAR/SLAR teachers will score 6/10 or higher in Domain II as evidenced by the SPOT Observations. 3. By May 2025, 70% of students in the 2nd - 5th grade will consistently achieve 3/5 or above in a weekly response to writing based on the STAAR Rubric. a. By October 2024, 50% of 2nd - 5th graders will score a 3/5 or above 4. By May 2025, 60% of students will achieve 1.4 expected growth as measured by the EOY Reading NWEA Map Assessment.

Key Action 2	Improve quality of instruction in math and science
Indicators of Success	During the 2024-2025 school year: 1. By May 2025, 60% of 2-5th grade students will achieve 1.4 expected growth as measured by the EOY Math NWEA Map Assessment. ● By December 2023, 50% of 2-5th students will grow .6 expected growth as measured by the MOY Math NWEA MAP Assessment. 2. By May 2025, 80% of Math/Science teachers will score 6/10 or higher in Domain II as evidenced by the SPOT observations. ● By December 2023, 60% of Math/Science teachers will score 6/10 or higher in Domain II as evidenced by the SPOT Observations. 3. By May 2025, at least 75% of all students will show1 pt. growth target on STAAR Math. 4. By May 2025, classroom teachers will implement Multiple Response Strategies 95% of the time during SPOT observations. 5. By May 2025, 95% of 3rd-5th students will complete 100% of Zearn lessons available.

Key Action 3	Close the learning gaps in special populations to ensure gains: Special Education
Indicators of Success	SPED/505 Sub-pop ● During the 2024-2025 school year, 100% of students who receive SPED services will show adequate progress towards their IEP (Individualized Education Program) goals, as measured by cyclical progress monitoring. ● During the 2024-2025 school year, 60% of students receiving SPED/504 services will achieve 0.6 expected growth on NWEA MAP at MOY and 70% will achieve 1.4 expected growth on NWEA MAP at EOY. ● By the end of the 2024-2025 school year, 100% of students with disabilities will show growth on STAAR/ STAAR ALT. ● During the 2024-2025 school year, 100% ARDs and IEPs (Individualized Education Program) will remain in compliance with state law.

Key Action 4	Close the learning gaps in special populations to ensure gain of EB students
Indicators of Success	EB Sub-pop ● By the end of the 2024-2025 school year, at least 60% of EB students will progress at least 1 proficiency level as measured by the overall TELPAS composite level. ● By the end of the 2024-2025 school year, at least 30% of EB students will achieve Meets/Masters on STAAR (State of Texas Assessments of Academic Readiness) Reading. ● By the end of the 2024-2025 school year, at least 30% of EB students achieve Meets/Masters on STAAR Math.

Key Action 5	Implement a solid PLC/Data ongoing evaluative system to build instructional capacity and ensure all students grow.
Indicators of Success	• All Pre-K- 5 students will show formative and summative reading and math growth as designated by Circle, NWEA, TELPAS and STAAR assessments. • One classroom teacher per grade level will be able to lead PLC meeting by April 2025. • By May 2025, 90% of teachers will score 8/10 in Domain II as evidenced by Spot Observations. • By May 2025, at least 75% of all students will show1 pt. growth target on STAAR Math. • By May 2025, 65% of students will score at the Meets level on STAAR Overall (Reading, Math, & Science) • By May 2025, 25% of students will score at the Masters level on STAAR Overall (Reading, Math, & Science)

2024-2025 School Action Plan: Key Actions	
Key Action 1	Based on campus Special Education quality of instruction, all IEPs will be written effectively and staff provided with relevant portions of the IEP, so that accommodations and modifications can be documented in PowerSchool.
Indicators of Success	· By the end of the 2024-2025 school year, the Principal will ensure that 100% of IEPS are written with clear, specific, and measurable goals tailored to each student's unique needs, as verified through quarterly progress monitoring. · Throughout the 2024-2025 school year, 100% of staff members will receive the relevant portions of IEPs pertaining to grade levels taught, within 3 days of finalization as noted by campus record tracking. · 100% of quarterly audits of PowerSchool records will reflect consistent documentation of accommodations and modifications by all campus instructional staff.

Key Action 2	Campus Leadership (Principal, Principal Apprentice, and Assistant Principals) will consistently provide on-the-spot coaching and feedback at a minimum of 1 weekly walkthrough per teacher to improve the quality of instruction.
Indicators of Success	· A structured weekly schedule will be developed and implemented to ensure that each teacher receives at least one coaching session per week. Coaching sessions will result in 1 action step aligned to improving domain II of the Spot Observation form. · By the end of the first semester, all core content teachers will score at least 6/10 in Domain II on the spot observation form. · By May 2025, 60% of core teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) on the spot observation, as measured by the monthly average spot score for the second semester. · By February 2025, all 3rd – 5th grade students will improve to meet the expected growth from BOY to MOY on NWEA MAP reading, math, and science. · By May 2025, PK – 5th grade students will improve from MOY to EOY and meet their expected growth on NWEA/MClass/ Circle

Key Action 3	Campus will improve performance for special populations that include Special Education, 504, and Emergent Bilinguals.

Indicators of Success	· By June 2025, 80% of Emergent Bilinguals will reach the achievement target in Reading and or Math as defined by Domain 3 (Closing the Gap) accountability. · By June 2025, 50% of Sped students will reach the achievement target in Reading and or Math as defined by Domain 3 (Closing the Gap) accountability. · By the end of the first semester, Emergent Bilinguals and Sped students who met expected growth from BOY to MOY NWEA MAP will increase by 10% from previous year.

Key Action 4	Campus will improve the English proficiency for Emergent Bilingual students.
Indicators of Success	· By June 2025, 60% of students will grow one level of Proficiency as defined by TELPAS composite. · By June 2025, 60% of Emergent Bilingual students will meet their individual growth target in grades 2-5 on NWEA MAP Reading. · By May 2025, 60% of teachers will score 8/10 or higher on Domain II (Monitor & Adjust and Engage & Deliver) on the Spot observation form, as measured by the monthly average spot score for the second semester.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Increase the percentage of ARDs that aligns with the expected timelines set by the SPED department.
Indicators of Success	i. 100% of campus annual and REED ARDs will be scheduled for the year by Monday, 09.30.24 ii. 80% of campus transfer, annual, and REED ARDs will be held by the expected deadline. iii. 60% of the campus REED ARDs will be held 90 days before the evaluation date. *MOY Progress Monitoring → By February 2025, 50% of the campus REED ARDs will be complete.

Key Action 2	Increase the number of EB students who meet the proficiency rating on the TELPAS assessment.
Indicators of Success	a. By 06.25, 60% of EB students will meet their individual growth target on the grade 2-5 NWEA MAP Reading. b. By 06.25, we will see a 15% increase in the percentage of students who score benchmark on DIBELS as compared to the EOY 23-24 ASY. c. By 05.25, 60% of EB teachers will score 8 out of 10 or higher in Domain II of the spot, as measured by the monthly average score. *MOY Progress Monitoring → By January 2025, 75% of the targets will be at completion.

Key Action 3	Increase congruence between teachers' Spot scores and their achievement data.
Indicators of Success	a. By 05.25, 50% of year 1 teachers will score 8 out of 10 or higher in Domain 22 of the spot, as measured by the monthly average spot score. b. By 05.25, 60% of teachers will score 8 out of 10 or higher in Domain II of the spot, as measured by the monthly average spot score. c. By 12.24, 75% of calibrated walks with the campus ED will be aligned with the administrative team. *MOY Progress Monitoring → By December 2024, 75% of campus teachers will score 9 out of 15 points on their Spot observation.

163: SUGAR GROVE ACADEMY

2024-2025 School Action Plan: Key Actions	
Key Action 1	Increase teacher capacity to provide the highest quality instruction
Indicators of Success	● 60% of the scores on spot observations conducted in December by campus leadership will be proficient or higher; that percentage will increase to 70% in February 2025, and 80% by May 2025. ● 60% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by Dimension 2.1 through 2.5 (Instruction) of the T-TESS rubric by December, 70% of teachers will be proficient by March 2025 and 80% of teachers will be proficient by May 2025. [The Principal and Assistant Principal will evaluate all teachers using the HISD evaluation system.] ● By October the quality of instruction will be scored a 10 or higher by the independent review team, By February 2025 the quality of instruction will be scored a 11 and by May 2025 the quality of instruction will be scored a 12.

Key Action 2	Improve Special Education instruction and service delivery
Indicators of Success	● The percentage of 6th -8th grade SPED students in our campus will show growth of 0.5 or higher on NWEA MAP in reading MOY and 1.0 in reading by EOY. ● The average percentile growth of 6th-8th grade SPED students in NWEA reading will exceed 5 percentile points by the end of the year. ● 100% of teachers will successfully document IEP accommodations with the assistance of the instructional support staff. ● In special education, 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. ● 100% of students' IEPs will be implemented with fidelity while still providing rigorous, on grade level instruction that address student individual needs. ● The SPED fall compliance check point will be a B or higher. The SPED compliance final score will be an B+ or higher by the end of the school year.

Key Action 3	Improve reading and math proficiency in grades 6th -8th
Indicators of Success	• The average percentile growth of 6th-8th grade in NWEA math will show 0.5 percentile points from BOY to MOY and 1.0 percentile points from MOY to EOY. • The average percentile growth of 6th-8th grade students in NWEA reading will show 0.5 percentile points from BOY to MOY and 1.0 percentile points from MOY to EOY. • In the 2024-2025 school year, 10% of the students in 6th-8th grades, taking math STAAR will move from meets to masters. • In the 2024-2025 school year, 10% of the students in 6th-8th grades, taking reading STAAR will move from meets to masters.

Key Action 4	Increase the leadership density of Sugar Grove Middle School
Indicators of Success	• 80% of the Tier 2 Leaders will receive a Proficient 1 or higher rating on the school's leadership rubric that will be assessed by the Principal in the Fall of 2024. In the Spring of 2025, 100% of tier 2 leaders will receive a Proficient 1 or higher. • By fall of 2025, the admin team will ensure that at least 50% of all "established" campus teacher leaders join the HISD Teacher Leader Academy and/or the Aspiring Leader Academy through the LPD department. • By the end of the 24-25 school the Principal Apprentice assigned to Sugar Grove Middle school will obtain her principalship/assistant principalship. • By April 2025 100% assistant principals will receive a proficient rating or higher using the LEAD EOY Day-to-Day Coaching leader rubric.

Key Action 5	Improve English proficiency for Emergent Bilingual Students at Sugar Grove Middle School.
Indicators of Success	• By June 2025, 45% of students will grow one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS. • By June 2025, 60% of Emergent Bilingual students will meet their individual growth target on 6-8- NWEA MAP Reading. • By May 2025, 100% of eligible EB students will complete the TELPAS assessment annually, with no lapses in compliance (as evidenced by no reported incidents of ineligible students testing or eligible students not testing to TEA). • By December 2024, 60% of EB teachers will score 5/10 or higher in Domain II (Monitor & Adjust and Engage &

	Deliver) of the SPOT, as measured by their highest spot score. ● By May 2025 60% of teachers will score a 7/10 or higher in domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by their highest spot score. ● 70% of teachers will be proficient in the implementation of language supports by November in the classroom as measured by the SPOT observation form specifically differentiation. That percent will increase to 85% by January 2025.

2024-2025 School Action Plan: Key Actions	
Key Action 1	To improve the quality of instruction in Reading and Writing.
Indicators of Success	● By December 2024, 100% of 3rd - 4th Grade Reading teachers will score at least 4/6 in Domain II (Engage and Deliver) in their SPOT observations. By February 2025, 100% of 3rd-4th grade Reading teachers will increase their average score of Domain II (Engage and Deliver) from 4 to 5 or higher based on SPOT observations. ● By February 2025, 65% of 2nd - 4th grade students will be able to meet their expected growth from BOY to MOY NWEA Reading and will be used as a progress check to monitor student progress toward STAAR Reading Assessment goals and NWEA Reading EOY goals. ● By April 2025 (before STAAR Reading), 75% of 3rd-5th grade students will achieve at least an average score of 1/2 on SCRs from online DOLs, using the SCR Rubric.

Key Action 2	To improve the quality of instruction in Math and 5th Science.
Indicators of Success	● By January 2025, 55% of 5th grade students will be able to meet their expected growth from BOY to MOY NWEA Science and will be used as a progress check to monitor student progress toward STAAR Science Assessment goals. ● By May 2025, 70% of 3rd - 5th grade students will meet their expected growth from BOY to EOY on NWEA Math using a progress check after NWEA MOY Math Assessment to determine percent of students who met expected growth. ● By May 2025, 80% of K - 2nd grade students will pass 90 or more grade-level lessons in ZEARN using a progress check at the end of 3rd 6 weeks (January 2025) to determine percent of students at 45 lessons passed in ZEARN.

Key Action 3	To close the achievement gaps for students in special populations: Special Education and 504
Indicators of Success	● By October 2024, 100% of students receiving Special Education or 504 services will have access to designated supports and receive appropriate accommodations and modifications during daily instruction in all classes, in accordance with their IEPs, in PowerSchool. ● By May 2025, 80% of our students receiving Special Education or 504 services will show

	adequate progress towards their IEP goals, as measured by 3-weeks' progress reports. ● By May 2025, 80% of students receiving Special Education or 504 services will meet or exceed expected growth as measured on NWEA Reading from BOY to EOY.

Key Action 4	To close the achievement gaps for students in special populations: Emergent Bilinguals
Indicators of Success	● By January 2025, 60% of EB students in 2nd - 3rd grades will meet or exceed expected growth on NWEA Reading from BOY to MOY and will be used as a progress check to monitor student progress towards TELPAS Achievement goals. ● By May 2025, 65% of EB students in K-1st grades will meet or exceed expected growth on DIBELS from BOY to EOY and the data will be used to monitor alignment with TELPAS holistic rubric. ● By May 2025, the percentage of students in grades 2-5 performing at advanced and advanced high Composite level on TELPAS will increase from 36% on TELPAS 2024 to 41% on TELPAS 2025 in order to increase the number of students qualifying for reclassification.

167: HARRIS R P EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve student achievement of all students including students receiving SPED services and EB students by ensuring that proper accommodations, linguistic supports, and scaffolds are provided to students
Indicators of Success	• By May 2025, 70% of students in Kinder-5th grade will grow 1.4 growth points in reading (Grades 2-5) and math (Grades K-5) from BOY to EOY as measured by the NWEA MAP assessment. • By May 2025, 70% of students in 2nd-5th grade who receive SPED services will show growth in Reading & Math at least at the 41st percentile as measured by NWEA MAP assessment from BOY to EOY. • By June 2025, 49% of students will grow one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS. • By May 2025, 60% of EB teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for the second semester. • By June 2025, 60% of Emergent Bilingual students will meet their individual growth target on 2-8 NWEA MAP Reading.

Key Action 2	We will grow staff capacity to improve student achievement by raising the level of teacher-student engagement by providing on-the-spot coaching and engaging teachers in a continuous cycle of coaching, implementation and feedback.
Indicators of Success	• 60% of the scores on-the-spot observations conducted between September 2024 and December 2024, will be at least 4 points out of 8 in Domain 2 Engage and Deliver; that percentage will increase to 90% by May 2025. • 60% of teachers will receive credit (Score of 2 or higher) on Domain 2: Monitor & Adjust by December 2024. This percentage will increase to 90% by May 2025. • By June 2024-2025, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations at a minimum of 80%, thereby promoting the effective application of feedback and continuous instructional improvement.

Key Action 3	The principal consistently provides on-the-job coaching and feedback at a minimum monthly to improve the quality of instruction for all students
Indicators of Success	● By the end of the 2024-2025 school year, each teacher will receive at least one classroom observation per week and feedback will align in part to the previous week's coaching action step(s). ● By June 2024-2025, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations a minimum of 80%, thereby promoting the effective application of feedback and continuous instructional improvement. ● By Oct. 2024, 80% teachers will average a 4 in Domain 2: Engage and Deliver on the SPOT Observation form; this score will increase to a 5 by Dec. 2024.

Key Action 4	The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool and progress monitoring is regular and systematic
Indicators of Success	● By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. ● Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping. ● 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool. ● By the end of the 2024-2025 school year, the principal ensures that 100% IEP progress reports are delivered without delay.

168: HARTSFIELD EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve the quality of instruction in Reading and Writing
Indicators of Success	● By January 2025, 60% of reading teachers in 3-5th will score 6/10 in Domain II (Engage and Deliver/ Monitor and Adjust) in their SPOT observations. ● By May 2025, 70% of reading teachers in 3-5 will score 6/10 in Domain II (Engage and Deliver/Monitor and Adjust) in their SPOT observations. ● By January 2025, 60% or more students in 3rd-5th grade will meet the expected growth from BOY to MOY NWEA Map. The percentage will increase to 70% or more by EOY. ● By January 2025, 60% of 3rd-5th grade students will demonstrate a score of 4 or above on their biweekly/monthly extended constructed responses. By April 2025: 60% of 3rd-5th grade students will achieve a score of 5 or above on their biweekly/monthly extended constructed responses.

Key Action 2	Improve the quality of instruction in Math
Indicators of Success	● By January 2025, 60% of math teachers in 3-5th will score 6/10 in Domain II (Engage and Deliver/Monitor and Adjust) in their SPOT observations. ● By May 2025, 70% of math teachers in 3-5 will score 6/10 in Domain II (Engage and Deliver/Monitor and Adjust) in their SPOT observations. ● By the end of the academic year, the percentage of 5th grade students at the meets level for math will increase from 17% in 2023-2024 to 22% at the meets level (from the previous 4th grade cohort). ● By May 2025, 75% of 5th grade students will complete 60 or more grade-level lessons in Zearn. ● By February 2025, 60% or more of students in grades 3rd-5th will meet or exceed expected growth from BOY to MOY on MAP assessment. The number will increase to 70% by EOY.

Key Action 3	The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool
Indicators of Success	● By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs as verified through random

	quarterly reviews. (Monthly IEP checks will be conducted) ● By May 2025, 100% 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). ● By December 2024, 100% compliance will be met on ARD meetings and other district monitoring criteria. The percentage will continue to be 100% throughout the year. ● Throughout the 2024-2025 school year, 100% of quarterly audits of PowerSchool records show consistent documentation and accommodations and modifications in PowerSchool.

Key Action 4	Close the achievement gaps for Emergent Bilingual students
Indicators of Success	● By June 2025, 50% of 3-5 students will grow one level of Proficiency, defined as SY 23-24 composite to SY 24-25 composite on TELPAS. ● By January 2025, 50% of students will increase once proficiency level in writing as measured by writing samples using the ELPS. ● By January 2025, 50% of Emergent Bilingual students will complete their Personalized Learning Plan (PLP) for Summit K-12. The number will increase to 90% by March 2025.

2024-2025 School Action Plan: Key Actions	
Key Action 1	High quality rigorous instruction campus wide.
Indicator of Success 1	60% of the scores on the campus spot observations conducted by the Leadership Team will score a 10 out of 15 (or higher) by December 2024; that percentage will increase to 70% in April 2025.
Indicator of Success 2	70% of teachers will engage students to achieve a score 5 out of 10 in Domain 2 as measured by spot observations completed by December 2024; This will increase to 80% scoring 6 out of 10 by April 2025.
Indicator of Success 3	By December 2024, 70% of teachers will implement the depth & complexity framework in both their Learning Objectives AND instructional practice to increase the level of rigor; This will increase to 80% by May 2025.

Key Action 2	The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.
Indicator of Success 1	By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews.
Indicator of Success 2	Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping.
Indicator of Success 3	100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool

Key Action 3	Improve performance for Hispanic students in percent Meets+ achievement on STAAR Reading and Math.

Indicator of Success 1	By June 2025, **52%** of Hispanic students will reach the achievement target in **Math** as defined by TEA Domain 3 accountability; closing the achievement gap from 30% to 20%.
Indicator of Success 2	By June 2025, **70%** of Hispanic students will reach the achievement target in **Reading** as defined by TEA Domain 3 accountability; closing the achievement gap from 22% to 11%.

Key Action 4	Increase leadership density campus-wide.
Indicator of Success 1	55% of all Teachers and Staff will lead a professional development, meeting, or event. This will increase to 65% by May 2025. Leading work that aligns with the first three key actions: · Ensuring High Quality Rigorous Instruction campus wide · Increasing Special Education and Tier II/III Student Achievement · Improving the performance for Hispanic students in percent Meets+ achievement on STAAR Reading and Math.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Enhance student reading achievement by systematically implementing biliteracy practices.
Indicators of Success	● NWEA MAP: By June 2025, 60% of **ALL** students will meet their individual growth target on 2-8 NWEA MAP Reading. ● By May 2025, 60% of **ALL** teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for the second semester.

Key Action 2	The appraiser consistently provides on-the-job coaching and feedback at a minimum to increase growth and engagement in mathematics.
Indicators of Success	● A structured weekly schedule will be developed and implemented to ensure each math teacher receives at least one dedicated coaching session per week. Coaching sessions will result in 1-2 action steps agreed upon between teacher and administrator. ● By the end of the 2024-2025 school year, each math teacher will receive at least one classroom observation per week, and feedback will align in part with the previous week's coaching action step(s). ● By June 2024-2025, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations at least 80% of the time. This will promote the effective application of feedback and continuous instructional improvement.

Key Action 3	Increase the frequency and effectiveness of differentiated lessons during whole group Tier 1 instruction.
Indicators of Success	● NWEA MAP: By June 2025, 60% of **ALL** students will meet their individual growth target on 2-8 NWEA MAP Reading and Math Assessments. ● By May 2025, 75% of **ALL** teachers will score 8/10 or higher in Domain II of the spot, as measured by the monthly average spot score for the second semester. ● DIBELS and Lectura data will show 60% of students who fall well below average on the BOY assessment, will score at or above benchmark between MOY and EOY assessments.

Key Action 4	The principal ensures that IEPs are written effectively, relevant portions of the IEP are provided to staff, and accommodations/modifications are documented in PowerSchool.
Indicators of Success	● By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. ● Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization, as demonstrated by campus record keeping. ● 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.

2024-2025 School Action Plan: Key Actions	
Key Action 1	*Improve reading proficiency in 3rd to 5th grades* Increase staff capacity to provide high quality first-instruction that will directly impact student growth in the area of Reading.
Indicators of Success	· By May 2025, the percentage of 3-5 grade students at the Meets level in Reading STAAR will increase by 3 points. · By May 2025, 70% of students in grades 2-5 will meet expected growth on NWEA MAP assessment in Reading · By May 2025, 70% of Emergent Bilinguals will show growth on the NWEA MAP BOY to EOY English Reading assessment.

Key Action 2	*Improve math proficiency in 3rd to 5th grades* Increase staff capacity to provide high quality first-instruction that will directly impact student growth in the area of Math.
Indicators of Success	· By May 2025, the percentage of 3-5 grade students at the Meets level on Math STAAR will increase by 3 points. · By May 2025, 70% of students in grades 2-5 will meet expected growth on NWEA MAP assessment in Math.

Key Action 3	Increase staff capacity to provide high quality first-instruction that will directly impact student growth in Special Education.
Indicators of Success	· By May 2025, the percentage of special education students at the Approaches level on STAAR will increase by 10% in Reading. · By May 2025, the percentage of special education students at the Approaches level on STAAR will increase by 10% in Math · By May 2025, the percentage of emergent bilinguals will increase by 5% at the approaches level for STAAR.

Key Action 4	Increase staff capacity to provide strategies that will directly impact Emergent Bilinguals growth in TELPAS.
Indicators of Success	· By May 2025, the overall Advanced High composite score for grades 2 through 5 in Speaking and Writing will increase by 10%. · By May 2025, the overall Advanced composite score for grades 2 through 5 in Listening and Reading will increase by 10%.

172: HENDERSON NQ EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Grow teacher capacity to provide high quality grade level first-instruction
Indicators of Success	· By November 2024, 80% of teachers will be able to increase instructional effectiveness by completing a teacher exemplar for every lesson in PLC , which will increase to 90% by February 2025. · By November 2024, 80% of teachers will be able to effectively internalize the TEKS by completing the "Know and Show" framework in PLC to backwards plan a grade level "I Do", which will increase to 90% by February 2025.

Key Action 2	Raise the level of the quality of instruction, student engagement , and pacing
Indicators of Success	· By the end of the 2024-2025 school year, each teacher will receive at least one classroom observation per week and feedback will align in part to the previous week's coaching action step(s). · By June 2024-2025, the admin will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations a minimum of 80%, thereby promoting the effective application of feedback and continuous instructional improvement.

Key Action 3	Strengthen the "Science of Reading" instruction
Indicators of Success	· K-1st grade students Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Benchmark preset grade level Zone of Growth will increase from BOY to 70 % of students meeting MOY Benchmark goals and 85% of students meeting EOY goals. · 85% of 2nd - 5th grade students will increase Northwest West Evaluation Association (NWEA) scores from initial BOY score, to .60 of a year's growth by MOY and by EOY make a total growth of 1.4 years growth.

Key Action 4	ARD meetings for students with IEPs will be conducted on schedule, with the participation of the principal and all necessary committee members

Indicators of Success	· By the end of the first semester, 100% of campus ARDs for students with IEPs will be conducted on or before their scheduled deadlines. · Ensure that 100% of newly enrolled students with IEPs will have information verified and accurately reflected in the ARD tracker within one week of their enrollment, with bi-weekly checks to monitor accuracy. · The principal/assistant principal will ensure timely and full attendance at 100% of ARD meetings, actively participating in discussions to enhance student support as evidenced by the ARD minutes and ARD participation.

Key Action 5	Enhance English proficiency for Emergent Bilingual students.
Indicators of Success	· By June 2025, 80% of students will grow one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS. · NWEA MAP: By June 2025, 70% of Emergent Bilingual students will meet their individual growth target on 2-5 NWEA MAP Reading. · By 2024 PEIMS snapshot, 100% of students identified as potential EB students defined by Home Language Survey indicators are tested and appropriately coded. · By PEIMS snapshot, 100% of new to HISD students, defined as those completing the Home Language Survey, who are identified as EB after the EB Identification Test are placed in an ESL classroom unless parents waive services. · By May 2025, 100% of eligible EB students complete the TELPAS assessment annually, with no lapses in compliance as evidenced by no reported incidents of ineligible students testing or eligible students not testing to TEA.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve Minority Achievement Gap in Reading and in Math
Indicators of Success	• SPOT observation data for Reading teachers will show 75% of teachers at the Proficient I category in Domain 2 Instruction by December 2024 and 80% by May 2025. • By the end of the first semester, African American students who met expected growth from BOY Reading to MOY Reading NWEA MAP will increase by 10% from previous year. • By the end of the first semester, Hispanic and African American students who met expected growth from BOY Math to MOY Math NWEA MAP will increase by 10% from previous year. • By June of 2025, 33% of African American students meeting standard on Reading STAAR will increase to 43% to reach the achievement targets as defined by TEA Domain 3 accountability. • By June of 2025, 27% of African American students meeting standard on Math STAAR will increase to 43% to reach the achievement targets as defined by TEA Domain 3 accountability.

Key Action 2	Improve quality of instruction for Emergent Bilingual students.
Indicators of Success	• SPOT observation data for Reading teachers will show 75% of teachers at the Proficient I category in Domain 2 Instruction by December 2024 and 80% by May 2025. • By June 2025, the campus will see a 15% increase in the percent of total students who hit composite score benchmark as compared to EOY SY 23-24. • By January of 2025, 40% of teachers with EB students assigned will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the HISD Spot and by June of 2025, 60% of teachers with EB students assigned will score 8/10 or higher in Domain II of the HISD Spot as measured by the monthly average Spot score as tracked on the T-T-TESS Spot Dashboard for SY24-25.

Key Action 3	Enhance the effectiveness of special education by elevating the quality of Individualized Education Programs (IEPs)
Indicators of Success	• By the end of the 2024-2025 SY, the principal will ensure that 100% of IEPs include specific, clear and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. • Spot observations, with Special Education teachers, will be at 80% proficiency by December 2024 and 90% proficiency by May 2025 in Domain II.

	• By June 2024-25, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations a minimum of 80% thereby promoting the effective application of feedback and continuous instructional improvement.

Key Action 4	Develop staff's ability to embody the characteristics of a high performance culture
Indicators of Success	• 80% of staff will respond positively to a campus culture and climate survey administered on campus by December, 2024 and 90% of staff will respond positively to a campus culture and climate survey administered on campus by May, 2025. • Increase staff participation in cross-departmental collaboration initiatives by 20% by December 2024, and 35% by May 2025, as measured by attendance at interdepartmental meetings, joint project involvement, and staff surveys on collaborative experiences.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Grow staff capacity to provide the highest quality instruction.
Indicators of Success	● By January 2025, 85% of teachers (up from 80% MOY 2023) will score proficient on the Domain 2 descriptors of the Spot Observation form when observed by instructional appraisers; that percentage will increase to 95% (up from 90% EOY 2024) in May 2025. ● By May 2025, the campus will receive an overall IRT average of 12.5 (up from 11.8 at EOY 2024) in the delivery of high-quality instruction as measured by the average of the 2 highest IRT visit ratings. ● By May 2025, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations a minimum of 80%, thereby promoting the effective application of feedback and continuous instructional improvement.

Key Action 2	The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.
Indicators of Success	● By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student’s unique needs, are verified through random quarterly reviews. ● Throughout the 2024-2025 school year, 100% of staff members receive relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping. ● 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.

Key Action 3	Campus improves English proficiency for Emergent Bilingual students.
Indicators of Success	● TELPAS: By June 2025, campus will see a 12% increase (from 30% in 23-24) in percent of Emergent Bilingual students who grew by 1 year as compared to EOY SY23-24. ● NWEA MAP: By June 2025, 70% (from 58% in 23-24) of Emergent Bilingual students will meet their individual growth target on 2-8 NWEA Map Reading. ● By May 2025, 75% of Emergent Bilingual teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for the second semester.

2024-2025 School Action Plan: Key Actions	
Key Action 1	**Improve the quality of tier one instruction in Reading.**
Indicators of Success	● By December 2024, 60% of reading teachers will score 3/6 points in Engage and Deliver Spot observations and by April 2025,75% of the reading teachers will score at least 4/6 points in Engage and Deliver on their spot observation ● By December 2024, achievement data on NWEA MAP Reading MOY will increase by 5% from 36th percentile to 41st percentile ● By May 2025, achievement data on NWEA MAP Reading EOY will increase by 8% from BOY to EOY (36th percentile to 44th percentile)

Key Action 2	**Improve the quality of tier one instruction in Math.**
Indicators of Success	● By December 2024, 60% of Math teachers will score 3/6 points in Engage and Deliver Spot observations and by April 2025, 75% of Math teachers will score at least 4/6 points in Engage and Deliver on their spot observations ● By December 2024, achievement data on NWEA MAP Math MOY will increase by 5% from 42nd percentile to 47th percentile ● By May 2025, achievement data on NWEA MAP Math EOY will increase by 10% from BOY to EOY 52nd percentile)

Key Action 3	**The principal ensures IEPS are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.**
Indicators of Success	• By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student’s unique needs, as verified through random quarterly reviews • Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping • 100% of quarterly audits of PowerSchool record show consistent documentation of accommodations and modifications in PowerSchool

Key Action 4	Increase English proficiency levels of emergent bilingual students across all grade levels.
Indicators of Success	• 50% of EB students (approximately 80/156 students) will grow 1 proficiency level on 2025 TELPAS moving from 40.7% (approximately 64 students) in 2024. • Increase the number of EB students scoring a composite rating of Advance High Proficiency Level from 2 to 8 • Increase the number of students scoring a composite rating of Advance Proficiency from 4 to 12

Key Action 5	Increase the quality of student writing across grade levels.
Indicators of Success	• By December 2024, 50% of 3-5 students will score 3 or higher on unit assessment ECR questions • 60% of EB students (approximately 90 students) will grow 1 proficiency level in the writing domain on the 2025 TELPAS assessment • 56% of all 3-5 graders will score 3 or higher on the 2025 STAAR ECR

2024-2025 School Action Plan: Key Actions	
Key Action 1	The principal will improve the quality of Special Education services by ensuring IEPs are effectively written, relevant information is shared with staff, and accommodations/modifications are documented in PowerSchool. The goal is to enhance compliance, support, and instructional outcomes for students with disabilities.
Indicators of Success	● By the end of the 2024-2025 school year, the principal will ensure that 90% of IEPs include specific, clear, measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. ● Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within three days of its finalization, as demonstrated by campus record keeping. ● 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.

Key Action 2	The campus will improve African American students' achievement in math.
Indicators of Success	• By June 2025, the percentage of African American students meeting Math achievement targets in TEA Domain 3 accountability will increase from 34% to 40%. • To gauge student achievement for this group, quarterly OnTrack grade-level common assessments will be implemented to measure progress toward meeting TEA Domain 3 Math targets. Additionally, Exact Path diagnostic tools will be used monthly to monitor growth, identify learning gaps, and provide targeted interventions for African American students, ensuring continuous progress toward increasing achievement from 34% to 40% by June 2025. • By the end of the first semester, the number of African American students who met the expected growth from BOY to MOY NWEA MAP will increase by 5% from the previous year. The 5% increase is a realistic, achievable goal based on previous performance data aimed at ensuring steady progress. This target allows for continuous improvement in student outcomes while supporting effective interventions and instructional practices. • By May 2025, 60% of core teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) on the spot, as measured by the monthly average spot score for the second semester. A formative checkpoint will be conducted at the end of the first semester to review spot score averages and provide targeted coaching or professional development where needed.

Key Action 3	The campus will improve African-American and Hispanic students' reading achievement.
Indicators of Success	• By June 2025, the percentage of African American students meeting Reading achievement targets in TEA Domain 3 accountability will increase from 31% to 40%. • By June 2025, the percentage of Hispanic students meeting Reading achievement targets in TEA Domain 3 accountability will increase from 58% to 65%. • By the end of the first semester, the number of African American and Hispanic students who met the expected growth from BOY to MOY NWEA MAP will increase by 8% from the previous year. The 8% increase represents an ambitious growth target, encouraging significant improvement while remaining attainable based on the previous year's data. This goal supports effective interventions and steady academic progress. • By May 2025, 60% of core teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) on the spot, as measured by the monthly average spot score for the second semester. A formative measure will include mid-semester reviews of spot scores to identify trends, provide feedback, and offer targeted support to help teachers achieve the desired performance level. • By May 2025, 60% of African American and Hispanic students in grades K-1 will achieve or exceed typical DIBELS growth. This target balances ambition with feasibility, reflecting both a challenging goal and attainable progress based on historical data and current support systems. It aims to significantly enhance early literacy outcomes for these students.

Key Action 4	The campus will improve English proficiency for Emergent Bilingual students.
Indicators of Success	• TELPAS: By June 2025, the percentage of students growing one level of proficiency will increase from 44% to 49%, based on composite scores from SY23-24 to SY24-25. • TELPAS Compliance: By May 2025, 100% of eligible EB students will complete the TELPAS assessment annually, with no lapses in compliance, as evidenced by no reported incidents of ineligible students testing or eligible students not testing to TEA. • DIBELS: By June 2025, the campus will achieve a 12% increase in the percentage of students meeting the composite score benchmark, rising from 30% to 42% compared to the end-of-year scores from SY23-24. • NWEA MAP: By June 2025, 50% of Emergent Bilingual students in grades 2-5 will meet their individual growth targets in Reading. • Spot Observations for EB Teachers: By May 2025, 50% of EB teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for the second semester.

Key Action 5	Strengthen the leadership density of Horn Elementary.
Indicators of Success	● By May 2025, 90% of teachers will be rated proficient or higher in Domain 1 (Planning) on the T-TESS rubric. ● By November 2024, 50% of PLCS will be teacher-led based on strategies to improve student achievement by internalizing data and selecting the highest-yielding instructional strategy; this will increase to 75%, including planning sessions, by February 2025.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve Math, Reading/Writing, and Science proficiency in grades K-5.
Indicators of Success	- By January 2025, 75% of 2nd-5th students will demonstrate growth in their Math, Reading and Science RIT scores (NWEA) by at least 5 points compared to their baseline scores from BOY. This number will increase to 85% meeting target growth for EOY. - By May 2025, 7% of students will demonstrate a performance level increase; moving from approaches to meets on 3rd-5th Reading, Math, and Science STAAR - By December 2024, 70% of K-5th grade students will demonstrate growth in their Math RIT scores (NWEA) by at least 5 points compared to their baseline scores from BOY; that percentage will increase to 80% meeting target growth for EOY

Key Action 2	Increase the academic performance of Emergent Bilingual and Special Education Students.
Indicators of Success	- By December 2024, 70% of emergent bilingual students in grades 2-5 will meet their target goal of their RIT score on Math, Reading, and Science NWEA MAP testing. By June in 2025 this will increase to 80%. - By January 2025, 70% of special education students in grades 2-5 will meet their target goal of their RIT score on Math, Reading, and Science NWEA MAP testing. By June in 2025 this will increase to 80%.

Key Action 3	Grow staff capacity to enhance the quality of instruction of the NES Model.
Indicators of Success	- By December 2024 80% of teachers will average a 9 on their spots conducted by administrators. By May of 2025, 90% of classroom teachers will average a 10 or higher based on feedback received through classroom observations and on the spot coaching. - Campus IRT score will be an average of 11 or higher based on the district level Spot observation form by December 2024. The average of the scores of spot observations conducted in May by the independent review team will increase to 13.

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2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve quality instruction in order to provide grade-level content at each grade level
Indicators of Success	• By May 2025, 80 percent K-5 students will score at proficient/meets level on end-of-unit/ formative assessments with a benchmark of 60 percent by December 2024. • By May 2025, 85 percent of spot observation scores will be proficient or higher in Domain 2 with a benchmark target of 65 percent in December 2024. • By June 2025, 65 percent of Emergent Bilingual students will meet their individual growth target on NWEA MAP Reading.

Key Action 2	Increase the use of student participation and discourse utilizing multiple response strategies (MRS)
Indicators of Success	• Based on spot observation and appraisal data, student engagement - as measured by the increase in MRS during daily walks - will improve each quarter (September, November, February, April). • 75% spot observation scores across campus in the Multiple Response Strategies (MRS) category (Engage & Deliver) will yield a score of a "4" or higher by November, increasing to 85% in February 2025 and 90% in April 2025. • Student performance on DOLs will increase by 25 percent from September and May, with a benchmark of 10% in December.

Key Action 3	Campus improves English proficiency for Emergent Bilingual students
Indicators of Success	• By June 2025, 65 percent of students will grow one level of proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS. • By May 2025, 60 percent of teachers who serve Emergent Bilinguals will score 7 out of 10 or higher in Domain 2 (Monitor and Adjust/Engage and Deliver) on the spot observation form, as measured by the monthly average spot score for the spring semester. • By May 2025, 100% of eligible EB students complete the TELPAS annually with zero lapses in compliance as evidenced by no reported incidents of ineligible students testing or eligible not testing to TEA.

Key Action 4	Campus SPED team ensures IEPs are written effectively and such content is supported and upheld by strong, sustainable campus SPED systems
Indicators of Success	• By the end of 2024-2025 school year, 100 percent of IEPs including specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. • Throughout the 2024-2025 school year, 100 percent of staff members will receive relevant portions of IEP within three days of finalization as demonstrated by campus systems and recordkeeping. • Throughout the 2024-2025 school year, 100 percent of quarterly audits of Power School records will show consistent documentation of accommodations and modifications in PowerSchool.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Raise the level of rigor in all classrooms by implementing the use of high order thinking questions and multiple response strategies.
Indicators of Success	• By the end of **October 2024**, 65% of classroom spot observations are expected to receive a rating of 4 or higher in the Engage & Deliver domain as evidenced by the spot domain tracker monitored on a weekly basis by the leadership team. • By the end of **October 2024**, 75% of teachers will be required to offer numerous chances for students to engage in critical thinking skills with both the teacher and their peers through a range of HOT questions and MRS strategies as evidenced by the lesson plan rubric monitored on a bi-weekly basis by the leadership team. • By the end of **April 2025**, 90% of classroom spot observations are expected to receive a rating of 4 or higher in the Engage & Deliver domain as evidenced by the spot domain tracker monitored on a weekly basis by the leadership team. • By the end of **April 2025,** 90% of teachers will be required to offer numerous chances for students to engage in critical thinking skills with both the teacher and their peers through a range of HOT questions and MRS strategies as evidenced by the lesson plan rubric monitored on a bi-weekly basis by the leadership team.

Key Action 2	Improve student writing across ELAR and Science classes by implementing purposeful and effective writing strategies.
Indicators of Success	• By the conclusion of **October 2024**, it is expected that 75% of lesson plans created by teachers of ELAR and Science for grades 2nd to 5th grade will include writing components in both subjects. This will be facilitated using SCR and ECR rubrics, in conjunction with the RACES/RACER strategy, as evidenced by a bi-weekly analysis of the lesson plan rubric and monitored by the leadership team. • By the conclusion of **April 2025**, it is expected that 90% of lesson plans created by teachers of ELAR and Science for grades 2 to 5 will include writing components in both subjects. This will be facilitated using SCR and ECR rubrics, in conjunction with the RACES/RACER strategy, as evidenced by a biweekly analysis of the lesson plan rubric.

Key Action 3	The principal ensures IEP's are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.
Indicators of Success	• By the end of the 2024-2025 school year, the principal will ensure that 100% of IEP's include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews by the leadership team. • Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as evidenced by dated signatures on IEP teacher receipt tracking form that will be monitored monthly by the leadership team.

Key Action 4	Campus improves English proficiency for Emergent Bilingual students.
Indicators of Success	• By June 2025, 49% of students will have grown one level of Proficiency, defined as SY 23-24 composite to SY 24-25 composite on TELPAS. • By May 2025, 60% of EB teachers will score 7/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for second semester.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Campus improves English proficiency for Emergent Bilingual students.
Indicators of Success	● By May 2025, 35% of students who grew one level of Proficiency, defined as SY23-24 composite to 40% for SY24-25 composite on TELPAS. ● By district PEIMS resubmission date, at least 95% of Emergent Bilingual (EB) students are identified and placed in appropriate instructional settings within the required timeframe, with no delays or errors in the process before PEIMS snapshot. ● By May 2025, all eligible students for the campus will complete the TELPAS assessment annually, with no lapses in compliance as evidenced by no reported incidents to TEA.

Key Action 2	Improve Math proficiency in Kinder-5th Grade
Indicators of Success	● In grades K -5th, the scores will grow by 5% points in achievement on the Math Assessment, measured by the NWEA MAP, from 39% to 44% on the MOY NWEA assessment. ● In the 2024-2025 school year, the number of students in grades 3rd-5th achievement Meets, as measured by the Math STAAR Assessment, will increase by 5% points from 33% in June 2024 to 38% in June 2025. ● In grades 2nd-5th, the average number of 3 weekly Zearn lessons completed by students, as evidenced by the Zearn lesson completion report during the first semester.

Key Action 3	Increase Reading proficiency in 2nd-5th Grade
Indicators of Success	● In grades 2nd -5th, the scores will grow by 5% points in achievement on the Reading Assessment, measured by the NWEA MAP, from 39% to 44% on the MOY NWEA assessment. ● In the 2024-2025 school year, the number of students in grades 3rd-5th achievement Meets, as measured by the Reading STAAR Assessment, will increase by 5% points from 40% in June 2024 to 45% in June 2025. ● In grades 2nd-5th, the average number of 3 weekly Summit K-12 lessons completed by students as evidenced by the Summit K-12 lesson completion report during the first semester.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Increase student achievement and growth on the NWEA MAP assessment in Mathematics, Reading and Science for grades 2-5 students at Kashmere Gardens Elementary
Indicators of Success	· By January 2025, 80% of 2-5-grade students will demonstrate growth in their Mathematics/Reading/Science RIT scores by at least 5 points compared to their baseline scores from the beginning of the academic year. This number will increase to 90% demonstrate targeted growth for EOY based on MOY performances. · By January 2025, 35% of 3-5 students will demonstrate achievement in the 61st percentile or higher on the NWEA Reading assessment. This number will increase to 40% by May 2025. (EOY) · By January 2025, 25% of 3-5 students will demonstrate achievement in the 61st percentile or higher on the NWEA Math assessment. This number will increase to 30% by May 2025. (EOY)

Key Action 2	Elevate the academic performance and holistic development of special education students, while striving for full adherence to regulatory standards and guidelines.
Indicators of Success	· By January 2025, 60% of special education students in grades K-2 will demonstrate targeted growth based on BOY performances in DIBELS. By June 2025, this rate will increase to 75%. · By December 2024, 70% of students receiving Special Education services in grades 2-5 will demonstrate growth on Math and Reading District assessments. By May 2025, this rate will increase to 80% · By December 2024, 70% of (4th and 5th grade) special education students will demonstrate growth on TEA math and reading interims. By May 2025, this rate will increase to 80% of special education students demonstrating growth on the TEA reading and math STAAR exams

Key Action 3	Enhance the quality of instruction and promote continuous improvement through effective classroom observations and on-the-spot coaching.
Indicators of Success	· By June 2025, 90% of teachers will report an improvement in their instructional practices and SPOT scores, based on feedback received through classroom observations and on the-spot coaching. · 80% of the scores on spot observations conducted in December by leadership team will be at minimum a 9 (proficient or higher); that percentage will increase to 90% in May 2025.

Key Action 4	
Indicators of Success	

Key Action 5	
Indicators of Success	

2024-2025 School Action Plan: Key Actions	
Key Action 1	By June 2025, 10% of Tier 2 and Tier 3 students will meet growth in NWEA Math
Indicator of Success 1	By June 2025, 65% of Tier 2 and Tier 3 students will meet or exceed their individual growth goals on the NWEA EOY MAP.
Indicator of Success 2	By June 2025, at least 50% of Emergent Bilingual students will meet their individual growth target on K-5 NWEA MAP Math.

Key Action 2	By June 2025, 10% of Tier 2 and Tier 3 students will meet growth in NWEA Reading.
Indicator of Success 1	By June 2025, 65% of Tier 2 and Tier 3 students will meet or exceed their individual growth goals on the NWEA EOY MAP.
Indicator of Success 2	By June 2025, at least 50% of Emergent Bilingual students will meet their individual growth target on Grades 2-5 NWEA MAP Reading.

Key Action 3	By June 2025, 85% of Educators will be rated as Proficient I in Domain 2 (Instruction). This will demonstrate Educator capacity to ensure First instruction and High Quality Instruction for all learners.
Indicator of Success 1	By June 2025, 85% of Teachers at Robinson Elementary will be Proficient I or above in Effective Instructional Practices and Delivery of Instruction using the District Spot Observation Form/T-TESS.
Indicator of Success 2	By June 2025, 75%-80% of learners will score S2-A on Demonstration of learning in all LSAE Classes with evidence present in a DOL classroom tracker in Grades 3-5 and reviewed weekly during PLCs.

Key Action 4	At Robinson Elementary during the 2024-2025 school year we will remain 100% in compliance with effectively written IEPS, which will be provided to staff with accommodations/modifications documented in PowerSchool to support student's meeting individual goals.
Indicator of Success 1	By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear and measurable goals tailored to each student's unique needs, as verified through periodic quarterly reviews.
Indicator of Success 2	Throughout the 2024-2025 school year, 100% of staff members will receive relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping.
Indicator of Success 3	100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.

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2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve the quality of instruction in Reading and Writing for PK-5
Indicators of Success	o Compared to last year data of 72% scoring 0 points out 10, by May 2024, 3rd - 5th grade students will score a 3 or higher on ECR based on the ECR rubric from the collection of extended constructed responses. By November 2024, 50% of 3rd - 5th graders will score a ⅗ or above by and by March 2025, 60% of 3rd-5th graders will score a 3/5 or above. o By January 2024, 50% of the scores in Domain 2 of Spot Observations will score 5/10 points and that percentage will increase to 6/10 by February 2025 and increase to 7/10 by May 2025.

Key Action 2	Implement differentiated instructional practices in our dual classroom that supports accelerated English Language acquisition
Indicators of Success	● By March 2024, there will be evidence of the use of scaffolding tools in 80% of lesson annotations and observed in at least 80% of classroom lessons as verified through lesson annotation reviews and classroom observations in K-2nd grade. ● By December 2024, 80% of students will increase at least .50 points from PLP#1 to PLP#2. By March 2025, 80% of students will increase at least 1.0 point from PLP #1 to PLP#3 using Summit K12.By March 2025, there will be an improvement in at least 80% of students' written samples. At least 70% of students in grades 1-5 will achieve a 1 out of 2 in daily SCRs.

Key Action 3	The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool as well as the principal consistently provides on-the-job coaching and feedback at a minimum monthly
Indicators of Success	● By EOY Sped Folder Audit, we will receive an overall average of at least a B and By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. ● Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping.

	● 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool. ● By June 2024-2025, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations a minimum of 80%, thereby promoting the effective application of feedback and continuous instructional improvement.

Key Action 4	Improving the quality of Tier 1 Math and Science instruction
Indicators of Success	● By December 2024, 60% of math and science teachers will earn at least 3 points in Engage and Deliver during spot observations. By February 2025, 60% of teachers will consistently earn 4/6 points in Engage & Deliver during spot observations. By May 2025, 70% of the math and science teachers will score proficient or higher in their EOY observations. ● 80% of students will consistently complete at least 3 lessons on Zearn per week by May 2025. o 70% of students will complete at least 30 lessons on Zearn December 2024. o 80% of students will complete at least 45 lessons on Zearn by December 2024. o 80% of students will complete at least 75 lessons on Zearn by February 2025. o 80% of students will complete at least 100 lesson on Zearn by March 2025

2024-2025 School Action Plan: Key Actions	
Key Action 1	Raise the level of rigor in all classrooms by implementing the use of high order thinking questions and multiple response strategies.
Indicators of Success	• By the end of **November 2024**, 65% of classroom spot observations are expected to receive a rating of 4 or higher in the Engage & Deliver domain as evidenced by the spot domain tracker monitored on a weekly basis. • By the end of **November 2024**, 75% of teachers will be required to offer numerous opportunities for students to engage in critical thinking skills with both the teacher and their peers through a range of HOT questions and MRS strategies as evidenced by data tracker monitored on a biweekly basis. • By the end of **April 2025**, 90% of classroom spot observations are expected to receive a rating of 4 or higher in the Engage & Deliver domain as evidenced by the spot domain tracker monitored on a weekly basis. • By the end of **April 2025,** 90% of teachers will be required to offer numerous opportunities for students to engage in critical thinking skills with both the teacher and their peers through a range of HOT questions and MRS strategies as evidenced by the data tracker monitored on a biweekly basis.

Key Action 2	Enhance Reading proficiency through targeted interventions to support diverse learners and ensure 2nd – 5th grade students achieve grade-level standards.
Indicators of Success	• By the middle of the year, NWEA Map Reading overall achievement will increase to the 40th percentile. • By the end of the year, NWEA Map Reading overall achievement will increase to the 50th percentile.

Key Action 3	The principal ensures IEP's are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.
Indicators of Success	• By the end of the 2024-2025 school year, the principal will ensure that 100% of IEP's include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews by the leadership team. • Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping. • 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.

Key Action 4	Campus improves English proficiency for Emergent Bilingual students.
Indicators of Success	• By June 2025, 49% of students will have grown one level of Proficiency, defined as SY23-24 composite to SY 24-25 composite on TELPAS. • By May 2025, 60% of EB teachers will score 7/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for second semester.

2024-2025 School Action Plan: Key Actions	
Key Action 1	**Improve instruction for all Special Education students by ensuring higher quality IEPs are created and implemented.**
Indicators of Success	• 100% of Special Education students will have an IEP created that includes measurable goals that are aligned to their most recent PLAAFP and FIE. • 100% of teachers will document students' IEP accommodations on graded assignments in PowerSchool. • 100% of teachers and staff will receive the relevant portions of the IEP for students that they service within 3 school days of the closure of the IEP. • On SPOT observations conducted by campus personnel throughout the 2024-2025 school year, the Engage and Deliver category scores will reflect that teachers are utilizing visuals, sentence stems, gestures, and/or other supports for Special Education students as demonstrated by an average of 3.5 at MOY and 4.5 at EOY. • 58% of Special Education students in grades 2-5 will be in the 61st growth percentile or higher on the reading MAP/NWEA assessment at EOY.

Key Action 2	**Establish and maintain a high-performance culture**
Indicators of Success	• By May 2025, the campus culture survey percentage of staff members who rate that we are providing a safe, healthy, and effective learning environment for our students at a 4 or higher on a 5-point scale will reach 85% by the end of year survey. • By May 2025, the campus culture survey percentage of staff members who rate collaboration between grade levels at a 4 or higher on a 5-point scale will reach 70% by the end of year survey. • Out of the SPOT forms conducted by campus personnel throughout the 2024-2025 school year, the Learning Environment category scores will reflect that teachers are maximizing instructional time and creating systems that foster an efficient and effective learning environment as evidenced by teachers scoring an average of 1.5 at MOY and 2 at EOY.

Key Action 3	**Build staff capacity by establishing a campus-based instructional model**
Indicators of Success	• 100% of teachers will implement an instructional model that allots 90 minutes for math and includes the 5E model and the CRA (Concrete, Representational, Abstract) framework and is aligned to state standards as evidenced by teachers' daily schedules and lesson plans.

	• 100 % of teachers will implement an instructional model that allots 120 minutes (K-3) and 90 minutes (4-5). The reading block will include Phonics, Phonological Awareness, Reading Comprehension, and Writing and align to state standards as evidenced by teachers' daily schedules and lesson plans. • 100% of teachers will implement the new Science TEKs and a Science instructional model that includes the 5E model as evidenced by teachers' daily schedules and lesson plans. • Out of the SPOT forms conducted by campus personnel throughout the 2024-2025 school year, the Engage and Deliver category scores will reflect that teachers are facilitating lessons that are on or above grade level, aligned to state standards, and promote a productive struggle as evidenced by an average score of 3.5 at MOY and 4.5 at EOY.

Key Action 4	Improve reading proficiency by ensuring high quality instruction across all grade levels
Indicators of Success	• In the spring of 2025, the DIBELS assessment data will show an increase from 82% (Spring 2024) to 85% of Kindergarten and First Grade students scoring at or above grade level. • In the spring of 2025, the NWEA reading data will show an increase from 62% to 65% of students in second and third grade scoring in the 61st percentile or higher. • In the spring of 2025, the NWEA reading data will show an increase from 75% to 78% of students in 4th and 5th grade scoring in the 61st percentile or higher.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve campus attendance, student citizenship, and leadership skills
Indicators of Success	• By June 2025, student attendance rate will be maintained or improved to 96% or greater. • By June 2025, All K-5th grade students will have leadership opportunities through after school programs throughout the school year. • By June 2025, 100% of teachers will conduct at minimum, 1 positive phone call per enrolled homeroom student each month of the school year.

Key Action 2	Improve Math achievement by implementing effective Tier 1 instruction through lesson internalization.
Indicators of Success	● 80% of all students will demonstrate .60 annual growth in the NWEA (MAP Assessment) from BOY to MOY to EOY 85% of all students will demonstrate at least .70 annual growth in Math assessment by June 2025.70% of Math teacher walk-throughs will score at least 10 out of 15 points or above by May 2024. ● 85% of PreK 4 students will score 3 out 3 on the EOY circle assessment on operations (English) and 3 out 3 (Spanish) by June 2025. ● 85% of PreK 4 students will score 4 out 5 on the EOY circle assessment on counting sets (English) and 4 out 5 (Spanish) by June 2025. ● 85% of PreK 4 students will score 2 out 2 on the EOY circle assessment on rote counting (English) and 2 out 2 (Spanish) by June 2025. (students will count beyond 21 in order to receive a 2.)

Key Action 3	Improve the quality of instruction for students receiving special education services, as well as emergent bilingual services.
Indicators of Success	● 50% of special education students in grades 3rd-5th grade will meet NWEA (Map) expected .60 growth measure on the MOY assessment. 75% of students in grades 3rd-5th will meet the expected .70 growth measure by EOY NWEA (MAP) assessment by June 2025 ● 100% of special education teachers will receive instructional quality scores above 10/15 points. ● By June 2025, 65% of students receiving emergent bilingual services will reach growth on TELPAS for the for 24-25 school year.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve the quality of instruction in Reading and Writing.
Indicators of Success	● By February 2025, 60% of all reading and writing teachers will score 2 out of 2 in *Planning*, score at least 4 out of 6 in *Engage and Deliver*, score at least 3 out of 4 in *Monitor and Adjust*, score 1 in *Reinforce and Direct*, and at least 1 out of 2 in *Learning Environment* in their spot observations. By May 2025, 75% of all reading and writing teachers will score at least proficient or higher in *Domain I, Planning in their 60-minute observation.* ● By January 2025, 25% of 3rd-5th grade students who scored 0 in their extended constructed responses (total of 168) will obtain a score of 1, 2, or higher. This will result in a decrease in the percentage of students with a score of 0 from 41.5% (168 students with a score of 0) to 20% (84 students with a score of 0) with the collection of extended constructed responses. ● By May 2025, 50% of 3rd-5th grade students who scored 0 in their extended constructed responses (total of 168) will obtain a score of 1, 2 or higher. This will result in a decrease in the percentage of students with a score of 0 from 41.5% (168 students with a score of 0) to 20% (84 students with a score of 0).

Key Action 2	Improve the quality of instruction in Math and Science.
Indicators of Success	● By January 2025, 80% of Math/Science Teachers will score 6/10 or higher in Engage & Deliver and Monitor & Adjust as evidenced by Spot Observations. By April 2025, 85% of Math/Science Teachers will score 8/10 or higher in Engage & Deliver and Monitor & Adjust as evidenced by Spot Observations. ● By February 2025, 1st-5th grade students will complete 30 lessons on ZEARN. By May 2025, 1st-5th grade students will complete 60 lessons on ZEARN.

Key Action 3	The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in Powerschool.
Indicators of Success	● By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. ● Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping. ● 100% of quarterly audits of PowerSchool records show consistent documentation of

	accommodations and modifications in PowerSchool.

Key Action 4	Close the learning gaps for Emergent Bilinguals.
Indicators of Success	● By January 2025, emergent bilingual students will be able write extended constructed responses and score 3 or more points in reading and writing lessons. By May 2025, campus will see a 10% increase in the percent of total students who will reach composite score benchmarks as compared to EOY 2023-2024. ● By May 2025, 60% of EB teachers will score 7/10 or higher in Domain II (Monitor and Adjust and Engage and Deliver) of the spot, measured by the monthly average spot score for the second semester.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Increase the capacity of instructional staff to improve the quality of instruction in Reading.
Indicators of Success	• By February 2025, 3/7 3-5 teachers will score at least 6/10 points in Domain II on their spot observations (Engage & Deliver/Monitor & Adjust) as measured by the monthly spot observations for the second semester. • By May 2025, 5/7, 3-5 teachers will score at least 6/10 points in Domain II on their spot observations (Engage & Deliver/Monitor & Adjust) as measured by the monthly spot observations for the second semester. • By the end of the 2024-2025 school year, the overall achievement percentile average for 5th grade students on the MAP assessments in Reading will increase from the 56th percentile at BOY to the 61th percentile at MOY and 66th percentile at EOY • By January 2025, 60% of students in grade 1 will meet their expected growth from BOY to MOY in DIBELS. The percentage will increase to 70% or higher by EOY.

Key Action 2	Increase the capacity of instructional staff to improve student outcomes for math
Indicators of Success	• By May 2025, 90% of grade 3 students will complete at least 65 on grade level digital Zearn lessons. • By February 2025, 90% of grade 3 students will complete at least 40 on grade level digital Zearn lessons. • By the end of the 2024-2025 school year, the overall achievement percentile average for grade 4 students on the MAP assessments in Math will increase from the 43rd percentile at BOY to the 48th percentile at MOY, and the 53rd percentile at EOY. • By MOY, 70% of Pre-K4 students will demonstrate proficiency on Math CIRCLE assessment in December 2024; 90% of Pre-K4 students will demonstrate proficiency on Math CIRCLE assessment by EOY in May 2025.

Key Action 3	Improve the quality of instruction in science
Indicators of Success	• Science STAAR: In 2024-2025 school year, the percentage of students at Meets level in STAAR will move from 5% in June 2024 to 10% in June 2025. • By February 2025, 70% of science teachers will score at least 4/10 points in Domain II on their spot observations (Engage & Deliver/Monitor & Adjust). The percentage will increase to 80% of science teachers scoring at least 6/10 points in Domain II on their spot observations (Engage & Deliver/Monitor & Adjust) by May 2025.

	• By January 2025, overall student achievement for MAP Science in grade4 will move from the 50th percentile at BOY to the 55th percentile at MOY. By May 2025, overall student achievement for MAP Science will move to the 60th percentile.

Key Action 4	Close the achievement gaps for students receiving Special Education services.
Indicators of Success	• 100% of students receiving Special Education services will have access to designated supports and receive appropriate accommodations and modifications as aligned in the student's IEP • By June 2025, 70% of students in special education will show expected progress on STAAR/STAAR ALT 2 (grades-3-5) • By the end of the 2024-2025 school year, each special education resource teacher will receive at least two classroom observations per month (October – May) and feedback will align in part to the spot observation rubric.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve English Proficiency for Emergent Bilingual students
Indicators of Success	• By June 2025, the percentage of Emergent Bilingual students who grew one Proficiency Level as measured by the Composite TELPAS Rating will increase by 15% from 2023-2024 to 2024-2025. • For the 2024-2025 school year, 65% of Emergent Bilingual students will meet their projected growth measure from BOY to MOY; increasing to 70% from BOY to EOY as measured by the Reading NWEA MAP. • By June 2025, Longfellow Elementary will improve in Domain 3: Closing the Gaps by one letter grade as measured by STAAR Reading 2023 Internal Rating.

Key Action 2	Grow staff capacity to provide high quality instruction.
Indicators of Success	• By May 2024, 80% of teachers will have an overall rating of proficient or higher in delivering of high-quality instruction as measured in Domain 2 of the T-TESS rubric. • In 2024 - 2025, 70% of teachers will receive a combined score of 5 or more points on the Instruction Domains of the District Spot Walkthrough form in December 2024; increasing to 80% in May of 2025. • By May 2025, Longfellow’s overall rating will increase by one proficiency level as measured by IRT from the 1st round to the 4th round. • By May 2025, Longfellow’s average score will double from 2.5 to 5 in the Instruction Domains as measured by the IRT.

Key Action 3	Improve academic achievement for students serviced under Special Education.
Indicators of Success	• For the 2024-2025 school year, 65% of students with an IEP will meet their projected growth measure from BOY to MOY and increase to 70% from BOY to EOY as measured by the NWEA MAP. • By June 2025, 75% of students with an IEP will meet their annual IEP goals.

Key Action 4	Increase math proficiency for students in grades K-5.

Indicators of Success	• For the 2024-2025 school year, 65% of students will meet their projected growth measure from BOY to MOY and increase to 70% from BOY to EOY as measured by the NWEA MAP. • By May 2025, the percentage of students scoring Meets and Masters on the Math STAAR test will increase from 31% to 40% from the 2023-2024 school year.

2024-2025 School Action Plan: Key Actions	
Key Action 1	ARDs for students with IEPs will be held on time and the principal or assistant principal will participate in ARDs during the 2024-2025 school year.
Indicators of Success	● By the end of the first semester, 100% of campus ARDs are held on or before the deadline. ● Ensure that 100% of newly enrolled students with IEPs will have information verified and accurately reflected in the ARD tracker within one week of their enrollment, with bi-weekly checks to monitor accuracy. ● The principal or assistant principal will ensure timely and full attendance at 100% of ARD meetings, actively participating in discussions to enhance student support as evidenced by the ARD minutes and ARD participation.

Key Action 2	Looscan Elementary improves English proficiency for Emergent Bilingual students.
Indicators of Success	● By June 2025, 39% of students who grew one level of Proficiency, defined as SY23-24 composite to 45% for SY24-25 composite on TELPAS. ● By district PEIMS resubmission date, at least 95% of Emergent Bilingual (EB) students are identified and placed in appropriate instructional settings within the required timeframe, with no delays or errors in the process before PEIMS snapshot. ● By May 2025, all eligible students for the campus will complete the TELPAS assessment annually, with no lapses in compliance as evidenced by no reported incidents to TEA.

Key Action 3	Improve Math proficiency in Kindergarten through 5th grade
Indicators of Success	● In grades K -5th, the scores will grow by 5 percentage points on the Math Assessment, measured by the NWEA MAP, from 31% to 36% on the MOY NWEA assessment. ● In the 2024-2025 school year, the number of students in grades 3rd-5th achievement Meets, as measured by the Math STAAR Assessment, will increase by 5% points from 45% in June 2024 to 50% in June 2025. ● In grades 2nd - 5th, 90% of students will have completed 3 weekly on-grade level Zearn lessons, as evidenced by the Zearn lesson completion report during the first semester.

198: LOVE EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Establish clear expectations around curriculum use and level of instructional rigor across all grade levels for the District Curriculum in ERLA and SRLA, the District Curriculum in Math, and SAVVAS in Science
Indicators of Success	· 70% of all core teachers will receive a 7 or higher on their December SPOT observation by campus administration and will increase to 9 by the April SPOT observation. · An IRT score of 9 or higher. This will increase by one point per IRT visit. · 80% of all students will demonstrate growth on the DIBELS/MAP assessment from BOY to MOY.

Key Action 2	Increase student attendance to 95% ADA
Indicators of Success	● Average schoolwide attendance rates will be above 95% each week as evidenced by weekly district attendance reports.

Key Action 3	The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool
Indicators of Success	● By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. ● Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping.

Key Action 4	Grow teacher capacity to improve the quality of instruction
Indicators of Success	● The campus will maintain an overall score of 12 or higher on IRT 1 in Fall 2024, which will reflect scholar engagement and teacher planning for engagement and addressing misconceptions.

	● By March 2025, 80% (20/25) of teachers will achieve 6 of the 8 points possible in Domain 2 for their highest March 2025 SPOT by their appraiser. ● The campus will achieve an overall score of 12 or higher on the highest IRT of the 24-25 school year, which will reflect scholar engagement and teacher planning for engagement and addressing misconceptions.

199: LOVETT EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve the quality of Instruction and service delivery to Special Education Students. Lovett has a growing special education population, and we continually focus on writing effective IEPs, implementing the IEP with fidelity and engaging our special education students through a variety of engagement strategies. We will focus on training all staff on federal and state compliance, daily implementation of high-quality instructional strategies and effective implementation of accommodations and modifications to increase the performance of our special education students on grade level curriculum
Indicators of Success	● * 80% of special education teachers will average a score of 4 or higher in the Engage and Deliver portion of the spot by the end of the 2025 academic year. ● 100% of special education teachers will complete 6-week progress monitoring according to HISD timelines to measure student academic growth within each 6-week cycle. ● Each 6 weeks 95% of students will show growth towards meeting IEP goals as measured by IEP progress reports. ● Meet all HISD and TEA timelines for ARD completion based on monthly compliance reports ● Increase score on Spring 2025 Special Education Folder Review from 96.2% to 98% (Fall 2024 to 97% and Spring 2025 to 98%) ● *30% of special education students will show expected growth from BOY MAP Reading to MOY MAP Reading. This will increase to 35% or above by EOY MAP Reading ● Increase the percentage of special education students achieving at the 41st percentile and above from ● 35% of special education students will achieve at the 50th percentile or better on MOY MAP Reading. This will increase to 40% by EOY MAP Reading.

Key Action 2	Grow teacher capacity to provide the highest quality instruction to all students. Lovett Elementary's average score on 23-24 IRT is 8.43 with an average in Domain II of 3.64 and Domain III of 3.34. Feedback from the IRT identified improvement needed in rigor and increasing staff capacity to effectively implement HQI strategies that leads to the teacher delivering the instruction with a pace and in a way that allows them to have evidence that 80% or more of their students are mastering the learning objective
Indicators of Success	● *At least 50% of Lovett teachers will have an average spot of proficient I by December 2024. This will increase to 60% February spots and 75% by May ● *By December 2024, the campus average for Engage and Deliver will be 3.0 or above; this will increase to 4.0 or above by May 2025

	● By June 2025 the percentage of African American Students meeting standards will increase from 57% to 61% on STAAR RLA ● By June 2025 the percentage of African American students meeting standards will increase from 49% to 53% on STAAR Math ● By June 2025 the percentage of Hispanic students meeting standards in math will increase from 61% to 65%

Key Action 3	Quality IEPS The principal ensures IEPs are well-written, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool
Indicators of Success	● By the end of the 24-25 school year, the principals will ensure 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. ● Throughout the school year 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as documented by campus records. ● *100% of quarterly audits of PowerSchool records will show consistent documentation of accommodations and modifications in PowerSchool ● 100% of parents with special education students will receive Progress Reports at the end of each 6 weeks grading cycle.

Key Action 4	Ensure HQI in Reading and Math focused on improving performance for African American students in reading and improve the performance of African American and Hispanic students in math.
Indicators of Success	● By June 2025 67% of African American Students will reach the reading achievement target as defined by TEA Domain 3 accountability ● By June 2025 67% of African American Students will reach the math achievement target as defined by TEA Domain 3 accountability ● By June 2025 53% of Hispanic Students will reach the math achievement target as defined by TEA Domain 3 accountability ● *By December 2024, the campus will have an average of 2.5 or higher in the monitor and adjust section on spot observations, this will increase to 3.0 or higher by May 2025 ● 50% of African American Students in grades 2-5 will achieve at the 61st percentile or better on Reading MOY MAP and 58% at the 61st percentile by EOY Reading MAP ● 50% of African American and Hispanic students will achieve at that 61st percentile on Math MOY MAP and this will increase to 55% by EOY Math MAP

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve the quality of instruction in Reading.
Indicator of Success 1	By December 2024, 70% of walkthroughs will reflect a score at or above 4 points on the Engage and Deliver component of the walkthrough form and the percentage will increase to 80% by May 2025.
Indicator of Success 2	By September 30, 2024 each appraiser will provide 24 or more coaching interactions per month and increase to 30 coaching interactions per month by November 2024.
Indicator of Success 3	By September 30, 100% of 3rd-5th grade Reading teachers will administer and track DOLs daily.

Key Action 2	Improve the quality of instruction in Math.
Indicator of Success 1	By December 2024, 70% of walkthroughs will reflect a score at or above 4 points on the Engage and Deliver component of the walkthrough form and the percentage will increase to 80% by May 2025.
Indicator of Success 2	By September 30, 2024, each appraiser will provide 24 or more coaching interactions per month and increase to 30 coaching interactions per month by November 2024.
Indicator of Success 3	By September 30, 100% of 3rd-5th grade Math teachers will administer and track DOLs daily.

Key Action 3	Improve quality of IEPS and service delivery for students with a designation of special education.
Indicator of Success 1	By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs will include specific, clear, measurable goals tailored to students' needs, as verified through random quarterly reviews.
Indicator of Success 2	100% of Special education progress reports will be submitted by the deadline.
Indicator of Success 3	Throughout the 2024-2025 school year, 100% of staff will receive relevant portions of IEPs within 3 days of finalization as evidenced by campus record keeping.

Indicator of Success 4	100% of quarterly audits of Power School will reflect consistent documentation of accommodations in Power School.

Key Action 4	Improve English proficiency for Emergent Bilingual Students.
Indicator of Success 1	By May 2025, 60% of EB teachers will score 8/10 or higher in Domain II of the walkthrough form, as measured by the monthly average score for semester two.
Indicator of Success 2	By 2024 PEIMS Snapshot 100% of students identified as EB by Home Language Survey are tested and appropriately coded.
Indicator of Success 3	By May 2025, 100% of eligible EB students complete the TELPAS assessment annually, with no lapses in compliance as evidenced by reported incidents of ineligible students testing or eligible students not being tested.

203: MADING EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Increase student achievement in Reading and Writing through High-Quality Instructional
Indicators of Success	● In 80% of Mading Spot observations in December, teachers with 5 or more years of service will score 6 points or higher out of 10 points total in Domain II (Monitor & Adjust and Engage & Deliver) and teachers with less than 5 years of service will score 5 points or higher out of 10 points total in Domain II (Monitor & Adjust and Engage & Deliver). By May, 90% of Mading Spot observations, teachers with 5 or more years of service will score 8 points or higher out of 10 points total in Domain II (Monitor & Adjust and Engage & Deliver) and teachers with less than 5 years of service will score 6 points or higher out of 10 points total in Domain II (Monitor & Adjust and Engage & Deliver) . ● 40% of 3rd - 5th graders will score a 3/5 or above by December 2024 will consistently achieve a 3 or higher on a monthly SCR or ECR writing based on the STAAR Rubric. ● 60% of 3rd - 5th graders will score a 3/5 or above by February 2025 will consistently achieve a 3 or higher on a monthly SCR or ECR writing based on the STAAR Rubric. ● 70% of 3rd - 5th graders will score a 3/5 or above by May 2025 will consistently achieve a 3 or higher on a monthly SCR or ECR writing based on the STAAR Rubric. ● 75% of students will consistently earn S2 or above on DOL by February 2025. ■ 50% of students will consistently earn S2 or above on DOL by October 2024 ■ 60% of students will consistently earn S2 or above on DOL by December 2024

Key Action 2	Increase student achievement in Math and Science through High-Quality Instructional
Indicators of Success	● 75% of students will consistently earn S2 or above on DOL by February 2025. ○ 50% of students will consistently earn S2 or above on DOL by October 2024 ○ 60% of students will consistently earn S2 or above on DOL by December 2024 ● In 80% of Mading Spot observations in December, teachers with 5 or more years of service will score 6 points or higher out of 10 points total in Domain II (Monitor & Adjust and Engage & Deliver) and teachers with less than 5 years of service will score 5 points or higher out of 10 points total in Domain II (Monitor & Adjust and Engage & Deliver).

	By May, 90% of Mading Spot observations, teachers with 5 or more years of service will score 8 points or higher out of 10 points total in Domain II (Monitor & Adjust and Engage & Deliver) and teachers with less than 5 years of service will score 6 points or higher out of 10 points total in Domain II (Monitor & Adjust and Engage & Deliver) .By EOY/May 2025 100% of students K-5th will complete 100 Zearn digital lessons ● By December 2024 75% of students K-5th will complete 40 Zearn digital lessons. By EOY/May 2025 100% of students K-5th will complete 90 Zearn digital lessons.

Key Action 3	Improve the quality of instruction for EB students by enhancing teachers' ability to critically review and enhance curriculum to ensure rigor during Tier 1 instruction
Indicators of Success	● 60% of EBs will complete 15% of their SummitK12 personalized lesson plan by December 2024. 80% of English Learners (EBs) will complete 80% of their PLP by May 2025. ● In 90% of Mading Spot observations in April, Dual Language teachers will score 8 points or higher out of 10 points total in Domain II (Monitor & Adjust and Engage & Deliver). ○ In 80% of Mading Spot observations in November, Dual Language teachers will score 8 points or higher out of 10 points total in Domain II (Monitor & Adjust and Engage & Deliver).

Key Action 4	Improve Special Education instruction and service delivery
Indicators of Success	● By January 2025, each special education teacher will receive at least two classroom observations per month and feedback will align with the previous week's coaching action step(s). By the end of the 2024-2025 school year, each special education teacher will receive at least two classroom observations, and score at least a 9 on the SPOT Form. ● In 90% of Mading Spot observations in April, Special Education teachers will receive 8 points or higher out of 10 points total in Domain II (Monitor & Adjust and Engage & Deliver). ○ In 80% of Mading Spot observations in November, Special Education teachers will score 8/10 or 8 points or higher out of 10 points total in Domain II (Monitor & Adjust and Engage & Deliver). ● By MOY audit 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool. ● By EOY 2024 2025 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.

204: MEMORIAL EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve mathematics performance in grades K-5
Indicators of Success	• The percentage of K-5 students on our campus will have a conditional growth index (CGI) index of 0.6 or higher on NWEA MAP in mathematics will increase from 70% in May 2024 to 73% in May 2025. • The average percentile growth of K-5 grade students in NWEA math will increase 3 percentile points (67 to 70) • Students in grades 3-5 taking math STAAR will move from 63% meets/masters in June 2024 to 66% meets/masters by June 2025. • By November 2024, 100% of math teachers will score partially demonstrated or higher in the instruction practices domain on the SPOT observation form; This will increase to mostly demonstrated or exemplar by June 2025.

Key Action 2	Improve ELA achievement in grades K-5
Indicators of Success	• The percentage of K-5 students on our campus will have a conditional growth index (CGI) index of 0.6 or higher on NWEA MAP in reading will increase from 69% in May 2024 to 73% in May 2025. • The average percentile growth of K-5 grade students in NWEA reading will increase 4 percentile points (67 to 71) • Students in grades 3-5 taking ELA STAAR will move from 68% meets/masters in June 2024 to 72% meets/masters by June 2025. • The percentage of K-1 students on our campus scoring at or above benchmark on the DIBELS assessment will increase from 84% in May 2024 to 87% in May 2025. • By November 2024, 100% of ELA teachers will score partially demonstrated or higher in the instruction practices domain on the SPOT observation form; This will increase to mostly demonstrated or higher by June 2025.

Key Action 3	Grow staff capacity to provide the highest quality instruction

Indicators of Success	• Spot observations conducted in December by the IRT team will be Proficient I or higher; that percentage will increase to Proficient II in May 2025. • 80% of the teachers will be proficient or higher in the delivery of high-quality instruction measured by Dimension 2.1 through 2.5 (Instruction) of the T-TESS rubric.

Key Action 4	The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool
Indicators of Success	• By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. • Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping. • 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.

207: MONTGOMERY EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Montgomery Elementary will improve the quality of Tier 1 instruction by implementing the NES model with fidelity
Indicators of Success	● Montgomery's average in the engage and deliver domain will increase from 3.67 to 4.50 or above between IRT round 1 and IRT Round 3. o Progress Monitor: October and December IRT visits by LSI department. ● 85% (19/22) of classrooms will earn 5/6 points in the planning and learning environment section of the "Montgomery 5 min calibrations" forms by May 2025. By the end of November 60% (13/22) of classrooms will earn 5/6 points. ● 85% (19/22) of classrooms will earn 5/6 points in the "Engage and Deliver" components of the "Montgomery 5 min calibrations" forms by March 2025. By the end of November 60% (13/22) of classrooms will earn 4/6 points in this section.

Key Action 2	Montgomery elementary will improve the performance for African American and Hispanic students in Reading and Math, thus improving Domain I student achievement and closing the academic achievement gap in domain 3.
Indicators of Success	● Montgomery elementary will close the achievement gap in Reading by 5% points for Hispanic and African American students in STAAR. This means in reading 23 African American students will score at meets or above and 54 Hispanic Students will score at meets and above. o Progress Monitoring: Each unit for each unit assessment Leaders will heat map the TEKS to progress monitor these students' achievement in Reading, Writing and Math in CADFA's and DOLs. ● 75% of African American students in 4th and 5th grade will grow at least 1.2 years in MAP Math by the EOY. By MOY 70% of African American students in 4th and 5th grade will exceed NWEA's "expected growth" from Fall to Winter in MAP Math. ● By March 2025 the Lead4Ward Leadership report card TEKS heat maps (CADFA's and DOLs) will reflect a 5% increase from STAAR 2024 in the 5.8A to 5.10A Reading TEKS.

Key Action 3	Increase the student achievement in TELPAS and Biliteracy of Emergent Bilingual Students
Indicators of Success	● 100% of emergent bilingual students in 3rd and 4th grade will have an average usage equivalent to 40 minutes per week in AMIRA and 30 Minutes of SUMMIT K-12 by the 30th week of school. ● The 14 Priority TELPAS students will grow 1 level in TELPAS composite. ○ Progress monitoring will occur in October and November during Saturday TELPAS Tutorials focused on writing samples.

Key Action 4	Increase the quality and rigor of MRS strategies in Pre-K through 5th grade to increase student engagement
Indicators of Success	- 80% of teachers will consistently earn "mostly demonstrated" in the "engage and deliver" component of their SPOT observations by implementing multiple MRS strategies throughout their lesson by March 2025. - 80% of teachers will consistently earn "Mostly demonstrated" in the "monitor and adjust component of the SPOT observations by demonstrating the use of MRS strategies when checking for understanding by March 2025. - Teachers will consistently demonstrate 80% mastery of MRS strategies by following the campus improvement plan.

Key Action 5	Improve Special education services by increasing the quality of IEP goals and IEP implementation by Special education teachers
Indicators of Success	-By the MOY the campus will receive an overall average of a B in the Sp.Ed folder audit and will increase to an A by July 2025. - Special education teachers SPOT observation scores in domain 1 planning will increase from 0 to 2 by the end of the first month of school. - 75% of Special education resource students will increase their RIT scores by a minimum of 5 points from the BOY to the MOY in Reading. -Special Education student achievement in MAP reading and math will increase by a minimum of 8 points from the BOY to the EOY.

209: NEFF ECC

2024-2025 School Action Plan: Key Actions	
Key Action 1	Increase high quality tier one instruction of all content areas by building teacher content capacity
Indicators of Success	● 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 2025. ● 75% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by Dimensions 2.1 through 2.5 (Instruction) of the T-TESS rubrics. ● The average score of the spot observations conducted by school leaders in May 2025 will be at least 10 and that score will differ from the average IRT's score by no more 2 points overall

Key Action 2	Increase Special Education team's compliance and instructional capacity through realignment of skills and systems
Indicators of Success	● 80% of students identified in special education will demonstrate progress from middle-of-year (MOY) to end-of-year (EOY) on the NWEA Math assessment. ● 80% of students receiving SPED services will meet or exceed their individual growth measures identified in their IEP by Spring 2024 ● 100% of teachers will provide daily accommodations for students in accordance with IEPs/504 plans and document accommodations bi-weekly through spreadsheet Progress monitoring target-weekly check-in during PLCs. ● 100% of Co-teachers will: participate in content PLC, lead differentiated learning for SpEd students and continuously track Sped IEP goals for the assigned caseload throughout the school year.

Key Action 3	Improve campus- wide reading instruction in grades prek-1 to increase student reading proficiency
Indicators of Success	● Spot observation data for SLA and ELA teachers will show at least 80% of teachers rated Prof 1 in Domain 2 Instruction by the end of December 2024 and 85% of teachers by May 2025 ● By May 2025, 80% of Pre-K students will meet benchmark scores on all subtests related to

	literacy and math in the EOY CIRCLE Assessment, as aligned with teacher performance measures.

Key Action 4	Campus improves English proficiency for Emergent Bilingual students
Indicators of Success	● Spot observation data for SLA and ELA teachers will show at least 80% of teachers rated Prof 1 in Domain 2 Instruction by the end of December 2024 and 85% of teachers by May 2025 ● By June 2025, campus will see 20% increase in percent of total students who hit composite score benchmark as compared to EOY SY23-24 ● By May 2025, 70% of Dual Language teachers will score proficient or higher on Spots, as measured by the monthly average spot score for second semester.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Increase the quality of reading instruction in all classrooms.
Indicators of Success	· Percentage of students meeting 0.6 by MOY to 40% or more. Increase to students meeting 1.0 growth on EOY Map to 60% or more. · 60% or more of teachers average in the Proficient level on Spot Observation forms (9 – 11 average points) by MOY increasing to 80% or more of teachers scoring in the Proficient level on Spot Observation forms (9 – 11 average points) by EOY. · Increase average score on IRT from a 10 to 12 by EOY.

Key Action 2	Use of data to strengthen the quality of instruction during LSAE.
Indicators of Success	· Increase the number of students scoring S2/A from 40% or more MOY (January 2025) to 60% or more by EOY (May) MAP as shown by benchmark data. · 100% implementation of second teach campus protocol using data to target standards.

Key Action 3	Improve student achievement of Special Education students in all grade levels.
Indicators of Success	· 100% implementation of SPED pull – out support during LSAE. · SPED students showing MAP growth increasing from 50% or more on MOY to 75% or more of students showing growth on EOY MAP. · 65% or more of Special Education teachers scoring on the Proficient level on Spot Observation forms (9 – 11 average points) by MOY increasing to 80% or more of teachers scoring in the Proficient level on Spot Observation forms (9 – 11 average points) by EOY.

Key Action 4	Improve student achievement of EB students in all grade levels.
Indicators of Success	· 100% implementation of EB supports and scaffolds throughout all lessons and grade levels. · Increase in composite scores on TELPAS for grade levels K-5. · EB students showing MAP growth increasing from 50% or more on MOY to 75% or more of students showing growth on EOY MAP.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve student writing proficiency by utilizing campus wide writing alignment protocols and rubrics.
Indicator of Success 1	Campus cumulative increase of .75 points on campus formative writing rubric.
Indicator of Success 2	Increase the number of students that are identified as proficient writers by 7.5 % from BOY to MOY. Proficient writers are defined as students scoring at or above 5/10 points on a campus writing rubric aligned to the STAAR ECR.
Indicator of Success 3	Increase the number of students that are identified as proficient writers by 7.5 % from MOY to EOY. Proficient writers are defined as students scoring at or above 5/10 points on a campus writing rubric aligned to the STAAR ECR.
Indicator of Success 4	Students in special education in grades 2-5 will show a 1 point increase on the campus writing rubric from the BOY to the EOY.

Key Action 2	The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool
Indicator of Success 1	By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews.
Indicator of Success 2	100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.

Key Action 3	Increase student math proficiency through targeted intervention programs.
Indicator of Success 1	70% of students in targeted math interventions will meet expected growth target from BOY to MOY.
Indicator of Success 2	70% of students in targeted math intervention will meet expected growth target from MOY to BOY.
Indicator of Success 3	20% of students in intervention will be exited by MOY due to meeting grade level standard on NWEA MOY.
Indicator of Success 4	80% of students will make progress on formative benchmarks given monthly.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Oates will increase high quality tier 1 instruction to increase student achievement through spot observations and feedback.
Indicators of Success	● 80% of our teachers will be proficient (8:10 Domain 2 Indicators) or higher in the delivery of high-quality instruction as measured by the district's teacher evaluation in Domain 2 by May of 2025. ● Out of 80 classroom walkthroughs conducted by the end of December by the Admin team, 60% of teachers will be proficient or higher in Domain 2. The percentage will increase to 80% by May 2025.

Key Action 2	Oates will improve student proficiency in Reading and Math by implementing the HISD curriculum with fidelity.
Indicators of Success	● By May of 2025, 3rd-5th grade students will increase from 63% to 67% performing in growth metric as measured by NWEA Math growth. ● By May of 2025, 2nd-5th grade students will increase from 60% to 65% performing in growth metric as measured by NWEA Reading growth. ● By June 2025, 3rd-5th grade students will increase from 30% to 40% in meets and 10% to 15% in masters as measured by the STAAR Reading. ● By June 2025, 3rd-5th grade students will increase from 42% to 50% in meets and 14% to 20% in masters as measured by the STAAR Math.

Key Action 3	Improve the quality of instruction by providing on-the-job coaching and feedback.
Indicators of Success	● Create a structured weekly schedule that will be implemented to ensure each special education teacher receives at least one dedicated coaching session per week. Coaching sessions will result in 1-2 actions steps agreed upon between teacher and administrator. ● By June 2024-2025, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations a minimum of 80%, thereby promoting the effective application of feedback and continuous instructional improvement.

Key Action 4	Implement our campus SpEd expectations with fidelity to improve student achievement for our students with special needs.
Indicators of Success	● 65% of the students in SpEd will show expected annual growth performing in the 41%-60%tile as measured by NWEA assessment in Reading and Math. ● 100% of our teachers will progress monitor Sped students as measured through the student’s IEPs accommodations to ensure progress is being met on IEP Progress Monitoring Reporting requirements. ● The principal/assistant principal will ensure timely and full attendance at 100% of ARD meetings, actively participating in discussions to enhance student support as evidenced by the ARD minutes and ARD participation. ● By the end of the first semester, 100% of campus ARDs are held on or before the deadline.

Key Action 5	Increase the percentage of students increasing a proficiency level in English acquisition as defined by TELPAS scores.
Indicators of Success	● By June 2025, 60% of Emergent Bilingual students will meet their individual growth target on 2-8 NWEA MAP Reading. ● By June 2025, the student composite score will increase from 41% as defined in SY23-24 TELPAS to 49% in SY24-25 TELPAS. ● By June 2025, campus will see a 12% increase in percent of students who hit composite score benchmark as compared to EOY SY23-24 in DIBELS.

213: OSBORNE EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	The Leadership Team will grow staff capacity to provide the highest quality instruction. The Leadership Team's focus on growing staff capacity to deliver high-quality instruction directly supports Board Goals 1 and 2 by enhancing teaching effectiveness in 3rd-grade reading and math. It also aligns with Board Goal 4 by ensuring teachers are equipped to improve SWD performance in reading and math for grades 3-8. This action plan reinforces district-level priorities and leverages key points from the district's overall strategic plan
Indicators of Success	• Increase the alignment of leadership calibration walks by 10% each quarter, achieving an overall alignment rate of at least 90% by May 2024 using the SPOT observation form as a tool as evidenced by the campus calibration tracker • By May 2025, 95% of teachers will be rated 9 or higher on the SPOT observation in delivering high-quality instruction, as evidenced by a bi- weekly analysis of the district's SPOT data dashboard. Progress will be tracked quarterly, with at least 75% of teachers reaching this rating by December 2024 and 95% by May 2025 to ensure continuous improvement. • By June 2025, 100% of lesson plans will include a writing component (SCR or ECR), as evidenced by the weekly analysis of campus lesson plan

Key Action 2	The Leadership Team will consistently provide on-the-job coaching and feedback at a minimum monthly to improve SPED quality of instruction. The Leadership Team will provide monthly coaching and feedback to improve the quality of instruction for students receiving SPED services. This aligns with Board Goal 4 (SWD Reading & Math, Grades 3-8) by strengthening instructional practices to enhance outcomes for Students With Disabilities in reading and math
Indicators of Success	• By September 2024, a structured weekly schedule will be developed and implemented to ensure that 100% of special education teachers receive at least one dedicated coaching session per week. These coaching sessions will result in 1-2 actionable steps agreed upon between the teacher and administrator, as evidenced by weekly coaching logs and/or

	Spot feedback between September 2024 and May 2025. ● By May 2025, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations a minimum of 80%, thereby promoting the effective application of feedback and continuous instructional improvement. ● 80% of SPED teachers will deliver high-quality instruction as evidenced by a 9 or higher rating on the spot observation by December 2024. 95% of SPED teachers will deliver high-quality instruction as evidenced by a 9 or higher rating on the spot observation by May 2025.

Key Action 3	Improve English proficiency for Emergent Bilingual students across the campus. The Leadership Team will support teachers in implementing targeted strategies to improve English proficiency for Emergent Bilingual students, with ongoing professional development and regular data monitoring to track progress. This aligns with Board Goals 1 and 2 (3rd Grade Reading & Math) by focusing on language acquisition, which supports overall literacy and numeracy development critical to student achievement
Indicators of Success	● By June 2025, 90% of EB teachers will be rated an average of 6/10 or higher in the combination of Domains II and III (Monitor & Adjust and Engage & Deliver), as evidenced by bi-weekly SPOT observation data analysis. Progress will be reviewed quarterly, with at least 50% of teachers meeting the target by February 2025 and 90% by June 2025 to ensure continuous improvement. ● By June 2025, 70% of students will have grown one level of proficiency, as measured by the TELPAS composite score from SY 23-24 to SY 24-25. Progress will be monitored quarterly using Summit K-12 pre, interim, and post test, with at least 50% of students demonstrating incremental growth by December 2024 and 60% by March 2025, ensuring continuous improvement towards the end-of-year target.

Key Action 4	The Leadership Team will ensure IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.

	The Leadership Team will provide monthly coaching and feedback to ensure that IEPs are effectively written, shared with staff, and accommodations are accurately documented in PowerSchool. This aligns with Board Goal 4 (SWD Reading & Math, Grades 3-8) by ensuring compliance with IEPs to enhance outcomes for Students with Disabilities in reading and math
Indicators of Success	● By Fall 2024: Achieve a letter grade B on campus folder audit as evidenced by the district audit report. By May 2025, the campus will achieve a letter grade A on campus folder audit as evidenced by the district audit report. ● By June 2025, students receiving SPED services will receive instructional support and accommodations with 100% accuracy as evidenced by bi-weekly PowerSchool documentation and service logs. Progress will be monitored monthly, with at least 70% accuracy by December 2024 and 100% by June 2025, ensuring continuous improvement toward the year-end goal. ● By June 2025, 80% of IEPs will include specific, clear, and measurable goals tailored to each student's unique needs, as evidenced by quarterly reviews of random SPED student folders. Progress will be reviewed quarterly, with at least 60% of IEPs meeting this standard by December 2024 and 80% by June 2025, ensuring consistent progress toward the 80% target.

2024-2025 School Action Plan: Key Actions	
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.
Indicators of Success	1. By June 2025, 40% of students in grades 3-5 will score at least a 6 or higher on Extended Constructive Response (ECR) using the RLA Constructed Responses Scoring Guide. a. By January 2025, 25% of students in grades 3-5 will score at least a 6 or higher on ECR using the RLA Constructed Responses Scoring Guide. 2. By May 2025, the percentage of students who perform at/above benchmark on the EOY DIBELS assessment will improve from 62% at EOY 2023-2024 to 70% in kindergarten and from 79% at EOY 2023-2024 to 85% in first grade. a. By January 2025, the percentage of students who perform at/above benchmark on the MOY DIBELS assessment will improve to 50% in kindergarten and from 60% in first grade. 3. By April 2025, 85% of ELA Teachers will score 8/10 or higher in Engage & Deliver and Monitor & Adjust as evidenced by Spot Observations. a. By January, 80% of ELA Teachers will score 6/10 or higher in Engage & Deliver and Monitor & Adjust as evidenced by Spot Observations.

Key Action 2	Based on our campus needs assessment, we will increase math proficiency of all student groups with a special focus on the lowest performing groups in each proficiency level.
Indicators of Success	1. By May 2025, 60% of Math teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for second semester. • By December 2024, 60% of Math teachers will score 5/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for second semester. 2. By May 2025, 80% of students will complete at least 80 lessons on Zearn for grades 5 and at least 40 lessons on Zearn for grades K-4, as measured by overall lessons completed this year. • By December 2024, 50% of students will complete 40 lessons on Zearn for grades 5 and at least 20 lessons on Zearn for grades K-4, as measured by overall lessons completed this year.

Key Action 3	The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.

Indicators of Success	1. By June 2025, 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool. • By MOY audit 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool. 2. 50% of students with disabilities will meet or exceed their growth projections on the middle-of-the-year and end-of-the-year mCLASS DIBELS/Lectura and NWEA MAP Growth assessments in Reading and Math. 3. 90% of our students receiving Special Education services will show adequate progress towards their IEP goals, as measured by 3-weeks' progress notes.

Key Action 4	Improve the quality of instruction for Emergent Bilinguals.
Indicators of Success	● By April 2025, 60% of Bilingual/ESL Teachers will score 8/10 or higher in Engage & Deliver and Monitor & Adjust as evidenced by Spot Observations. • By January 2025, 60% of Bilingual/ESL Teachers will score 5/10 or higher in Engage & and Monitor & Adjust as evidenced by Spot Observations. ● By May 2025, 75% of English Bilingual students (EBs) will complete an average of 30 minutes of their personalized lesson plan (PLP) per week. • By December 2024, 50% EB's will complete 30 minutes of their Summit K-12 personalized lesson plan per week.

215: PARKER EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Enhance Teacher Capacity in Instructional Planning and Delivery of High-Quality Instruction in Every PK-5th Grade Classroom
Indicators of Success	● By October 2024, 60% of teachers will receive an exemplary learning environment as demonstrated on HISD Spot Observations (2 out of 2 points) and Reinforce & Redirect (1 out of 1 points). This percentage will increase to 90% by May 2025. ● By November 2024, 60% of teachers will receive exemplary planning as demonstrated on HISD Spot Observations (2 out of 2 points). This percentage will increase to 100% by May 2025. ● By November 2024, 60% of PK through 5th grade teachers will receive a Proficient I rating (9-11 points) as demonstrated on the HISD Spot Observation. This percentage will increase to 85% by May 2025. ● By January 2025, 60% of teachers will receive a proficient rating or higher in the delivery and execution of high quality instruction as measured on T-TESS Domain 2. This percentage will increase to 80% by May 2025.

Key Action 2	Develop and Implement a Differentiation Framework to Grow Staff Capacity and Increase Academic Achievement for All Students, Focusing on Emergent Bilingual Learners and High Performers
Indicators of Success	● By October 2024, 60% of teachers will consistently implement at least three high-impact engagement strategies to support both low-achieving students and advanced learners, with a focus on emergent bilingual and multilingual learners. This will increase to 100% by May 2025. ● By November 2024, 60% of Parker teachers will receive points for utilizing differentiated strategies, including visuals, sentence stems, gestures, and enrichment tasks for advanced learners, as part of their HISD Spot Observations (Engage & Deliver). This percentage will increase to 100% by May 2025. ● By January 2025, 60% of teachers will be rated proficient or higher in creating differentiated learning environments that support all students, as measured by T-TESS Domain 3 (Learning Environment). This will increase to 90% by May 2025. ● By November 2024, 60% of Parker's emergent bilingual and multilingual learners will show growth in at least

	one TELPAS domain (speaking, listening, reading, or writing) on the practice TELPAS. This will increase to 80% by the Spring 2025 TELPAS administration. ● By May 2025, 100% of advanced learners in tested grades will participate in enrichment activities aligned to state standards (TEKS), demonstrated through differentiated lesson plans and student outcomes.

Key Action 3	Close Achievement Gaps in Reading and Math for Black and Hispanic Students
Indicators of Success	● By June 2025, 67% of Black students and 53% of Hispanic students will reach the achievement target in Reading, as defined by TEA Domain 3 accountability. ● By June 2025, 49% of Black students and 67% of Hispanic students will reach the achievement target in Math, as defined by TEA Domain 3 accountability. ● By the end of the first semester, the percentage of Black and Hispanic students meeting expected growth from BOY to MOY NWEA MAP will increase by 10% from the previous year. ● By May 2025, 60% of core teachers will score 8/10 or higher in Domain II (Monitor & Adjust, Engage & Deliver) on the monthly average of spot observation scores. ● By June 2025, the percentage of Tier 2 and Tier 3 Black and Hispanic students achieving "approaches" or higher on the STAAR Reading and Math assessments will increase by 10%. ● By June 2025, 90% of Tier 2 and Tier 3 Black and Hispanic students will meet or exceed their individual growth goals on the NWEA EOY MAP assessment.

Key Action 4	Strengthen Instructional Leadership to Improve Student Achievement and Growth
Indicators of Success	● By December 2024, 60% of teachers' SPOT observations conducted by Tier 2 leaders will score 4 points in the Engage & Deliver category, increasing to 85% by May 2025. ● By December 2024, 60% of teachers' SPOT observations conducted by Tier 2 leaders will score 3 points in the Monitor & Adjust category, increasing to 85% by May 2025. ● By January 2025, 60% of the Parker ILT will achieve a proficiency rating of 22 on the LEAD rubric, rising to 100% by May 2025. ● By January 2025, 15% of teachers will join the Parker Braintrust Board, increasing to 25% by May 2025. ● By October 2024, APs will spend at least 75% of their time conducting classroom walkthroughs, supporting instructional delivery, and providing feedback across all content areas.

	● By October 2024, APs will lead effective, content-specific PLCs (Math, Science, Social Studies, ELA) and ensure consistent implementation of data-driven instruction and high-impact teaching strategies.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve HQI in the mathematics classroom.
Indicators of Success	1. In 90% of Patterson Spot observations in April, math teachers will score 5/8 or higher in domain 2. • In 80% of Patterson Spot observations in November, math teachers will score 5/8 or higher in domain 2. 3. By the end of 2024-2025 school year, students in grades 1-5 will complete 50 Zearn lessons. • By MOY, students in grades 1-5 will complete 25 Zearn lessons.

Key Action 2	Improve HQI in the ELAR.
Indicators of Success	1. In 90% of Patterson Spot observations in April, reading teachers will score 5/8 or higher in domain 2. • In 80% of Patterson Spot Observations in November, reading teachers will score 5/8 or higher in domain 2. 2. By May of 2025, 50% of students in the 2nd - 5th grade will consistently achieve a 3 or higher on a monthly extended constructed response and short-constructed response writing tasks utilizing the STAAR RLA Scoring Guide Rubric. • 15% of 2nd - 5th graders will score a 3/5 or above by October 2024 1. 30% of 2n-5th graders will score a 3/5 or above by February 2025

Key Action 3	Improve the HQI in the science classroom.
Indicators of Success	1. In 90% of Patterson Spot observations in April, science teachers will score 5/8 or higher in domain 2. 2. In 80% of Patterson Spot Observations in November, science teachers will score 5/8 or higher in domain 2 3. By the end of the 2024-2025 school year, 100% of 5th grade students will use Summit K-12 Science at least 15 minutes daily, and demonstrate an increase in Science TEKS mastery as measured by pre- and post-assessment scores on the Summit K-12 Science platform. • By December 2024, 10% of 5th grade students will use Summit K-12 Science at least 15 minutes daily.

Key Action 4	Grow staff's capacity to plan and deliver high-quality instruction to diverse learners focusing on best practices for **SpEd and At-Risk Learners,** as well as to maintain fidelity and consistency with providing student accommodations to maximize learning.
Indicators of Success	● By the end of the 2024-2025 school year, 50% of our Special Education students and At-Risk students will have met or exceeded their End of the Year annual year's growth 0.6 based upon MAP testing. ○ BOY to MOY SPED students will meet half of their annual year's growth of 0.30 based upon MAP testing. ● By the end of the 2024-2025 school year, 100% of quarterly audits of PowerSchool records will show consistent documentation of accommodations and modifications in PowerSchool. ○ By MOY audit, 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.

Key Action 5	Grow staff's capacity to plan and deliver high-quality instruction to diverse learners focusing on best practices for **EBs** as well as to maintain fidelity and consistency with providing student accommodations to maximize learning.
Indicators of Success	1. By May of 2025, 70% of EB students in the 2nd - 5th grade will consistently achieve a 3 or higher on a weekly extended constructed response and shortconstructed response writing tasks utilizing the STAAR RLA Scoring Guide Rubric. • 50% of 2nd - 5th graders will score a 3/5 or above by October 2024 • 60% of 2n-5th graders will score a 3/5 or above by February 2025 2. By the end of the 2024-2025 school year, 35% of EBs will use Summit K-12 TELPAS at least 30 minutes daily and demonstrate an increase of at least one proficiency level, as measured by pre- and post-assessment scores on the platform. • By December 2024, 10% of EBs will use SummitK12 at least 30 minutes daily.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Grow teacher capacity to provide the highest quality of instruction through observation, feedback, planning, and coaching
Indicator of Success 1	By January of 2025, 45% of Core teachers will score 7/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) on the spot, as measured by the monthly average spot score for the second semester.
Indicator of Success 2	By May 2025, 70% of Core teachers will score 6/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver), as measured by the monthly average spot score for the second semester.

Key Action 2	**The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.** Improve classroom teachers' support through the SPED department which will identify and focus on the instructional needs of their SPED students based on their IEP's and grade level standards. This will have a greater impact on student achievement and mastery of grade level objectives and in summative and formative assessments.
Indicator of Success 1	100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.
Indicator of Success 2	By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews.

Key Action 3	Improve Student's Reading, Math, Writing Proficiency Across Grade Levels
Indicator of Success 1	By June 2025, 60% of students will meet their individual growth target on 2-5 NWEA MAP Reading.

Indicator of Success 2	Math STAAR: In the 2024-2025 school year, the percentage of students at Meets level in STAAR will move from 30% in June 2024 to 37% in June 2025.
Indicator of Success 3	Reading STAAR: In the 2024-2025 school year, the percentage of students achieving Meets grade level in STAAR will increase from 26% in June 2024 to 36% in June 2025.
Indicator of Success 4	By June 2024-2025 the percentage of students scoring effective or higher in constructive responses in Reading STAAR 2025 will increase from 10 % to 34%.
Indicator of Success 5	By May 2025, 90% of students in grade 5 will complete at least 65 grade level Zearn lessons.

Key Action 4	Campus improves English proficiency for Emergent Bilingual students.
Indicator of Success 1	By Spring 2025 STAAR Reading Administration, the percentage of 3rd-5th EB students performing at meets or higher will increase from 25% to 35%.
Indicator of Success 2	NWEA MAP: By June 2025, 60% of Emergent Bilingual students will meet their individual growth target on 2-8 NWEA MAP Reading.
Indicator of Success 3	By May 2025, 60% of EB teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for the second semester.

Key Action 5	Successfully implement the NES LSAE model- in core instruction grades 3rd-5th
Indicator of Success 1	By the end of January 2025, 100% of eligible core teachers will transition students to LSAE no later than the 45-50 minute mark of the instructional period. (Spot Observation-Supporting Practices)
Indicator of Success 2	100% of core teachers will conduct lessons that reflect L's and S1's receiving more direct instruction/extension of the lesson (Spot Observation-Supporting Practices)
Indicator of Success 3	By the end of January 2025, the campus will consistently score at the proficiency level (> 90%) on the NES System Check as observed by Monthly campus/district walks.

218: PILGRIM ACADEMY

2024-2025 School Action Plan: Key Actions	
Key Action 1	Ensure High Quality Instruction in grade PK-8
Indicators of Success	·As measured by campus Spot observations, 70% of teachers will receive four or five points (Mostly demonstrated as written) or higher in Engage & Deliver by December 2024; that percentage will increase to 90% in May 2025. ·As measured by campus Spot observations, 70% of teachers will receive three points (Mostly demonstrated as written) or higher in Monitor & Adjust by December 2024; that percentage will increase to 90% in May 2025. ·As evidenced by IRT spots by District personnel, 70% of the performance scores will be in the proficient 1 category or higher by December 2024; that percentage will increase to 90% by May 2025. ·Students scoring at the Meets level on the Math STAAR testing in Grades 3-8 will increase from 43% in 2023-2024 to 50% in 2025. ·Students scoring at the Meets level on the Reading STAAR testing in Grades 3-8 will increase from 40% in 2023-2024 to 50% in 2025..

Key Action 2	Improve Special Education Instruction and Service Delivery
Indicators of Success	1. As evidenced by our 2024 Fall and 2025 Spring Folder Review, our campus will receive an A with zero folders having less than 80% in all identified categories. 2. 55% of students with IEPS in grades 3-5 will increase their Conditional Growth Index from 45% in 2024 to above the 50th percentile in 2025 on NWEA MAP in reading. 3. 50% of students with IEPS in grades 6th-8th will increase their Conditional Growth Index from 41% in 2024 to above the 50th percentile in 2025 on NWEA MAP in reading. 4. Students scoring at the Meets level on the reading STAAR test in Grades 3-8 will increase from 21% in 2024 to 25% in 2025. 5. Students scoring at the Meets level on the math STAAR test in Grades 3-8 will increase from 30% in 2024 to 35% in 2025.

Key Action 3	Strengthen the leadership density of Pilgrim Academy
Indicators of Success	·By May 2025, all Tier II leaders will achieve a score of 19/25 or higher on the LEAD Day-toDay Coaching Rubric and will be rated Effective (25+) on the LEAD Executive Leadership Rubric. ·Tier II leaders will facilitate lesson Internalization PLCS. As a result, 70% of teachers will receive a score of 5 and 3 in the Engage and Deliver and Monitor and Adjust components of the Spot Observation form, respectively, by December 2024. This percentage will increase to 90% by May 2025. ·By October 2024, 50% of PLCs will be teacher-led, focused on improving student achievement through data internalization and high-impact instructional strategies. This percentage will increase to 75%, including planning sessions, by February 2025. ·100% of Tier II leaders will complete the required mentor observation, coaching, and feedback cycle for their selected Year One or Year Two appraisees. (Appraisers will complete one cycle per week until the appraisees achieve a minimum total Spot Observation score of 10, afterwards, appraisers will follow the regular observation/feedback cycle).

Key Action 4	Ensure a high performance culture amongst staff at Pilgrim Academy
Indicators of Success	·100% will meet staff attendance requirements of no absences beyond 10 days and no unpaid days throughout the end of December 2024. 100% of staff will meet attendance requirements of no absences beyond 15 days and no unpaid days throughout the end of the 24-25 school year. Exemptions are permitted for staff members with extenuating personal medical circumstances. ·100% of Tier II leaders will meet AM & PM spot observation requirements on a weekly basis throughout the 24-25 school year. ·100% of STAAR teachers will meet campus expectations of a minimum of 3 AM or PM weekday tutorial sessions from October 2024 - December 2024. This expectation will include a minimum of at least 11 Saturday tutorial sessions during January 2024 - April 2024.

Key Action 5	Successfully implement sheltered instruction strategies and develop instructional capacity in said strategies to support academic growth among students labeled as Emergent Bilingual.
Indicators of Success	·The number of students who grow one proficiency level will meet the recommended target metric of 49. This would be an increase of 21.89% growth from the 2023-2024 gain of 40.2." ·100% of all EBS will move at least 1 level up in one of the TELPAS criteria (listening, speaking, reading, writing)

	·The percentage of Intermediate Bilingual students who will reclassify into a higher composite classification will increase from 40% to 60% by May 2025 · The percentage of Advanced Bilingual students who will reclassify into a higher composite classification will increase from 25% to 40% by May 2025 · By December 2024, 60% of Emergent Bilingual Students will meet their individualized growth target in 2-8 NWEA MAP Reading. By May 2024, 70% of Emergent Bilingual Students will meet their individualized growth target in 2-8 NWEA Map Reading · By May 2025, 100% of eligible EB students complete the TELPAS assessment annually, with no lapses in compliance as evidenced by no reported incidents of ineligible students testing or eligible students not testing to TEA -DIBELS: By June 2025, campus will see a 12% increase in percent of total students who hit composite score benchmark as compared to EOY SY23-24. -NWEA MAP: By June 2025, 60% of Emergent Bilingual students will meet their individual growth target on 2-8 NWEA MAP Reading. - By May 2025, 60% of EB teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for second semester.

2024-2025 School Action Plan: Key Actions	
Key Action 1	**Ensure High-Quality Instruction in Grades K-5.**
Indicators of Success	● As measured by campus SPOT observations, 60% of Core teachers will receive seven points or higher out of ten points total in Engage and Deliver and Monitor and Adjust components by December 2024; that percentage will increase to 85% in May 2025. ● As measured by the IRT team, 60% of the scores on SPOT observations conducted by the IRT team by February 2025 will be proficient or higher, and that percentage will increase to 75% by May 2025. ● 70% of the students will have a growth measure of 0.6 or higher on the MOY (December) NWEA and will achieve a growth measure of at least 1.2 at the EOY in May 2025 in Math, Reading, and Science.

Key Action 2	**Improve Special Education Instruction and Service Delivery by the campus administrative team consistently providing on-the-job coaching and feedback at a minimum monthly.**
Indicators of Success	● A structured weekly schedule will be developed and implemented to ensure each special education teacher receives at least one dedicated coaching session per week. Coaching sessions will result in 1-2 action steps agreed upon between teacher and administrator. Documentation will be in the Campus Administrative Shared Huddle ● By the end of the 2024-2025 school year, each special education teacher will receive at least one classroom observation per week and feedback will align in part to the previous week's coaching action steps. ● By June 2024-2025, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations a minimum of 80%, thereby promoting the effective application of feedback and continuous ● 50% of the students in inclusion classes will have a growth measure of 0.6 or higher on the MOY (December) NWEA and will achieve a growth measure of at least 1.2 at the EOY in May 2025 in Math, Reading, and Science. ● The Special Education department will be 100% compliant on ARD compliance and folder audits by the end of 24-25 year

Key Action 3	Piney Point Elementary will build a High-Performance Culture.
Indicators of Success	● As measured by campus SPOT observations, 60% of Core teachers will receive seven points or higher out of ten points total in Engage and Deliver and Monitor and Adjust components by December 2024; that percentage will increase to 85% in May 2025. ● The percentage of chronically absent students will decrease by 10% by December 2024, with an additional 10% decrease by May 2025. ● The schoolwide attendance rate will increase from 92.7% to 93.2% by December 2024 and 94.5% by May 2025. ● 100% of all school leaders will meet AM & PM spot observation requirements every week throughout the 24-25 school year. ● Piney Point Elementary will utilize an internally developed teacher tracker with fidelity inputting 100% of teacher visits by the administration team to better calibrate and support teacher input.

Key Action 4	Strengthen the leadership density of Piney Point campus leaders
Indicators of Success	● By May 2025, all Tier II leaders will achieve a score of 19/25 or higher on the LEAD Day-to-Day Coaching Rubric and will be rated Effective (25+) on the LEAD Executive Leadership Rubric. ● 55% of the staff will receive a Proficient 1 or higher rating on the leadership competency as assessed by the evaluators during the teacher evaluation process conducted in the fall of 2024; this will increase to 70% by the end of May 2025. ● Tier II leaders will facilitate lesson internalization PLCs, aiming for 70% of staff to achieve a rating of '2' in the 'Planning' domain during IRT I by October 2024. This percentage will increase to 100% by IRT 4. ● 100% of Tier II leaders will complete the required mentor observation, coaching, and feedback cycle for their selected Year One or Year Two appraisees, conducting one cycle per week until the appraisees achieve a minimum total Spot Observation score of 10. ● By November 2024, 25% of PLCs will be teacher-led, focused on continuing to grow all students at all levels. By May 2025, this percentage will increase to 50%. ● All Tier 2 leaders will conduct professional learning sessions for staff, modeling our instructional practices, MRS, Pacing, and rigorous questioning.

Key Action 5	Campus improves English proficiency for Emergent Bilingual students.

Indicators of Success	● By June 2025, 49% of students who grew one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS. ● By June 2025, the campus will see a 12% increase in the percentage of total students who hit the composite score benchmark compared to EOY SY23-24 using Dibels benchmark assessment. ● By June 2025, 60% of Emergent Bilingual students will meet their individual growth target on 2-8 NWEA MAP Reading.

2024-2025 School Action Plan: Key Actions	
Key Action 1	The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.
Indicator of Success 1	By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews.
Indicator of Success 2	Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping
Indicator of Success 3	100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.

Key Action 2	By June 2025, 40% of students will grow one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS
Indicator of Success 1	By June 2025, 40% of Emergent Bilingual students will meet their individual growth target on 2-8 NWEA MAP Reading.
Indicator of Success 2	By 2024 PEIMS snapshot, 100% of students identified as potential EB students defined by Home Language Survey indicators are tested and appropriately coded.
Indicator of Success 3	By PEIMS snapshot, 100% of new to HISD students, defined as those completing the Home Language Survey, who are identified as EB after the EB Identification Test are placed in a bilingual or ESL classroom unless parents waive services.

Key Action 3	Establish and implement effective PLC protocol that drives the improvement of quality of Tier 1 instruction.

Indicator of Success 1	Campus PLC schedule and protocol designed and implemented
Indicator of Success 2	Daily instructional schedules will be paced to include daily small group instruction
Indicator of Success 3	Lesson internalization/instructional planning will include scaffolds to support special populations

Key Action 4	Students will demonstrate growth in Reading, Math and Science on MOY and EOY NWEA Map assessments.
Indicator of Success 1	Student achievement in Science (MAP) will increase by an average .08 from BOY through MOY and 1.6 by EOY.
Indicator of Success 2	50% of students will meet or exceed the 55th percentile for growth on NWEA Map Reading MOY by January 2025. This percentage will increase to 70% by EOY May 2025.

Key Action 5	Improve the quality and purposefulness of student engagement through depth of knowledge questioning and effective engagement strategies
Indicator of Success 1	55% of teachers will earn four or more points in the Engage & Deliver section of the Spot Form by October 2024. This percentage will increase to 75% by January 2025 and 90% by April 2025.
Indicator of Success 2	65% of teachers will earn two points in the Planning section of the Spot Form by October 2024. This percentage will increase to 75% by January 2025 and 90% by April 2025.

221: POE EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Strengthen the quality of student writing across all content areas
Indicators of Success	● 80% of students in Grades 3-5 will receive a rating of 5 or higher on STAAR RLA Extended Constructed Response. ● 50% of students in Grades 3-5 will receive a BOY rating of a 2 on the SCR rubric, by the MOY calibration, 60% of students in Grades 3-5 will receive an SCR rating of a 2, and by the EOY final calibration, 70% of students in Grades 3-5 will receive an SCR rating of a 2. ● 75% of students in Grades 3-5 will score higher than 60% Average Percent Correct on the Writing section of the STAAR RLA exam. ● 100% of teachers will incorporate daily writing in all core subjects (written response cards, DOLs)

Key Action 2	Improve mathematics proficiency in grades K-5
Indicators of Success	● Between December 2024 and May 2025, DOL mastery averages will increase from at least 66% of all students to 80% by May 2025 for all students K-5. ● The average SPOT score for Domain 2 will increase from a 4 to a 6 between the MOY Conference and EOY Conference for all math teachers. ● By the end of the year, 65% of all students in Grades 3-5 will achieve a passing rating of either Meets or Masters on the STAAR Math test, up from 49% of all tested students in 2023-24. ● By the NWEA MAP EOY Assessment in May 2025, the Achievement Overview will place the total campus testing population in at least the 70th percentile nationally. ● By the NWEA MAP MOY Assessment in May 2025, the Growth Overview will place the total campus testing population in at least the 60th percentile nationally.

Key Action 3	The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool

Indicators of Success	·By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. ·Throughout the 2024-2025 school year, 100% of staff members receive relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping. ·100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.

Key Action 4	Campus will improve performance for Black and Hispanic students in Reading and Math growth
Indicators of Success	·By June 2025, 89% of Black students and 92% of Hispanic students will reach the growth targets in Reading as defined by TEA Domain 3 accountability. ·By June 2025, 61% of Black students and 68% of Hispanic students will reach the growth targets in Math as defined by TEA Domain 3 accountability. ·By the end of the first semester, Black and Hispanic students who met expected growth from BOY to MOY NWEA MAP Reading will increase by 10% from the previous year. By the end of the first semester, Black and Hispanic students who met expected growth from BOY to MOY NWEA MAP Math will increase by 10% from the previous year. ·By May 2025, 60% of all core teachers will score 8/10 or higher in Domain II of the Spot, as measured by the monthly average Spot score for the second semester.

2024-2025 School Action Plan: Key Actions	
Key Action 1	PHE will improve high quality instruction for all students.
Indicator of Success 1	By November 2024, the school's SPOT scores will reach an average of 11 or higher according to Instructional Rounds (IRT).
Indicator of Success 2	By January 2025, the school's SPOT scores will reach an average of 12 or higher according to Instructional Rounds (IRT).
Indicator of Success 3	By May 2025, the school's SPOT scores will reach an average of 13 or higher according to Instructional Rounds (IRT).

Key Action 2	PHE will improve English proficiency for Emergent Bilingual (EB) students.
Indicator of Success 1	By June 2025, 49% of EB students will grow one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS.
Indicator of Success 2	NWEA MAP: By June 2025, 60% of Emergent Bilingual students will meet their individual growth target on 2-8 NWEA MAP Reading.

Key Action 3	Principal will consistently provide on-the-job coaching and feedback to improve HQI in SPED settings.
Indicator of Success 1	By the end of each week, each special education teacher will receive at least one dedicated coaching session, with each session resulting in 1-2 agreed-upon action steps between the teacher and principal.
Indicator of Success 2	By the end of the 2024-2025 school year, each special education teacher will receive at least one classroom observation per week, with feedback aligning in part to the previous week's coaching action steps.
Indicator of Success 3	By June 2025, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations a minimum of 80% of the time.

Key Action 4	PHE will improve student achievement in Domain I Accountability.
Indicator of Success 1	By November 2024, 30% of 3rd to 5th-grade students will score at the Meets level on the Fall Interim TEKS Assessment.
Indicator of Success 2	By February 2025, 40% of 3rd to 5th-grade students will score at the Meets level on the Spring Interim TEKS Assessment.
Indicator of Success 3	By June 2025, 50% of 3rd to 5th-grade students will score at the Meets level on the STAAR assessment for all tests taken.

223: PUGH EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Increase student performance in Reading for PK--5th grade
Indicators of Success	• By MOY 24-25 NWEA MAP reading assessment, at least 40% of students across 2nd-5th will be at or above the 45th percentile. • By MOY 24-25 Circle assessment, at least 72% of PK students will reach HISD's total score in the first semester. • By MOY 24-25 Dibels reading assessment, at least 34% of K-1 students will score above or well above typical growth in the year. • By EOY 24-25 NWEA MAP reading assessment, at least 50% of students across 2nd-5th will be at or above 45th percentile. • By EOY 24-25 Circle assessment, at least 77% of PK students will reach HISD's total score in the second semester. • By EOY 24-25 Dibels reading assessment, at least 57% of K-1 students will score above or well above typical growth in the year. • By each district reading assessment throughout the year, scholars across all grade levels will score at least a 60% classroom average in MAP.

Key Action 2	Increase student performance in Math for 2nd-5th grade
Indicators of Success	• By MOY 24-25 NWEA MAP math assessment, at least 45% of students across K-5th will be at or above the 45th percentile. • By EOY 24-25 NWEA MAP math assessment, at least 55% of students across K-5th will be at or above 45th percentile. • By each district math assessment throughout the year, students across all grade levels will score at least a 60% classroom average.

Key Action 3	The principal ensures IEP data points are tracked weekly

Indicators of Success	● By the end of the first grading period, the principal ensures 100% of special education teachers receive training on progress monitoring for IEPs and progress reports with key focus on scholars reaching their intended goals. ● By the end of the first semester, the principal ensures that a regular audit of IEP data tracking reveals that 90% or more of the tracked data points align with the goals and progress indicators specified in the IEPs. ● By the end of the 2024-2025 school year, the principal ensures that 100% IEP progress reports are delivered without delay and 80% of the Special Education population have achieved their goals.

Key Action 4	Improving English Proficiency for EB students
Indicators of Success	● By June of 2025, campuses will see a 15% increase in the number of students improving their composite rating for proficiency levels from one year to the next, particularly moving towards "Advanced" or "Advanced High". ● By district PEIMS snapshot date, principals ensure the campus is utilizing the system for identification, enrollment, and monitoring of Emergent Bilingual students as outlined in the LPAC binder provided by the Multilingual Department to reduce the number of potential emergent bilinguals to 0. ● By district PEIMS resubmission date, at least 95% of Emergent Bilingual (EB) students are identified and placed in appropriate instructional settings within the required timeframe, with no delays or errors in the process before PEIMS snapshot. ● By May 2025, 100% of eligible students for the campus complete the TELPAS assessment annually, with no lapses in compliance as evidenced by no reported incidents to TEA.

224: RED EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Ensure timely ARD meetings and compliance with IEPs for all special education students
Indicators of Success	- By 2025, Red Elementary will increase its Special Education Folder Review audit grade from a B (82.9%) to an A (93%) or higher. - By January 2025, 100% of ARD meetings and IEPs will fully comply with TEA and HISD guidelines. - As documented in ARD minutes, The principal will ensure active participation and timely attendance in 100% of ARD meetings.

Key Action 2	Ensure high-quality instruction for all students in grades pre-K through 5th to improve student achievement
Indicators of Success	-By March 2025, 80% of teachers will earn a rating of Proficient or higher on SPOT Observations, with at least a 7/10 in Domain II. -By May 2025, 80% of students will meet or exceed their RIT growth score on the NWEA MAP Assessment. -By May 2025, 80% of students will show proficiency growth from BOY to EOY on DIBELS/Lectura and CIRCLE Assessments.

Key Action 3	Build and maintain a positive campus culture for stakeholders, including parents, students, faculty, and staff
Indicators of Success	-Decrease teacher absences by 33%, from 248 to 163 by December 2024 and from 216 to 142 by May 2025. -By June 2025, staff attrition will be less than 20%, and stakeholder surveys will reflect a positive campus environment. -Maintain the highest level of engagement with parents and the community as set by the HISD FACE department.

Key Action 4	Increase English proficiency for emergent bilingual (EB) students

Indicators of Success	-By June 2025, 50% of EB students will grow at least one proficiency level on the TELPAS composite score. -By May 2025, 65% of EB teachers will score at least 8/10 in Domain II on SPOT Observations. -By the end of the school year, 100% of EB students will complete all components of the TELPAS assessment.

225: REYNOLDS EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	To ensure teachers are providing high quality, engaging, and effective reading and writing instruction
Indicators of Success	● By December 2024, 75% of certified reading teachers will score at least 4/6 under Engage and Deliver on their spot observation, and 85% will score 5/6 by April 2025. ● By February 2025, 75% of 2nd -5th grade African American students scoring in the 40th percentile and below will meet the expected growth from BOY to MOY on the NWEA MAP Reading assessment and 85% from MOY to EOY. ● By January, 65% of Pre-K 4 African American students will be "On Track" in Phonological Awareness and Rapid Vocabulary based on the Circle assessment data, and by April 2025, 85%. ● By December 2024, 3rd thru 5th grade emergent bilingual students will have written 2 ECRs, and by March 2024.

Key Action 2	To ensure students receive high quality, engaging, and effective math instruction
Indicators of Success	● By December 2024, 75% of certified Math teachers will score at least 4/6 under Engage and Deliver on their spot observation, and 85% will score 5/6 by April 2025. ● By February 2025, 75% of 2nd -5th grade African American students scoring in the 40th percentile and below will meet the expected growth from BOY to MOY on the NWEA MAP Math assessment and 85% from MOY to EOY. ● 85% of African American students in grades Kinder-5th will achieve Math proficiency at or above the 50th percentile in growth on the NWEA MAP assessment, from BOY to MOY and the 60th percentile from MOY to EOY assessment scores. ● By December, 65% of Pre-K 4 students will be "On Track" in Math based on the Circle assessment data, and 85% by April 2025.

Key Action 3	To ensure students receive engaging science instruction that include hands-on learning via labs and high-quality instruction
Indicators of Success	● 90% of African American students in grades 2nd-5th scoring in the 40th percentile or below on the BOY NWEA MAP Science Assessment will achieve Science proficiency at or above the 50th percentile in growth on the MOY assessment, and 65th percentile on the EOY. ● 40% or higher of economically disadvantaged 5th grade students will score at the "Meets" level or higher on

	the STAAR assessment. ● By December 2024, 75% of certified Science teachers will score at least 4/6 under Engage and Deliver on their spot observation, and 85% will score 5/6 by April 2025. ● By December 2024, 3rd thru 5th grade emergent bilingual students will have written a minimum of 8 SCRs documented in their student writing portfolios, and 12 by March 2025.

Key Action 4	Provide quality instruction to students in the special education program by ensuring accommodation, supplemental aides and services are being provided consistently
Indicators of Success	● By the end of the first grading period, the principal ensures 100% of certified special education teachers receive training on progress monitoring for IEPs and progress reports (progress track and report card wizard). ● By the end of the first semester, the principal ensures that a regular audit of IEP data tracking reveals that 90% or more of the tracked data points align with the goals and progress indicators specified in the IEPs, and 100% by the end of the school year. ● 85% of SPED students =46 students will show progress towards their IEP goals and objectives by MOY and 100% by EOY. ● 40% (11) of our SPED students will show 85% or more growth from MOY to EOY on their NWEA MAP Reading Assessment/STAAR Reading Assessment/STAAR Alt assessments. (3-5 grade). Currently we have 54 SPED students of which 29 are in testing grades.

Key Action 5	Address learning disparities among students in special populations.
Indicators of Success	• 100% of EB identified students in grades K-5 performing at beginner, intermediate or advanced on TELPAS Reading will increase by at least one growth level or remain at advanced high. • EB identified students performing at beginner or intermediate will show at least one level of growth to intermediate or advanced by April 2025. • By 2024 PEIMS snapshot, 100% of students identified as potential EB students defined by Home Language Survey indicators are tested and appropriately coded. • 100% of EB identified students will complete weekly progress monitoring on Summit K-12.

227: MCNAMARA EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Increase the number of students reading on grade level in English and Spanish in Kinder-3rd grade
Indicators of Success	● 70% of 2nd-3rd grade students will increase their RIT score on the Reading NWEA Map assessment by 6 points by the MOY administration in January 2025 and at least 8 additional points by the EOY administration in May 2025. ● By January 2025, McNamara 2nd-3rd grade students will achieve the 50th percentile for growth in reading on the NWEA MAP assessment. By the end of the school year in May 2025, these students will reach the 55th percentile or higher. ● 50% of K-1st grade students will move up one performance level or will maintain at/above performance from the BOY DIBELS/Lectura administration to the MOY administration. That number will increase to 60% of students for the EOY administration in May 2025.

Key Action 2	Grow staff capacity in providing high-quality instruction
Indicators of Success	● 65% of teachers will receive a score of 9 points or higher out of 15 total points on the SPOT observations by December 2024. This number will increase to 80% by May 2025. ● 50% of teachers will receive at least 4 points on the "Engage and Deliver" section on SPOT observations by the building leadership team by December 2024. This percentage will increase to 75% by May 2025. ● In 2024-2025 school year, McNamara will score at least an average of 10 points as determined by an IRT by Round 2 and at least 11 in IRT by Round 4 ● 80% of teachers will attend at least one professional development session on high impact engagement strategies by November 2024. This percentage will increase to 90% by March 2025.

Key Action 3	McNamara will improve English proficiency for Emergent Bilingual students
Indicators of Success	● By December 2024, 42% of EB students will demonstrate a one-point growth on the Summit K12 benchmark assessment composite score as a mid-year checkpoint toward the final goal of 49% of EB students achieving at least one level of growth on their TELPAS composite score, reflecting an 11%

	increase from the 2023-2024 baseline. ● 50% of K-1st grade emergent bilingual students will move up one performance level or will maintain at/above performance from the BOY DIBELS/Lectura administration to the MOY DIBELS/Lectura administration. That number will increase to 60% of students for the EOY administration in May 2025. ● 56% of 2nd -5th grade emergent bilingual students will meet their individual growth target on 2nd -5th NWEA MAP Reading by December 2024 and at least 61% will meet their individual growth target by May 2025. ● By December 2024, 50% of EB teachers will score a 6/10 or higher in Domain II (Engage & Deliver and Monitor & Adjust) of the SPOT, as measured by the monthly average SPOT score. This percentage will increase to 75% by May 2025.

Key Action 4	The Campus Administrators ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool
Indicators of Success	● Campus Administrators will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews in October 2024, January 2025, March 2025, and May 2025. ● Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization with quarterly check-ins in October 2024, January 2025, March 2025, and May 2025 as demonstrated by campus record keeping. ● 100% of fall and spring audits of PowerSchool records will show consistent documentation of accommodations and modifications in PowerSchool by November 2024 and May 2025

228: RIVER OAKS EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve the quality of instruction (HISD Core Value: Promoting High-Quality Teaching and Learning)
Indicators of Success	● 80% of teachers will receive a rating of Proficient or higher based on their spot observations in December 2024, increasing to 90% by May 2025 with a domain focus on: o Objectives aligned with state standards and logically sequenced. o DOL aligned with the objective and is used to manage and analyze student data. o Variety in use of MRS strategies and increased frequency. ● The average percentile growth of Kinder-5th grade students in NWEA math will exceed 6 percentile points. ● Growth for 3rd - 5th grade students scoring approaches on STAAR: o Math will increase from 88% to 90% by May 2025. o Reading will increase from 95% to 96% by May 2025. ● Growth for 3rd - 5th grade students scoring masters on STAAR: o Math will increase from 52% to 55% by May 2025. o Reading will increase from 69% to 71% by May 2025. ● Increase student attendance from 96% to 98% for 2024-2025 school year.

Key Action 2	Ensuring we plan, develop, and implement lessons that encompass the IB (International Baccalaureate) framework (HISD Core Value: Ensuring Great Schools and Programs in Every Community)
Indicators of Success	● 90% of teachers will develop two IB interdisciplinary units that are aligned to the state standards that demonstrate content knowledge. ● 90% of teachers will develop an IB assessment rubric for projects that authentically assess students' mastery of skills taught within the unit of inquiry. ● 100% of 5th graders will complete their Exhibition project as required in the PYP (Primary Years Program).

Key Action 3	Ensure IEPs are written effectively, staff are provided relevant portions of IEP, and accommodations are documented. (HISD Core Value: Delivering Effective Services and Supports to Students with Varied Needs)
Indicators of Success	• By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. • 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool. • The gap between the percentage of special education students and general education students scoring approaches or higher on STAAR will decrease by 22%.

Key Action 4	Monitor and ensure the implementation of language accommodations for emergent bilingual students. (HISD Core Values: Building Trust and Reliability of Our Families and Community
Indicators of Success	• By June 2025, campuses will see a 10% increase in the number of Emergent Bilingual students who meet growth benchmark BOY to EOY as measured by DIBELS or NWEA MAP. • By the end of the first semester, 90% of teachers of Emergent Bilingual students will consistently score at/above level 3 for the remainder of the year in Domain II as measured by the Spot Observation Form. • By June 2025, 55% of EB students will grow one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Roberts ES will improve the quality of Reading Language Arts instruction for all students K-5. All students (including Emergent Bilingual students) will make adequate progress in Reading Language Arts. All staff personnel will receive appropriate professional development and the resources necessary to deliver high-quality instruction.
Indicators of Success	● By the end of the 2024-2025 school year 75% of all students tested will score at or above the 60th national percentile as measured by the EOY NWEA Reading assessment. ● By the end of the 2024 - 2025 school year, 60% of all Emergent Bilingual students will make one year of growth as measured by TELPAS. ● By the end of the 2024 - 2025 school year, 55% of all students tested will score at the Masters level as measured by STAAR. ● By April 2025, 70% of all teachers will score a 7 or higher in Domain II (Engage & Deliver and Monitor & Adjust) as measured by the monthly average spot score for the second semester.

Key Action 2	Roberts ES will improve the quality of mathematics instruction for all students K-5. All students will make adequate progress in mathematics. All staff personnel will receive appropriate professional development and the resources necessary to deliver high-quality instruction.
Indicators of Success	● By the end of the 2024-2025 school year, 75% of all students tested will score at or above the 60th percentile as measured by NWEA mathematics. ● By the end of the 2024 - 2025 school year, 55% of all students tested will score at the Masters level as measured by STAAR. ● By April 2025, 70% of all teachers will score a 7 or higher in Domain II (Engage & Deliver and Monitor & Adjust) as measured by the monthly average spot score for the second semester

Key Action 3	Roberts ES will strengthen the quality of instruction delivered to students identified in special education by ensuring that IEP’s are well-written, understood by staff, and properly documented in PowerSchool. Students will make adequate progress toward mastering their IEP goals and meeting grade-level standards. The principal in collaboration with the Special Education team will ensure IEP’s are written effectively, staff are provided relevant portions of the IEP, appropriate professional development/resources necessary to deliver high-quality instruction are available, and that accommodations/modifications are documented in PowerSchool.

Indicators of Success	● By the end of the 2024-2025 school year, the principal in collaboration with the Special Education team will ensure that 100% of IEP’s include specific, clear and measurable goals tailored to each student's unique needs as determined by district quarterly reviews. ● 100% of quarterly audits of PowerSchool records will show consistent documentation of accommodations and modifications in PowerSchool. ● 100% of staff members will receive relevant portions of the IEP within 3 days of finalization as demonstrated by campus tracker. ● 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 will determine if a student is making appropriate progress or not. ● 90% of students identified in special education will demonstrate progress from beginning-of-year (BOY) to end-of-year (EOY) on the NWEA Reading and NWEA Math assessments.

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2024-2025 School Action Plan: Key Actions	
Key Action 1	Increase the reading proficiency of all students
Indicators of Success	● The percentage of Grade 2 - 5 students who meet their growth projection will be 30% as measured by the MOY NWEA MAP Reading Assessment. The percentage will increase to 50% by the EOY NWEA MAP Reading Assessment. ● The Achievement Percentile for all students will grow 5 percentile points from 52% in August 2024 to 57% in May 2025 as measured by the EOY NWEA MAP Reading Assessment ● In the 2024-2025 school year, the number of students in Grades 3 - 5 achievement Meets/Masters as measured by the Reading STAAR Assessment, will increase by 4% points from 47% in June 2024 to 51% in June 2025. ● During the 2024-2025 school year, the TELPAS proficiency rate will increase by 5 percentage points from 50% to 55% as measured by Composite Score on the 2024-2025 TELPAS Assessment. ● During the 2024-2025 school year, students identified as Emergent Bilinguals will average 45 minutes weekly on the Summit K-12 platform.

Key Action 2	Increase the mathematics proficiency of all students
Indicators of Success	● The percentage of Kindergarten - Grade 5 students who meet their growth projection will be 30% as measured by the MOY NWEA MAP Math Assessment. The percentage will increase to 50% by the EOY NWEA MAP Math Assessment. ● The Achievement Percentile for all students will grow 5 percentile points from 50% in August 2024 to 55% in May 2025 as measured by the EOY NWEA MAP Math Assessment. ● In the 2024-2025 school year, the number of students in Grades 3 - 5 achievement Meets/Masters as measured by the Math STAAR Assessment, will increase by 4% points from 46% in June 2024 to 50% in June 2025. ● For the 2024-2025 school year, the average number of lessons completed by students on the Zearn Platform for the campus will be 50 lessons.

Key Action 3	Improve Special Education instruction and service delivery
Indicators of Success	● The percentage of students who receive Special Education Services that meet their growth projection will be 30% as measured by the MOY NWEA MAP Math Assessment. The percentage will increase to 50% by the EOY NWEA MAP Math Assessment. ● The percentage of students who receive Special Education Services that meet their growth projection will be 30% as measured by the MOY NWEA MAP Reading Assessment. The percentage will increase to 50% by the EOY NWEA MAP Reading Assessment. ● The percentage of "instructionally proficient" IEPs as measured by the Quality of IEPs rubric conducted by the independent review team from the Special Education Department will maintain from 100% in May 2024 to 100% in May 2025.

Key Action 4	Grow staff capacity to provide the highest quality of instruction
Indicators of Success	● 70% of the scores on spot observations conducted during Fall Semester 2024 by an independent review team will be proficient or higher; that percentage will increase to 80% in Spring Semester 2025. ● 80% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by Dimension 2.1 through 2.5 (Instruction) of the T-TESS rubrics. [The Principal and Assistant Principal will evaluate all teachers using the HISD evaluation system.] ● The average score on SPOT Observations for October - November as well as January - April will be 11 or higher for all teachers on campus. [The Principal and Assistant Principal will evaluate all teachers using the HISD evaluation system.]

2024-2025 School Action Plan: Key Actions	
Key Action 1	ARDs for students with IEPs will be held on time, and the principal or assistant principal will participate in ARDs.
Indicators of Success	● By the end of the first semester, 100% of campus ARDs are held on or before the deadline. ● Ensure that 100% of newly enrolled students with IEPs will have information verified and accurately reflected in the ARD tracker within one week of their enrollment, with bi-weekly checks to monitor accuracy. ● The principal or assistant principal will ensure timely and full attendance at 100% of ARD meetings, actively participating in discussions to enhance student support as evidenced by the ARD minutes and ARD participation.

Key Action 2	Improve reading proficiency among 2nd-5th grade.
Indicators of Success	● In grades 2nd -5th, the scores will grow by 5% points in achievement on the Reading Assessment, measured by the NWEA MAP, from 31% to 36% on the MOY NWEA assessment. ● In the 2024-2025 school year, the number of students in grades 3rd-5th achievement Meets, as measured by the Reading STAAR Assessment, will increase by 5% points from 35% in June 2024 to 40% in June 2025. ● In grades 2nd-5th, the average number of 3 weekly Summit K-12 lessons completed by students as evidenced by the Summit K-12 lesson completion report during the first semester.

Key Action 3	Improve math proficiency in K-5th grade.
Indicators of Success	● In grades K -5th, the scores will grow by 5% points in achievement on the Math Assessment, measured by the NWEA MAP, from 32% to 37% on the MOY NWEA assessment. ● In the 2024-2025 school year, the number of students in grades 3rd-5th achievement Meets, as measured by the Math STAAR Assessment, will increase by 5% points from 34% in June 2024 to 39% in June 2025. ● In grades 2nd-5th, the average number of 3 weekly Zearn lessons completed by students, as evidenced by the Zearn lesson completion report during the first semester.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve the quality of instruction in reading and writing
Indicators of Success	● By December 2024, 70% of ELA Teachers will score 5/10 in Domain II (Engage & Deliver and Monitor & Adjust) as evidenced by Spot Observations and by April 2025, 80% of ELA Teachers will score 7/10 or higher in Domain II (Engage & Deliver and Monitor & Adjust) as evidenced by Spot Observations. ● By January 2024, students will score 3 or more in their extended constructed response from the collection of writing and by May 2025, extended constructed responses question items performance (8 or greater rating) will improve from 15% in 2024 to 20% from the collection of writing.

Key Action 2	Improve the quality of instruction in math and science.
Indicators of Success	● By December 2024, 70% of Math/Science Teachers will score 5/10 in Domain II (Engage & Deliver and Monitor & Adjust) as evidenced by Spot Observations and by April 2025, 80% of Math/Science Teachers will score at least 7/10 in Domain II (Engage & Deliver and Monitor & Adjust) as evidenced by Spot Observations. ● By December 2024, 70% of 3rd-5th grade students will complete 45 Zearn digital lessons. By May 2025, 85% of 3rd-5th grade students will complete 90 Zearn digital lessons.

Key Action 3	Close the learning gaps for students in Special Education.
Indicators of Success	● By January 2025, 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. By May 2025, 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 ● By January 2025, 80% of our students receiving Special Education services will show adequate progress towards their IEP goals, as measured by either 3-weeks' progress notes; mCLASS/DIBELS and/or MAP Growth MOY and EOY assessments; and/or STAAR performance for students in grades 3-5. By May 2025, 90% of our students receiving Special Education services will show adequate progress towards their IEP goals, as measured by either 3-weeks' progress notes; mCLASS/DIBELS and/or MAP Growth MOY and EOY assessments; and/or STAAR performance for students in grades 3-5. ● 100% compliant on ARD meetings and other district monitoring criteria for every grading cycle.

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2024-2025 School Action Plan: Key Actions	
Key Action 1	BCMBAR will grow teacher capacity to improve the quality of instruction
Indicators of Success	● By the end of the academic year the campus will achieve an average score of 1.5 or higher in Domain 2 [Planning] on IRT. ● By the end of the academic year, the percent of students at Meets Grade Level and above on the Reading STAAR will increase to 60%. ● The campus will achieve an overall score of 11 or higher on the highest IRT of the 24-25 school year, which will reflect student engagement and teacher planning for engagement and addressing misconceptions [23-24 Data: IRT 3: 10.75]

Key Action 2	BCMBAR will implement high leverage differentiation strategies in the classrooms daily
Indicators of Success	● By June 2025 20% of Special Education students will perform at the Meets and Masters level on the STAAR reading assessment. ● By the end of the academic year, 7th grade Hispanic/Latino students will increase the overall student achievement average on NWEA Map math by 10% from BOY to EOY. ● By the end of the academic year, the percent of Special Education students at Meets Grade Level and above on the Science STAAR will increase to 10%.

Key Action 3	BCMBAR will strengthen the leadership density of teacher leaders and Tier 2 leaders
Indicators of Success	● By June 2025 BCMBAR will see a 15% increase in the number of teachers and staff involved in the decision-making process. ● By the end of the academic year, 40 % of teachers will agree or strongly agree to the following statement from the Culture & Climate Survey "the instructional feedback I get helps me improve the quality of my instruction." ● By June 2025 Tier 2 leaders will score a 5 or higher for each indicator on the Day-to-Day Coaching Rubric.

Key Action 4	BCMBAR will improve English proficiency for Emergent Bilingual students
Indicators of Success	● By the end of the academic year 44% of Emergent Bilingual students will grow one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS. ● By the end of the academic year 60% of Emergent Bilingual students will meet their individual growth target on 2-8 NWEA MAP Reading. ● By the end of the academic year, 40% of EB teachers will score 8/10 or higher in Domain 2 [Monitor & Adjust and Engage & Deliver] of the spot, as measured by the monthly average spot score for the second semester.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Grow staff capacity to provide the highest quality instruction.
Indicators of Success	• The scores on spot observations conducted by the independent review team (IRT) visit will be maintained at 11 or higher through the 2024-2025 school year as evidenced by the IRT data. • Based on last year’ s data we have prioritized that by December 2024, 65% of teachers will be rated at an average of 11 or higher as evidenced by Spot Observations. • Based on last year's data we have prioritized that by June 2025, 75% of teachers will be rated at an average of 11 or higher as evidenced by Spot Observations.

Key Action 2	Improve Special Education (SPED) instruction and service delivery.
Indicators of Success	• Based on last year's data trends, by December 2024, the campus will earn a letter grade of A as evidenced by the Special Education Fall 2024 folder audit. • Based on last year's data trends, by June 2025, the campus will maintain a letter grade of A as evidenced by the Special Education Spring 2025 folder audit. • Based on last year's data trends, by June 2025, the campus will maintain SPED compliance in EasyIEP system at 90% or higher, including ARDS, progress monitoring, documents of accommodations, and successful implementation of IEP goals and objectives, as evidenced of quarterly audits.

Key Action 3	Improve Language Arts and Math (English and Spanish) proficiency in grades K-5.
Indicators of Success	• To raise the level of student achievement, by June 2025, 70% of students in 2 -5 grade will demonstrate expected annual growth from BOY-EOY as measured by NWEA MAP Reading. • To raise the level of student achievement, by June 2025, 70% of students in K -5 grade will demonstrate expected annual growth from BOY-EOY as measured by NWEA MAP Math. • To raise the level of student achievement, by June 2025, 70% of students in K -1 grade will demonstrate expected annual growth from BOY-EOY as measured Dibels/Lectura. • To raise the level of student achievement, by June 2025, 75% of 1st - 5th grade students will complete a minimum of 60 minutes of instructional time per week as evidenced by Zearn student

	usage reports.

Key Action 4	Improve English Proficiency for Emergent Bilingual Students
Indicators of Success	• Based on last year's TELPAS scores we have prioritized that by June 2025, 49% of Emergent Bilingual students will increase 1 or more proficiency level on their Spring 2025 TELPAS assessment as evidenced by students' Spring TELPAS assessment results. • To raise the level of student achievement, by February 2025, 75% of 1st through 5th grade students will complete a minimum of 60 minutes per week on Amira as evidenced by Amira students' usage reports.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve staff capacity to deliver high quality instruction in Reading to increase the number of students performing at or above grade level.
Indicators of Success	• On campus Spot observations, 75% of teachers will receive 4 points or higher in Instruction (Domain II) by December 2024; that percentage will increase to 90% in May 2025. • By January 2025, 75% of teachers will score at least 3 points in domain 3. • By end of the year, the campus will score at least a 7/10 in Domain II for the final Instructional Review Team Walk (IRT dashboard) and campus spot observations.

Key Action 2	Improve staff capacity to deliver high quality instruction in Math to increase the number of students performing at or above grade level.
Indicators of Success	• On campus Spot observations, 75% of teachers will receive 4 points or higher in Instruction (Domain II) by December 2024; that percentage will increase to 90% in May 2025. • By January 2025, 75% of teachers will score at least 3 points in domain 3. • By end of the year, the campus will score at least a 7/10 in Domain II for the final Instructional Review Team Walk (IRT dashboard) and campus spot observations.

Key Action 3	Improve instruction and services provided to Special Education students.
Indicators of Success	• By May 2025, 60% of our SPED students will reach their individual IEP goals. • By September 2024, 50% of the SPED students will be receiving extra in class support from SPED support teacher. • By end of the year, the campus will score at least a 7/10 in Domain II for the final Instructional Review Team Walk (IRT dashboard) and campus spot observations which will also help with HQI which will help SPED students. • 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.

Key Action 4	Improve student language acquisition and proficiency for EBs and At-Risk students.
Indicators of Success	• On campus Spot observations, 60% of teachers will receive 5 points or higher in Instruction (Domain II) by December 2024; that percentage will increase to 85% in May 2025. • The percentage of students making one year of growth on TELPAS will increase to 55%. • By end of the year, the campus will score at least a 7/10 in Domain II for the final Instructional Review Team Walk (IRT dashboard) and campus spot observations which will also help with HQI which will help SPED students.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Sherman Elementary School will grow staff capacity to provide the high-quality instruction
Indicators of Success	● 70% of scores on spot observations conducted in December by the calibration team will be proficient or higher 9 points to 15 points on the spot observation rubric; that percentage will increase to 80% in May 2025. ● 80% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by Engage and Deliver on Spot form (Instruction) of the T-TESS rubric for the 24-25 school year. ● 75% of lessons observed in November and 100% of lessons observed in May will incorporate MRS. ● The average score from the best two out of four IRT walks will meet or exceed proficiency I at the end of the 2024-2025 school year. ● Each teacher will receive one Spot observation a month from their appraiser. ● Appraisers will meet 6 spots a week deadline at 100% from August 2024 - June 2024 with the exception of an unforeseen district closure.

Key Action 2	Sherman Elementary School will improve reading proficiency in Kinder - 5th grades.
Indicators of Success	● 80% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by 24-25 teacher evaluation. (15 Reading Teachers) ● 60% of students will grow 0.60 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. ● 60% of students will grow an additional 0.20 (.80 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. ● 70% 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	Sherman Elementary School will improve math proficiency 2nd - 5th grades.
Indicators of Success	● 70% of students will grow 0.60 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, 2-5. ● 70% of students will grow an additional 0.20 (.80 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, 2-5.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Increase proficiency in ELA by targeting student groups.
Indicators of Success	1. 100% of students (SPED) in grades 3-5 will be tracked with ECRs. Monthly data meetings will be held to review data and make adjustments. 2. 100% of students (African American) in grades 3-5 will be tracked with ECRs. Monthly data meetings will be held to review data and make adjustments. 3. Overall Growth at EOY for NWEA students in grades 3-5 (SPED) ELA will be at the 40th percentile. Overall Growth at MOY for NWEA students in grades 3-5 (SPED) ELA will be at on track to be at the 40th percentile by EOY. 4. Overall Growth at EOY for NWEA students in grades 3-5 (African American) ELA will be at the 40th percentile. Overall Growth at MOY for NWEA students in grades 3-5 (African American) ELA will be on track to be at the 40th percentile by EOY.

Key Action 2	Increase proficiency in Math by targeting student groups.
Indicators of Success	1. 100% of students (SPED) 100% in grades 3-5 will be tracked with grades and unit assessments by standard. Monthly data meetings will be held to review data and make adjustments. 2. 100% of students (African American) in grades 3-5 will be tracked with grades and unit assessments by standard. Monthly data meetings will be held to review data and make adjustments. 3. Overall Growth at EOY for NWEA for grades 3-5 math (SPED) will be at the 40th percentile Overall Growth at MOY for NWEA students in grades 3-5 math will be at on track to be at the 40th percentile by EOY.. 4. Overall Growth at EOY for NWEA for grades 3-5 math (African American) will be at the 40th percentile. Overall Growth at MOY for NWEA students in grades 3-5 math will be at on track to be at the 40th percentile by EOY.

Key Action 3	Increase student achievement by delivering high quality instruction.
Indicators of Success	1. June 2025 Campus Average Spot scores will be 11-12 or higher. 2. By December 2024 Campus Average Spot scores will be on track to be at 11-12 or higher by EOY.

	3. Overall Growth at EOY for NWEA ELA for students in grades 3-5 will be 50th percentile. Overall Growth at MOY for NWEA students in grades 3-5 ELA will be at on track to be at the 50th percentile by EOY. 5. Overall Growth at EOY for NWEA Math for students in grades 3-5 will be 50th percentile. Overall Growth at MOY for NWEA students in grades 3-5 Math will be at on track to be at the 40th percentile by EOY.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Increase the rigor of student written responses using academic vocabulary, complete sentences, and the RACE strategy.
Indicators of Success	● **Indicator #1:** 85% of students will consistently score an average of 2 points on a Short-Constructed Response by January 2025 utilizing all components of the RACE strategy. This number will increase to 95% by May 2025. ● **Indicator #2:** By December 2024, 65% of students in grades 3-5 will score a 5 or higher on an Extended Constructed Responses essay. This number will increase to 85% by May 2025.

Key Action 2	Improve the quality of scaffolding and student at bats within instruction and checking for understanding throughout the first and second teach.
Indicators of Success	● **Indicator #1:** By November 2024, 65% of students in grades 3-5 will demonstrate mastery (4 of 5 questions) of the daily DOL in each content area. By May 2025, 80% of students will demonstrate mastery (4 of 5 questions) of the daily DOL in each content area. ● **Indicator #2:** By November 2024, 75% of teachers will consistently earn the SPOT point for scaffolding and student at bats, and by April 2025, 95% of teachers will consistently earn the SPOT point for scaffolding/student at bats utilizing the campuswide coaching document.

Key Action 3	Campus improves English proficiency for Emergent Bilingual students.
Indicators of Success	● **Indicator #1:** By November 2024, 75% of teachers will consistently earn at least 2 points for scaffolding/differentiating in response to EB student misunderstanding within the Campus Coaching Document, and by April 2025, 95% of teachers will consistently earn 2 points. ● **Indicator #2:** By June 2025, 49% of students who grew one level of proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS. ● **Indicator #3:** By June 2025, Smith ES will see a 12% increase in percent of total students who hit the composite score benchmark in DIBELS as compared to EOY SY23-24.

Key Action 4	The principal will ensure IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.
Indicators of Success	• **Indicator #1:** Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization of the IEP within 3 days of its finalization as demonstrated by campus record keeping. • **Indicator #2:** 100% of quarterly audits of Power School records show consistent documentation of accommodations and modifications in PowerSchool.

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2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve the quality of instruction in reading and writing
Indicators of Success	● By May 2025, 70% of students tested will meet their annual expected growth on the NWEA Reading by the EOY. ● By EOY, 80% of kindergarten and 90% of 1st grade students will be at or above benchmark on the DIBELS assessment. ● By June 2025, 65% of all students will be able to show proficiency in SCR (short constructed responses) and ECR (extended constructed responses).

Key Action 2	Ensure high quality math instruction in grades K-5
Indicators of Success	● By January 2025, 70% of students in grades Kinder-5th will achieve Math proficiency at or above the 67th percentile in growth on the NWEA assessment by MOY this will increase to 90% the end of the 2024-2025 school year. ● The percentage of 3rd -5th grade students achieving the meets level on STAAR math will increase by 5 percentage points from the previous school year by EOY. ● By the end of May 2025, 100% of students will be on grade level lessons on Zearn.

Key Action 3	Improve the quality of instruction in science
Indicators of Success	● Students in grades 2nd-5th will achieve at or above the 50th percentile by MOY on the NWEA and achieve at or above the 61st percentile by the EOY. ● By June 2025, 5th grade Science will grow from 14% to 28% meets on the STAAR assessment. ● 30% of students will achieve or exceed the meets level on their Science monthly formative assessments.

Key Action 4	Closing the learning gaps for students in special populations for special education.
Indicators of Success	● Special Education students will increase by 0.8 in expected growth on NWEA MAP Assessment in Reading and Math from BOY to EOY, and 1.6 in expected growth from BOY to EOY. ● By MOY, 60% of students receiving special education services will meet their annual expected growth measure on Math and increase to 75% by the EOY. ● By EOY, 70% of special education students will show growth 5-10% growth on STAAR and STAAR ALT Reading and Math.

Key Action 5	Improve English proficiency of Emergent Bilingual students.
Indicators of Success	• By June 2025, 20% of students who grew one level of proficiency, defined as school year 23-24 composite to school year 24-25 composite on TELPAS. • By May 2025, 60% of Emergent Bilingual students will meet their individual growth target on 2-5 NWEA MAP Reading. • DIBELS: By June 2025, campus will see a 12% increase in the percentage of total students who hit composite score benchmark as compared to EOY school year 23-24.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Grow teacher capacity to provide the highest quality of instruction through observation, feedback, planning, and coaching.
Indicators of Success	● By January of 2025,50% of Core teachers will score 5/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for the second semester. ● By May 2025, 77% of 3-5 Core teachers will score 6/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for the second semester. ● By May 2025, 65% of PK-2 Core teachers will score 6/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for the second semester.

Key Action 2	**The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.** Improve support of SPED department to classroom teachers to identify and focus on the instructional needs of their SPED students based on their IEP's and grade level standards to have a greater impact on student achievement and mastery of grade level objectives and in summative and formative assessments.
Indicators of Success	● 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool. ● By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews.

Key Action 3	Improve Student's Reading, Math, Writing Proficiency Across Grade Levels
Indicators of Success	• By June 2025, 60% of students will meet their individual growth target on 2-5 NWEA MAP Reading. • Math STAAR: In the 2024-2025 school year, the percentage of students achieving Meets grade level in STAAR will increase 5% points in both Reading and Math.

	• By June 2024-2025 the percentage of students scoring effective or higher in constructive responses in Reading STAAR 2025 will increase from 11 % to 34%. • By May 2025, 90% of students in grade 5 will complete at least 60 grade level Zearn lessons. • By May 2025, 90% of students in grades K-4 will complete at least 90 grade level Zearn lessons.

Key Action 4	Campus improves English proficiency for Emergent Bilingual students
Indicators of Success	● NWEA MAP: By June 2025, 60% of Emergent Bilingual students will meet their individual growth target on 2-5 NWEA MAP Reading. ● By May 2025, 60% of EB teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for the second semester. ● 60% of Emergent Bilingual students in K-1st will demonstrate at least one year's growth in DIBELS by May 2025.

Key Action 5	Successfully implement the LSAE model- in core instruction grades 3rd-5th
Indicators of Success	● By the end of January 2025, 100% of eligible core teachers will transition students to LSAE no later than the 45-50 minute mark of the instructional period. (Spot Observation-Supporting Practices) ● 100% of core teachers will conduct lessons that reflect L's and S1's receiving more direct instruction/extension of the lesson (Spot Observation-Supporting Practices) ● By the end of January 2025, the campus will consistently score at the proficiency level (>90%)on the NES System Check as observed by Monthly campus/district walks.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Increase student engagement and understanding by customizing lessons to ensure the implementation of multiple response strategies.
Indicators of Success	• By September 2024, 50% of the teachers will embed multiple response strategies and higher order thinking question stems during lesson customization as reflected in their lesson plans submitted weekly. This percentage will increase to 100% by November and IRT I. • By November 2024, 60% of teachers will have successfully integrated multiple response strategies into their daily teaching practices, as evidenced by weekly classroom SPOT observations in Domain 2. They will score at least 4 and this will increase to 80% by May. • By IRT 2 campus will rate an average of 10 based on the IRT rubric. This average will increase to 12 or higher by IRT 4.

Key Action 2	The principal consistently provides on-the-job coaching and feedback at a minimum monthly to SPED teachers.
Indicators of Success	• A structured weekly schedule will be developed and implemented to ensure each special education teacher receives at least one dedicated coaching session per week. Coaching sessions will result in 1-2 actions steps agreed upon between teacher and administrator. • By the end of the 2024-2025 school year, each special education teacher will receive at least one classroom observation per week and feedback will align in part to the previous week's coaching action step(s). • By June 2024-2025, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations a minimum of 80%, thereby promoting the effective application of feedback and continuous instructional improvement. Student achievement will align to district goals.

Key Action 3	Campus improves English proficiency for Emergent Bilingual students.
Indicators of Success	• By June 2025, 49% of students who grew one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS. • NWEA MAP: By June 2025, 60% of Emergent Bilingual students will meet their individual growth target on 2-5th NWEA

	• By May 2025, 100% of eligible EB students complete the TELPAS assessment annually, with no lapses in compliance as evidenced by no reported incidents of ineligible students testing or eligible students not testing to TEA.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Young Elementary School will improve the quality of the second teach during the L/S1 teach for all students in grades 3-5 in both RLA and Math.
Indicators of Success	• By MOY (December 2024), 60% of reading and math teachers will score 4/6 in Domain II (Engage & Deliver) on their Spot Observations • By EOY (June 2025), 90% of reading and math teachers will score 4/6 in Domain II (Engage & Deliver) on their Spot Observations • By June 2025, 80% of students will have met the projected growth from MOY to EOY on NWEA Map Assessment

Key Action 2	Young Elementary School will increase student writing proficiency in grades K-5.
Indicators of Success	• By MOY, 65% of students in grades 3-5 will score 2 points on short constructed responses. • By EOY, 85% of students in grades 3-5 will score at least 2 points on short constructed responses. • 100% of students in grades K-5 will complete cross curricular writing activities twice a week using RACES strategy and evaluated using the rubric

Key Action 3	Young Elementary will support high quality Pre-K instruction to support Pre-K students meeting benchmarks.
Indicators of Success	• By EOY, 75% of Pre-K teachers will score 4/6 in Domain II (Engage & Deliver) of the spot, as measured by the monthly average spot score for the second semester. • Based on 17% of students at BOY on district sounds subtests, MOY will indicate 25% of students at proficiency, while EOY will show 40% student proficiency. • Based on 35% of students at BOY on district letters subtests, MOY will indicate 45% of students at proficiency, while EOY will show 60% student proficiency.

Key Action 4	Young Elementary School will provide quality instruction to students that are serviced under Special Education.

Indicators of Success	• All students according to their Individual Education Plan (IEP) will receive accommodations and designated supports daily as evidenced by classroom observations and PowerSchool accommodation reports. • A structured weekly schedule will be developed and implemented to ensure each special education teacher receives at least one dedicated coaching session per week. Coaching sessions will result in 1-2 actions steps agreed upon between teacher and administrator. • By the end of the 2024-2025 school year, each special education teacher will receive at least one classroom observation per week and feedback will align in part to the previous week's coaching action step(s).

248: SUTTON EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Build teacher capacity to provide high-quality Tier 1 instruction
Indicators of Success	·The percentage of teachers scoring proficient or higher on SPOT observations conducted by the admin team will be 70% in October 2024 and this percentage will increase to 75% in January 2025 and 80% in April 2025. · Campus will score Proficient 1 or higher on the IRT walk 1 conducted in October 2024, increase to Proficient 2 or higher on the IRT walk 2 conducted by the district team in January, and maintain Proficient 2 or higher in IRT walk 3 conducted in April 2025. · The percentage of teachers scoring 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) on the SPOT form, as measured by the monthly average score will increase from 10% in August 2024 to 50% in October 2024, 70% in January 2025, and 80% in April 2025.

Key Action 2	Improve SPED compliance by ensuring that staff are provided with relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool
Indicators of Success	● Throughout the 2024-2025 school year, 100% of staff members will receive the relevant portions of the IEP within 2 days of its finalization, as demonstrated by campus record keeping. ● 100% of end-of-grading-cycle audits of PowerSchool records done in September 2024, November 2024, January 2025, February 2025, and May 2025 will show consistent documentation of accommodations and modifications in PowerSchool. ● By the end of the 2024-2025 school year, campus administration will ensure that at least 95% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews.

Key Action 3	Create a high-performance culture
Indicators of Success	·Teachers and staff will maintain an average annual attendance of at least 95% in August 2024 and this number will increase to 96% in January 2025 and 97% in May 2025 as

	measured by the weekly average percent of staff present between August 12, 2024 to May 2025. · POSSIP parent survey administered by the district in the Fall 2024, Winter 2024, and Spring 2025 will show at least 80% of parents are mostly satisfied or satisfied with the school. · Increase student attendance from 94.4% in Spring 2024 to at least 95% or higher by January 2025 and 96% in May 2025. ·Utilize positive behavior intervention systems to reduce the number of out-of-school suspensions to 0% between Fall 2024-Spring 2025 and the number of in school suspensions by 50% from 1.6% in May 2024 to 1% in January 2025 to 0.8% in May 2025 as measured by the ratio of end of year total in school suspensions versus the total number of students. ·Increase parental communication and engagement by providing written communication to families in their preferred languages 100% of the time during Meet the Teacher in August 2024, Open House in September 2024, Newcomer Night in October 2024 and February 2025, and Spring Festival in May 2025. ·Increase immunization compliance from at least 80% in October 2024 to 85% in January 2025 and 90% by May 2025.

Key Action 4	Improve the quality of instruction and language proficiency for Emergent Bilingual students
Indicators of Success	● The percentage of Emergent Bilingual students growing one level of proficiency as measured by Summit K-12 will increase from 36.9% on the BOY administered in August 2024 to 43% at on the MOY administered in January 2025 and will be at least 50% at the EOY TELPAS test to meet the long-term target of 2037-2038. ● The growth conditional percentile for Emergent Bilingual students taking NWEA Reading for Grades 3-5 will be at or above the 50th percentile from the administration of the NWEA BOY assessment in August 2024 to at or above the 55th percentile on the MOY assessment in January 2025 and this number will increase to above the 60th percentile at the administration of the NWEA EOY Assessment in May 2025. ● The percentage of EB teachers scoring 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the form, as measured by the monthly average score will increase from 10% from August to 50% October, 70% in January, and 80% in April 2025.

2024-2025 School Action Plan: Key Actions	
Key Action 1	The campus administration ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.
Indicators of Success	• By the end of the 2024-2025 school year, the campus administration will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. • Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping. • 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.

Key Action 2	Travis ES will improve performance for Hispanic students in achievement as defined by TEA Domain 3 accountability.
Indicators of Success	• By June 2025, 70% of Hispanic students will reach the achievement target(s) in Reading as measured by MAP Reading. • By June 2025, 44% of Hispanic students will reach the achievement target(s) in Math as measured by MAP Math. • By the end of the first semester, Hispanic students who met expected growth from BOY to MOY NWEA MAP will increase by 10% from previous year.

Key Action 3	Travis Elementary will focus on improving the quality of instruction in all grade-levels through effective questioning that promotes higher-order thinking, utilizing scaffolds, and differentiate instruction based on student needs.
Indicators of Success	• By May 2025, 60% of core teachers will score 7/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for second semester. • 75% of spot observations conducted between October 2024 and February 2025 will earn at least 4 points in Domain II (Engage & Deliver) as rated by the campus leadership team. The percentage will increase to 85% in April 2025.

251: TWAIN EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Grow staff capacity to provide the highest quality instruction Develop teachers' instructional practice and data analysis within the IB Units of Inquiry to enhance inquiry and concept attainment. Teachers will collaborate to develop intentional and focused questions techniques that broaden the knowledge base and encourage authentic ethical discourse and improve respectful communication skills
Indicators of Success	• By the end of the 2024-25 school year, students will grow to the 81st percentile achievement metric as measured by the EOY NWEA in all subjects - Reading (English and Spanish), Math, and Science. • By the end of the 2024-25 school year, students will grow to the 65th percentile growth metric as measured by the EOY NWEA in all subjects - Reading (English and Spanish), Math, and Science. • By the end of the 2024-25 school year, 52% of students will score at the Masters level on the STAAR test in ELAR. • By the end of the 2024-25 school year, 46% of students will score at the Masters level on the STAAR test in Math. • By the end of the 2024-25 school year, 35% of students will score at the Masters level on the STAAR test in Science. • By the end of the 2024-25 school year, 46% of Emergent Bilingual students will grow at least one proficiency level on the TELPAS Assessment. • By the end of the 2024-25 school year, 70% of students in grades Kindergarten and first grade will demonstrate above or well above typical growth on the DIBELS Assessment. • By the end of the 2024-25 school year, 57% of students in grades Kindergarten and first grade will demonstrate an above benchmark composite level on the DIBELS Assessment. • 80% of spot observations conducted during the 2024-25 school year will earn at least 6 out of 8 points on Domain 2 as rated by the campus leadership team by the end of December 2024. The percentage will increase to 85% by the end of April 2025.

Key Action 2	Improve the Quality of instruction for Special Education students. Mark Twain Elementary will strengthen the quality of instruction delivered to students identified in special

	education. Students receiving special education services will master their IEP goals and meet 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
Indicators of Success	• 90% of all students identified in special education will be on track for mastery of IEP goals and/or objectives. • 80% of students identified in special education in 2nd through 5th grade will demonstrate progress as measured on the EOY NWEA Reading, NWEA Math, and NWEA Science assessments. • 80% of students identified in special education in 4th and 5th grade will demonstrate adequate progress on the STAAR assessment. • 80% of students identified in special education in kindergarten and first grade will demonstrate progress as measured on the EOY Dibels assessment. • 80% of spot observations conducted for special education teachers during the 2024-25 school year will earn at least 6 out of 8 points on Domain 2 as rated by the campus leadership team by the end of December 2024. The percentage will increase to 85% by the end of April 2025. • 90% of the eligible teachers will denote accommodations used by each student per graded assignment during each 6-week period. • 100% of all parents with students receiving Special Education services will receive Progress Reports and Report Cards on time.

Key Action 3	Increase student engagement across all subject areas. Mark Twain Elementary will increase the level of student engagement in all PK-5 classrooms through the planning and delivery of multiple-response strategies (MRS) and Visible Thinking Routines during direct instruction. Teachers will prioritize engagement strategies to ensure 100% of students are reading, writing, critically thinking, or engaging in dialogue throughout the lesson cycle
Indicators of Success	• 80% of spot observations conducted during the 2024-25 school year will earn at least 10 out of 15 points overall as rated by the campus leadership team by the end of December 2024. The percentage will increase to 90% by the end of April 2025. • By the end of the 2024-25 school year, students will grow to the 81st percentile achievement metric as measured by the EOY NWEA in all subjects - Reading (English and Spanish), Math, and Science. • By the end of the 2024-25 school year, students will grow to the 65th percentile growth metric as measured by the EOY NWEA in all subjects - Reading (English and Spanish), Math, and Science. • By the end of the 2024-25 school year, 52% of students will score at the Masters level on the STAAR

	test in ELAR. ● By the end of the 2024-25 school year, 46% of students will score at the Masters level on the STAAR test in Math. ● By the end of the 2024-25 school year, 35% of students will score at the Masters level on the STAAR test in Science. ● By the end of the 2024-25 school year, 46% of Emergent Bilingual students will grow at least one proficiency level on the TELPAS Assessment. ● By the end of the 2024-25 school year, 70% of students in grades Kindergarten and first grade will demonstrate above or well above typical growth on the DIBELS Assessment. ● By the end of the 2024-25 school year, 57% of students in grades Kindergarten and first grade will demonstrate an above benchmark composite level on the DIBELS Assessment.

Key Action 4	Student Attendance Twain Elementary will increase the average daily attendance (ADA) rate from 96.1% during the 2023-2024 school year to 97.0% for the 2024-2025 school year. Twain Elementary will develop an attendance (and tardy) 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
Indicators of Success	● By June 2024, the average daily attendance (ADA) for Twain Elementary will be 97% or higher. ● The average daily attendance (ADA) for Twain Elementary will be 96% or higher for each of the six cycles throughout the 2023-2024 school year. ● Compared to 5% during the 2023-2024 school year, the percent of students considered chronically absent with 18 or more absences during the school year will decrease to 2% by the end of Cycle 3 and then 4% by the end of Cycle 6. ● Compared to 11.3% during the 2023-2024 school year, the percent of students considered chronically tardy with 18 or more tardies during the school year will decrease to 5% by the end of Cycle 3 and then 9% by the end of Cycle 6.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Raise the level of high-quality instruction, resulting in an increase in student math achievement, through the implementation of aggressive monitoring.
Indicators of Success	● During SPOT observations in November 2024, students will receive targeted feedback from teachers, as evidenced by 60% of teachers receiving a "3", Mostly Demonstrated as Written, in the Monitor and Adjust section of the SPOT observation form; this will increase to 85% by April 2025. ● 65% of K-5 students will grow .8 years from BOY to MOY in math as measured by the NWEA-MAP assessment. 65% of K-5 students will grow 1.4 years from BOY to EOY in math as measured by the NWEA-MAP assessment

Key Action 2	Increase student achievement on the ELA STAAR, through the implementation of a school wide writing plan that focuses on utilization of the RACE strategy and revising/editing.
Indicators of Success	• Students in grades 3-5 will participate in a monthly school wide SCR writing prompt. By January 2025, 65% of students will score a "2" on a school wide SCR, this is an increase from the 50% baseline that was established in the 2022-2023 school year. • Students in grades 3-5 will participate in a monthly school wide ECR writing prompt. By March 2025, 50% of students will score a "6" on a school wide ECR. This goal is based on the ECR scores achieved on the 2022-2023 and 2023-2024 STAAR Assessment.

Key Action 3	Improve the quality of instruction provided to special education students through the coaching and feedback.
Indicators of Success	• By the end of the 2024-2025 school year, each special education teacher will receive at least one classroom observation per week and feedback will align in part to the previous week's coaching action step(s). • The leadership team will conduct follow-up checks within one week after each feedback session, ensuring teachers implement actionable recommendations, thereby promoting the effective application of feedback and continuous instructional improvement, as evidenced by all special education teachers scoring Proficient 1 or higher on their May 2025 Spot.

Key Action 4	Improve English proficiency for Emergent Bilingual students

Indicators of Success	● By June 2025 49% of students who grew one level of Proficiency, defined as SY 23-24 to SY 24-25 composite on TELPAS. ● By 2024 PEIMS snapshot, 100% of students identified as potential EB students defined by the Home Language Survey indicators are tested and correctly coded.

253: WALNUT BEND EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Ensure High-Quality Instruction in grades PK-5
Indicators of Success	● As measured by campus Spot Observation Form, 71% of teachers will receive a level of proficient I (9 or higher) by December 2024; that percentage will increase to 85% in May 2025. ● As measured by IRT, the two highest scores of the four IRT visits will average out to be 10 or higher by May 2025. ● By May 2025, 100% of teachers' professional development in grades PK- 5th will be about continuous improvement based on the Spot Form.

Key Action 2	Improve Leadership Density through Weekly Calibrations and Professional Development Planning
Indicators of Success	● Using daily calibration data, the admin team will be calibrated on 5 out of 8 classroom walks by December 2024. This will increase to 8 out of 8 classrooms by May 2025. ● By December AP's will facilitate 40% of the training on Professional Development Days. By May 2025, 80% of our professional days will be facilitated by assistant principals. ● By December assistant principals will have a completion percentage of 95% or higher on at least 90% of operational duties. By May 2025, 100% of operational duties. ● Coaching tracker will be used to monitor the daily coaching of Tier 3 teachers. By December 2024, AP's will document their daily coaching moves for Tier 3 teachers to support growth. By June 2025, there will be zero Tier 3 teachers.

Key Action 3	Improve IEPs and Progress Monitoring for our Special Education students
Indicators of Success	● We will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews in Oct. 2024, Dec. 2024, March 2025, and May 2025. ● Throughout the 2024-2025 school year, 100% of staff members

	receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping. ● By December 2024, 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool. By May 2025, we will maintain 100% of quarterly audits of PowerSchool records showing consistent documentation of accommodations and modifications in PowerSchool. ● As measured by campus Spot Observation Form, 66% of SpEd teachers will receive a proficiency level of 9 or higher (Proficient) by December 2024; that percentage will increase to 100% in May 2025.

Key Action 4	Increase language and literacy proficiency for EB students
Indicators of Success	● By June 2025, at least 49 % of Emergent Bilingual students will grow one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS. ● By 2024 PEIMS snapshot, 100% of students identified as potential EB students defined by Home Language Survey indicators are tested and appropriately coded. ● By PEIMS snapshot, 100% of new to HISD students, defined as those completing the Home Language Survey, who are identified as EB after the EB Identification Test are placed in a bilingual or ESL classroom unless parents waive services. ● By May 2025, 100% of eligible EB students complete the TELPAS assessment annually, with no lapses in compliance as evidenced by no reported incidents of ineligible students testing or eligible students not testing to TEA.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Grow staff capacity to deliver the highest quality instruction through monthly coaching, and feedback.
Indicators of Success	● By the end of 2024-2025 school year, each teacher will receive at least one classroom observation and feedback will align in part to the previous week's coaching action step(s) as evidenced by a weekly analysis of the coaching feedback tracker. ● Between October 2024 and May 2025, the quality of instruction will be improved by providing structured coaching conversations for 100% of teachers rated at progressing 2 or below as evidenced by the weekly spot analysis and coaching log. ● By October 2024 and May 2025, the quality of instruction will improve by providing coaching aligned to Domain I (Planning) on the spot observation form for100% of teachers rated at progressing 2 or below as evidenced by a weekly analysis of the lesson plan feedback rubric and coaching logs.

Key Action 2	The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.
Indicators of Success	● By December 2024, the principal will ensure that 80% of IEPs will include specific, clear, and measurable goals tailored to each student’s unique needs, as evidenced by quarterly reviews. This target will increase to 100% by June 2025. ● Throughout the 2024-2025 school year, 100% of staff members will receive the relevant portions of the IEP within 3 days of its finalization as evidenced by campus record keeping. ● By October 2024, 80% of student statements of accommodations will be implemented and documented as evidenced by monthly Power School progress reports. This target will increase to 100% by May 2025.

Key Action 3	Improve English proficiency for Emergent Bilingual (EB) students through targeted language support, reading interventions, and writing-focused activities.
Indicators of Success	● By June 2025, 25% of Emergent Bilingual (EB) students will meet the one-year growth projection as evidenced by TELPAS 2025 results and monthly Summit K-12 progress monitoring. ● By May 2025, 25% of Emergent Bilingual (EB) teachers will score 8 or higher in Domain II (Engage & Deliver) and Domain III (Monitor & Adjust) of the spot, as measured by the monthly average spot score for second semester.

	● By October 2025, 100% of Emergent Bilingual (EB) teachers will complete CBLI training and will integrate language and writing supports into their lesson plans to assist Emergent Bilingual (EB) students with listening, speaking, reading, and writing skills as evidenced by lesson plan tracker.

255: WEST UNIVERSITY EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve Mathematics Instruction in Grade 4. West University ES will improve the quality of mathematics instruction for all students in 4. All students will make adequate growth in mathematics. All staff personnel will receive appropriate professional development and the resources necessary to deliver high-quality instruction
Indicators of Success	• By the end of the 2024-2025 school year, 75% of all students tested will score at or above the 60th percentile as measured by NWEA mathematics. • By the end of the 2024 - 2025 school year, 70% of all students tested will score at the Masters level as measured by STAAR. • By December 2024, 70% of teachers will score at least 5 points in Domain 2 on the Spot Observation form. This will increase to 80% scoring at least 6 points in Domain 2 on the Spot Observation form by April 2025.

Key Action 2	Adjust 5th-grade science instruction and curriculum to increase students' performance at the Masters Level on the Science STAAR
Indicators of Success	• 5th-grade students will be at or above the 55th percentile for growth on the MOY NWEA MAP test in science during the 24-25 school year. • 5th-grade students will be at or above the 60th percentile for growth on the EOY NWEA MAP test in science during the 24-25 school year. • By June 2025, 98% of 5th graders will perform at the Approaches Grade Level Standard, 85% at the Meets Grade Level Standard, and 60% at the Masters Grade Level Standard.

Key Action 3	Adhering to ARD Timelines and Participation from the principal or assistant principal ARDs for students with IEPs will be held on time and principal/assistant principal will participate in ARDs
Indicators of Success	• By the end of the first semester, 100% of campus ARDs are held on or before the deadline. • Ensure that 100% of newly enrolled students with IEPs will have information verified and accurately

	reflected in the ARD tracker within one week of their enrollment, with bi-weekly checks to monitor accuracy.

Key Action 4	Ensure we have high-quality IEPs The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool
Indicators of Success	• By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. • Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping.

256: WHARTON K-8 DUAL LANGUAGE ACADEMY

2024-2025 School Action Plan: Key Actions	
Key Action 1	Grow staff capacity to provide the highest quality instruction around the framework of Wharton Dual Language and IB characteristics
Indicators of Success	● 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 2025. ● 80% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by Dimension 2.1 through 2.5 (Instruction) of the T-TESS rubric. [The Principal and Assistant Principal will evaluate all teachers using the HISD evaluation system.]

Key Action 2	The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool
Indicators of Success	● By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. ● Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping. ● 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.

Key Action 3	Campus improves English proficiency for Emergent Bilingual students
Indicators of Success	● By June 2025, 55% of students who grew one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS. ● DIBELS: In Dibels, we will increase the number of proficient kindergarten students from 64% to 70% and in first grade from 76% to 80%. In Lectura, we will maintain or increase the number of proficient kindergarten students at 92% and increase the number of proficient

	first grade students from 75% to 80%. ● NWEA MAP: By June 2025, 60% of Emergent Bilingual students will meet their individual growth target on 2-8 NWEA MAP Reading. ● By May 2025, 60% of EB teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for the second semester.

Key Action 4	Improve reading proficiency in K-8th
Indicators of Success	● The percentage of 2nd -8th grade students in our campus who have a Conditional Growth Index (CGI) of 0.6 or higher on NWEA MAP in reading will increase from 56% in May 2024 to 60% in May 2025. ● In the 2024-2025 school year, there will be an increase from 38% to 48% of the students in grades 3-8th will reach mastery level. ● Spot observation data for Reading and or ELA teachers will show at least 75% of teachers rated PROF I in Domain 2 Instruction (Engagement and monitoring and adjust) by the end of December 2024 and 85% Prof by May 2025. ● In Dibels, we will increase the number of proficient kindergarten students from 64% to 70% and in first grade from 76% to 80%. In Lectura, we will maintain the number of proficient kindergarten students at 92% and increase the number of proficient first grade students from 75% to 80%.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve the quality of instruction by building the instructional capacity of teachers.
Indicators of Success	• By the end of May 2025, 70% of 3-5 grade teachers (6/9) will receive a rating of 6/10 on Domain II (Engage/Deliver, Monitor/Adjust) as measured by the monthly average spot score for the second semester. • By end of May 2025, on teachers' EOY conferences, 75% of core classroom teachers will be rated at a minimum of Proficient I or higher for the EOY appraisal. • By January 2025, 50% of teachers scored by an Independent Review Team (IRT) will be scored at Proficient higher. The percentage will increase to 70% by May 2025.

Key Action 2	The principal consistently provides on-the -job coaching and feedback at a minimum monthly to special education teachers.
Indicators of Success	• Beginning August 2024, a structured weekly schedule will be developed and implemented to ensure each special education teacher receives at least one dedicated coaching session per week. Coaching sessions will result in 1-2 actions steps agreed upon between teacher and administrator. • By December 2024-2025, each special education teacher will receive at least one classroom observation per week and feedback will align in part to the previous week's coaching action step(s). • By June 2024-2025, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations a minimum of 80%, thereby promoting the effective application of feedback and continuous instructional improvement.

Key Action 3	Increase the quality of instruction in reading/writing and math
Indicators of Success	• By June 2025 the percentage of 4th grade students in MEETS level Reading will increase from 24% in June 2024 to 29% in June 2025. • By May 2025, 90% of students in grade 4 will complete at least 65 grade level Zearn lessons. • By May 2025, the percentage of students who perform at/above benchmark on the EOY DIBELS assessment will improve from 32% at BOY to 65% in grade K by EOY (32/49).

2024-2025 School Action Plan: Key Actions	
Key Action 1	Grow the capacity of staff to provide the highest quality of instruction.
Indicators of Success	● By February 2025, the average score for core teachers will be 11 or higher as rated by instructional review team #2. ● By May 2025, the average score for core teachers will be 12 or higher as rated by instructional review team #4. ● 80% of participating students will make consistent growth from BOY - MOY - EOY, as measured by the NWEA Map assessment data. Participating students will have a Conditional Growth Index (CGI) of 0.6 or higher by MOY and 1.2 CGI or higher by EOY.

Key Action 2	Improve math proficiency in Pre-K through 5th grade.
Indicators of Success	● 80% of participating students will make consistent growth from BOY - MOY - EOY, as measured by the NWEA Map assessment data. Participating students will have a Conditional Growth Index (CGI) of 0.6 or higher by MOY and 1.2 CGI or higher by EOY. ● Increase Meets level performance on STAAR Math from 38% to 43% for 3rd-5th grade students combined by April 2025. ● 80% of students in grades Pre-Kindergarten will improve their math performance levels as evidenced by progress monitoring at key points such as, BOY - MOY- EOY, as measured by Circle assessment.

Key Action 3	The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.
Indicators of Success	· By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. · Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping. · 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.

Key Action 4	Improve literacy proficiency in Pre-K through 5th grade.
Indicators of Success	● 80% of participating students will make consistent growth from BOY - MOY - EOY, as measured by the NWEA Map assessment data. Participating students will have a Conditional Growth Index (CGI) of 0.6 or higher by MOY and 1.2 CGI or higher by EOY. ● 80% of students in grades Prekindergarten and Kindergarten will improve their reading performance levels as evidenced by progress monitoring at key points such as, BOY - MOY- EOY, as measured by Circle and DIBELS assessments. ● Increase Meets level performance on STAAR Reading from 45% to 50% for 3rd-5th grade students combined by April 2025. ● 60% of students in 3rd through 5th grade will score 3 points or higher on extended constructed responses based on the TEA 5-point rubric scale by December 2024. By May 2025, 70% of students in grades 3rd through 5th grade will score 3 points or higher on extended constructed responses based on the TEA 5-point rubric. Emergent Bilingual Students ● By June 2025, at least 49% of emergent bilingual students will grow one level of proficiency in their composite score on TELPAS to meet the interim target.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve English proficiency for Emerging Bilingual students.
Indicator of Success 1	By June 2025, at least 49% of students will make one year's growth as measured by TELPAS. *TELPAS 2023 - 2024, showed a 31.6% progress rate.*
Indicator of Success 2	By June 2025, Emerging Bilingual students as a whole will fall into the 55th growth percentile or higher from the BOY NWEA MAP to the EOY NWEA MAP reading assessments.

Key Action 2	Successfully implement high-quality supplemental math curriculum components in conjunction with Montessori-aligned math lessons.
Indicator of Success 1	By June 2025, all students as a whole will fall into the 50th growth percentile or higher from the BOY NWEA MAP to the EOY NWEA MAP math assessments.
Indicator of Success 2	By June 2025, the percent of students who meet grade level standard or above on STAAR math will increase by at least 10%. *47% Meets or Above → 57% Meets or Above*

Key Action 3	Ensure IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.
Indicator of Success 1	By the end of the 2024 -2025 school year, 100% of IEPs will include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews.
Indicator of Success 2	Throughout the 2024 - 2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping.
Indicator of Success 3	100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.
Indicator of Success 4	By June 2025, students receiving Special Education services as a whole will fall into the 55th growth percentile or higher from the BOY NWEA MAP to the EOY NWEA MAP reading and math assessments

Key Action 4	Monitor the data and instructional practices for Black and Hispanic students to improve performance in achievement.
Indicator of Success 1	By June 2025, 33% of Black students will Meet Grade Level Standard or Above on Math STAAR.
Indicator of Success 2	By June 2025, 47% of Black students will Meet Grade Level Standard or Above on Reading STAAR.
Indicator of Success 3	By June 2025, 70% of Hispanic students will Meet Grade Level Standard or Above on Reading STAAR.
Indicator of Success 4	By the end of the first semester, 90% of core teachers will consistently score at/above Proficient in "Monitor and Adjust" as measured by the Spot Observation form.

260: WINDSOR VILLAGE EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Based on the needs assessment we will improve the quality of instruction in Reading to increase proficiency across student groups
Indicators of Success	● By April 2025, 80% of Reading and Language Arts teachers will score 8/10 in Engage and Deliver and Monitor and Adjust as evidenced on the spot observation. ➢ By January 2025, 80% of Reading and Language Arts teachers will score 7/10 in Engage and Deliver and Monitor and Adjust as evidenced on the spot observation. ● By May 2025, the percentage of students who perform at or above benchmark on the EOY DIBELS assessment will improve from 84% at EOY 2023-2024 to 89% in kindergarten and from 59% at EOY 2023-2024 to 64 % in first grade. ➢ By January 2025, the percentage of students who perform at/above benchmark on the MOY DIBELS assessment will improve to 50% in kindergarten and first grade. ● By the end of May 2025, we will reduce the number of students performing at 0-1on the ECR rubric by 10% as measured on the STAAR. ➢ By January 2025, we will reduce the number of students performing at 0-1on the ECR rubric by 5% as measured by campus assessments.

Key Action 2	Based on the needs assessment we will improve the quality of instruction in Math to increase proficiency across student groups
Indicators of Success	● By April 2025, Math teachers will score 8/10 in Engage and Deliver and Monitor and Adjust as evidenced on the spot observation. ➢ By January 2025, 80% of Math teachers will score 7/10 in Engage and Deliver and Monitor and Adjust as evidenced on the spot observation. ● By May 2025, 95% of 3rd-5th grade students will complete 100 IXL digital lessons. ➢ By January 2025, 95% of 3rd-5th grade students will complete 50 IXL digital lessons. ● By May 2025, 80% of students in grades 1-2 will complete 50 IXL digital lessons. ➢ By January 2025, 80% of students in grades 1-2 will complete 25 IXL digital lessons.

Key Action 3	Based on the needs assessment we will improve the quality of instruction in Science to increase proficiency across student groups
Indicators of Success	● By April 2025, Science teachers will score 8/10 in Engage and Deliver and Monitor and Adjust as evidenced on the spot observation. ➢ By January 2025, 80% of Science teachers will score 7/10 in Engage and Deliver and Monitor and Adjust as evidenced on the spot observation. ● By May 2025, students in grades 3-5 will score at or above 60th percentile from BOY to EOY on NWEA ➢ By January 2025, students in grades 3-5 will score at 50th percentile from BOY to MOY on NWEA ● By May 2025, 80% of students in grade 2 will score at 60th percentile from BOY to EOY on NWEA ➢ By January 2025, 80% of students in grade 2 will score at 50th percentile from BOY to MOY on NWEA.

Key Action 4	Based on the needs assessment, we will close the learning gaps for students in the Special Education population
Indicators of Success	● 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. ➢ By January 2025, 80% of special education students will have access to designated supports and receive accommodations during daily instruction in all classes. ● 100% of our students receiving Special Education services will show 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). ➢ By January 2025, 80% of our students receiving Special Education services will show 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). ● Campus will be proficient or higher in ARD timelines and quality of IEPs, observations for quality of instruction and progress monitoring.

	➢ By January 2025, Campus will be proficient in ARD timelines and quality of IEPs, observations for quality of instruction and progress monitoring.

Key Action	Based on the needs assessment, we will improve English proficiency for Emergent Bilingual students.
Indicators of Success	• 100% of Emergent Bilingual students will receive targeted instruction in reading. ➢ By January 2025, 80% of EB students will receive targeted instruction • By June 2025, 80% of Emergent Bilingual students will show progress in listening, speaking, writing and reading as measured by TELPAS. ➢ By January 2025, 50% of students will show progress in listening, speaking, writing, and reading on Summit K12. •By May 2025, 80% of EB teachers will score 8 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot as measured by the monthly average spot score. ➢ By January 2025, 80% of EB teachers will score 7/10 in Engage and Deliver and Monitor and Adjust as evidenced on the spot observation.

262: GRISSOM EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Based on the campus needs assessment from the 2023-2024 school year, we will reinforce high quality RLA instruction in grades PreK-5
Indicators of Success	● The median score for student growth for NWEA EOY will be at or above the 70th percentile. The median score of student growth for the NWEA Reading MOY assessment will be at or above the 50th percentile. ● DIBELS Assessment 60% of kindergarten students will earn a composite score of 122 or higher by MOY And a 119+ by EOY 60% of 1st grade students will earn a composite score of 130 or higher by MOY and 155+ by EOY ● CIRCLE Reading 85% of Pre-Kindergarten students will reach proficiency on the literacy portion of the CIRCLE assessment by EOY and 50% will reach proficiency on the literacy portion at MOY ● Students will show a weekly DOL average of 70% mastery or higher by April And by January will show a weekly DOL average of 50% mastery or higher.

Key Action 2	Based on the campus needs assessment from the 2023-2024 school year, we will reinforce high quality math instruction in grades PreK-5
Indicators of Success	● The median score for student growth for NWEA Math EOY will be at or above the 70th percentile. The median score of student growth for the NWEA Math MOY assessment will be at or above the 50th percentile. ● 85% of Pre-Kindergarten students will reach proficiency on the math portion of the CIRCLE assessment by EOY and 50% at MOY. ● Students will show a weekly DOL average of 70% mastery or higher by April And by January will show a weekly DOL average of 50% mastery or higher

Key Action 3	Increase student achievement for Special Education Students
Indicators of Success	• By the end of the first semester, 100% of campus ARDs are held on or before the deadline. • The principal or assistant principal will ensure timely and full attendance at 100% of the ARD meetings as evidenced by the ARD minutes and ARD participation. • By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. • Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of finalization as demonstrated by campus record keeping. • By the end of the 2024-2025 school year, each special education teacher will receive at least one classroom observation per week and feedback will align in part to the previous week's coaching action steps.

Key Action 4	Increase achievement for students identified as Emerging Bilingual (EB)
Indicators of Success	• Emerging bilingual students who met expected growth from BOY to MOY NWEA MAP will increase by 10% from previous year. • Mid-Year progress monitoring will include student logins twice a week for a total 25 logins and 50 by EOY • The percentage of students who progressed one proficiency level on TELPAS will increase from 29% in 2024 to 40% in 2025. • 50% of emerging bilingual students in pre-k will reach proficiency on the math portion of the CIRCLE assessment. • 50% of emerging bilingual students in pre-k will reach proficiency on the reading portion of the CIRCLE assessment.

263: LAW EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Provide effective, on grade level, Tier 1 instruction in English Language Arts, with an emphasis on differentiated supports to increase mastery level of achievement with constructed written responses. Improve the quality of instruction in reading and language arts
Indicators of Success	1. By April 2025, 85% of ELA Teachers will score 8/10 or higher in Engage & Deliver and Monitor & Adjust as evidenced by Spot Observations. a. By January, 80% of ELA Teachers will score 6/10 or higher in Engage & Deliver and Monitor & Adjust as evidenced by Spot Observations. 2. By May 2025, the percentage of students who perform at/above benchmark on the EOY DIBELS assessment will improve from 38% at EOY 2023-2024 to 50% in kindergarten and from 11% at EOY 2023-2024 to 35% in first grade. b. By January 2025, the percentage of students who perform at/above benchmark on the MOY DIBELS assessment will improve to 45% in kindergarten and from 25% in first grade. 3. By May 2025, 70% of students in the 2nd - 5th grade will consistently achieve 3/5 or above on a weekly response to writing based on the STAAR Rubric. a. By October 2024, 45% of 2nd - 5th graders will score a 3/5 or above

Key Action 2	Provide effective, on grade level, Tier 1 instruction through the implementation of effective Math instruction with differentiated supports to increase mastery level of achievement and close achievement gaps
Indicators of Success	1. Based on the Math STAAR data from the 2023-2024 school year, students performing at or above grade level will increase as follows: ● Meets - 47% to 60% ● Masters - 8% to 20% 2. By April 2025, 85% of Math Teachers will score 8/10 or higher in Engage & Deliver and Monitor & Adjust as evidenced by Spot Observations.

	a. By January, 80% of Math Teachers will score 6/10 or higher in Engage & Deliver and Monitor & Adjust as evidenced by Spot Observations. 3. By May 2025, 95% of 3rd-5th grade students will complete 100 Zearn digital lessons. a. By December 2024, 95% of 3rd-5th grade students will complete 50 Zearn digital lessons.

Key Action 3	The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool as well as consistently providing on-the-job coaching and feedback at a minimum monthly
Indicators of Success	1. By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. 2. By EOY 2024 2025 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool. a. By MOY audit 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool. 3. By the end of the 2024-2025 school year, each special education teacher will receive at least one classroom observation per week and feedback will align in part to the previous week's coaching action step(s). 4. To close achievement gaps, based on the Reading and Math STAAR data from the 2023-2024 school year, special education and emerging bilingual students who do not meet the standard will decrease as follows: -SPED DNM - 82% to 75% -EB DNM - 47% to 35%

Key Action 4	Improve the quality of instruction for improved students' outcomes within the target population EB

Indicators of Success	1. By April 2025, 60% of Dual Language Teachers will score 8/10 or higher in Engage & Deliver and Monitor & Adjust as evidenced by Spot Observations. b. By January 2025, 60% of Dual Language Teachers will score 5/10 or higher in Engage & Deliver and Monitor & Adjust as evidenced by Spot Observations. 2. By May 2025, 100% of English Bilingual students (EBs) will complete 100% of their personalized lesson plan (PLP). 3. By December 2024, 100% EBs will complete 50% of their SummitK12 personalized lesson plan.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Based on the needs assessment we have identified a need to improve the quality of instruction emphasizing the Science of Reading in early literacy for grades Pre-K, Kinder and 1st.
Indicators of Success	1) 70% of PreK 3 students will be able to identify 30 or more letter names and sounds by the end of May 2025. ● 40% of PreK 3 students will be able to identify 30 or more letter names and sounds by the end of January 2025. 2) 80% of Kinder students performing at or above benchmark from or higher on the DIBELS assessment by 2025 EOY. ● 60% of Kinder students performing at or above benchmark from or higher on the DIBELS assessment by January 2025. 3) 70% of 1st grade students performing at or above benchmark from or higher on the DIBELS assessment by 2025 EOY. ● 45% of 1st students performing at or above benchmark from or higher on the DIBELS assessment by January 2025.

Key Action 2	Improve differentiation in Math through effective implementation of LSAE
Indicators of Success	1) By May 2025, 60% of EB teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for second semester. ● By December 2024, 60% of EB teachers will score 5/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot. 2) 75% of students will consistently earn S2 or above on DOL by February 2025. ○ 50% of students will consistently earn S2 or above on DOL by October 2024 ○ 60% of students will consistently earn S2 or above on DOL by December 2024 ○ 70% of students will consistently earn S2 or above on DOL by December 2024 3) By May 2025, 100% of students K-5th will complete 100 Zearn digital lessons. ● By December 2024, 100% of students will complete 50 Zearn digital lessons.

Key Action 3	Improve the quality of reading and writing instruction in 2nd through 5th grade.
Indicators of Success	1) By May 2025, 65% of students in 2nd - 5th grade will consistently achieve 3 or higher on a monthly response to writing based on STAAR rubric. ● 40% of 2nd - 5th graders will score a 3/5 or above by October 2024 ● 50% of 2n-5th graders will score a 3/5 or above by February 2025 2) By May 2025, 60% of EB teachers with more than 3 years of experience will score 7/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for second semester. ● By December 2024, 60% of EB teachers with more than 3 years of experience will 5/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot. 3) By the end of the 2024-2025 school year, 100% of English Learners (EBs) will use Summit K-12 for at least 30 minutes twice a week and 70% of students will demonstrate an increase of at least one proficiency level, as measured by pre- and post-assessment scores on the platform. ● By MOY 100% will have met their weekly goal usage of summit K12

Key Action 4	Improve Special education services by increasing the quality of IEP goals and IEP implementation by Special education teachers
Indicators of Success	1) Sped Folder Audit will receive an overall average of an A by May 2025. 2) By EOY 2024 2025 100% of quarterly audits of PowerSchool records show consistent of accommodations and modifications in PowerSchool. a) By MOY audit 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool. 3) 90% of our students receiving Special Education services will show adequate progress towards their IEP goals, as measured by either 3-weeks' progress notes; mCLASS/DIBELS and MAP Growth MOY and EOY assessments; and STAAR performance (for students in grades 3-5).

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve the quality of instruction in Reading to increase improvement in student achievement.
Indicators of Success	• NWEA Reading MOY (Gen Ed) student growth will be at or above the 60th percentile. • By May 2025, 85% of students will meet or exceed the 0.6 conditional growth index by NWEA EOY; 80% of students will be in the 65th Percentile of Achievement within NWEA Assessment. • By May 2025, 80% of Kindergarten and 1st Grade students will score at or above benchmark on EOY Dibels/Lectura. • STAAR Assessment EOY: Increase students achieving 'Meets' from 17% to 20% (20% increase) in grades 3-5; Increase students achieving 'Masters' from 0 to 3% (increase of 10%) in grades 3-5.

Key Action 2	improve the quality of instruction in Writing to increase improvement in student achievement.
Indicators of Success	• By December 2024, at least 60% of all students (grades 3-5) will receive a "1" in campus focused assessment according to the STAAR ECR/SCR scoring rubric; 30% of all students (grades 3-5) will receive a "2" in campus focused assessment according to the STAAR ECR/SCR scoring rubric. • By January (EOM) 2025, 90% of all students (grades 3-5) will receive a "1" in campus focused assessment according to the STAAR ECR/SCR scoring rubric; 50% of all students (grades 3-5) will receive a "2" in campus focused assessment according to the STAAR ECR/SCR scoring rubric. • By March 2025, 60% of all students (grades 3-5) will receive a "2" in campus focused assessment according to the STAAR ECR/SCR scoring rubric. • STAAR Assessment EOY: Increase student achievement for all grades (3-5) in writing portion (ECR) reflective of at least 70% of all students to receive a "2" according to the scoring rubric

Key Action 3	Improve the quality of instruction in Math to increase improvement in student achievement.
Indicators of Success	• NWEA Math MOY student growth will be at or above the 50th percentile in Grades 2-5. • By May 2025, 85% of students will meet or exceed the 0.6 conditional growth index by NWEA EOY; 80% of students will be in the 65th Percentile of Achievement within

	NWEA Assessment. • By December 2024, 80% of all students will complete 50 on grade level Zearn lessons; by May 2025, 80% of students will complete 100 on grade level Zearn lessons. • STAAR Assessment EOY: Increase students achieving 'Meets' from 10% to 12% (20% increase) in grades 3-5; Increase students achieving 'Masters' from 0 to 3% (increase of 10%) in grades 3-5.

Key Action 4	Improve the quality of instruction in Science to increase improvement in student achievement.
Indicators of Success	• NWEA Science MOY student growth will be at or above the 50th percentile in grade 5. • By May 2025, 85% of students will meet or exceed the 0.6 conditional growth index by NWEA EOY; 80% of students will be in the 65th Percentile of Achievement within NWEA Assessment. • By December 2024, 85% of reading teachers will score 4 out of 6 in 'Engage and Deliver' portion of SPOT observation, and 3 out 4 in 'Monitor and Adjust' portion of their SPOT observation. • STAAR Assessment EOY: Increase students achieving 'Meets' from 7% to 9% (20% increase) in grade 5; Increase students achieving 'Masters' from 0 to 3% (increase of 10%) in grade 5.

Key Action 5	Increase student achievement in TELPAS for Emergent Bilingual learners through targeted instruction and intervention
Indicators of Success	• By December 2024, 40% of EB students in Grades 3-4 will level up in both ELA and AOT 3/5 days of the week utilizing weekly data trackers. • 100% of Emergent Bilingual students will have daily access to the appropriate designated supports, accommodations, content language and content language supports as evidenced by their proficiency level or as designated by the LPAC. • 85% of Emergent Bilingual students will score at or above the 50th percentile on NWEA MOY growth in Reading and Math • The percentage of students who progressed one proficiency level on TELPAS will increase composite rating from 48% intermediate in 2024 to 58% intermediate in 2025 (increase of 20%).

Key Action 6	Increase student achievement for Special Education, 504 and HB1416 students through targeted instruction and intervention.
Indicators of Success	• 85% of Special Education students will meet Reading and Math progress monitoring and IEP goals. • By the end of May 2025, 100% of HB1416 students will complete the required hours of supplemental accelerated instruction based on the Education Plan created by the Accelerated Learning Committee. • 100% of Special Education and 504 students will have daily access to the appropriate designated supports, accommodations, content language and content language supports as evidenced by their IEP or 504 plan. • By May 2025, Petersen will receive a rating of Proficient on the Special Education rubric.

Key Action 3	Ensure High Quality Instruction across all grade levels and disciplines.
Indicators of Success	• By January (MOY), SPOT observations will indicate that 70% of teachers will receive a rating of Proficient I (9) or higher. By May (EOY), SPOT observations will indicate that 60% of teachers will receive a rating of Proficient II (11) or higher. • By the end of the 2024-2025 school year, each special education teacher will receive at least one classroom observation per week and feedback will align in part to the previous week's coaching action step(s). • By January (MOY), IRT scores will reflect alignment to the teacher's average internal campus SPOT score within a range of 2-3 points. By (EOY) May, IRT scores will reflect alignment to the teacher's average internal campus SPOT score within a range of 1-2 points.

Key Action 4	M. White will improve growth performance for Hispanic students on STAAR Math.
Indicators of Success	• By June 2025, 35% of Hispanic students will reach the growth target in Math as determined by TEA Domain 3 accountability. • By June 2025, the gap between Hispanic and White student will be narrowed to less than 30 points as indicated on recent STAAR exams. • By the end of the first semester, Hispanic students who met expected growth from BOY to MOY on NWEA MAP will increase by 10% from the previous year.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Our goal is to provide exceptional instruction that enhances the areas of reading and math for students with special education needs/IEP requiring urgent assistance, as determined by NWEA Map EOY 2024 data. Achieving this objective necessitates crafting tailored interventions for every student, involving the design of unique progress learning plans.
Indicators of Success	1. Benbrook Elementary's ultimate aim is to help special education/IEP students achieve 1.4 years of educational growth by the end of the 2024-2025 academic year. This will be done by targeting a growth rate of 0.6 from the beginning of the year (BOY) NWEA assessment to the middle of the year (MOY) NWEA assessment, followed by an additional growth rate of 0.8 from MOY NWEA to the end of the year (EOY) assessment, resulting in a total growth of 1.4 years from the start to the finish of the academic year. To support this goal, by October 1, 2024, all teachers will effectively implement personalized learning plans for students receiving special education (SPED) services. This 100% implementation rate is expected to continue through December 1, 2024, and the final 100% of teacher implementation will be closely and continuously monitored in February 2025. In addition, teachers will provide Individualized Education Program (IEP) and current annual accommodations to scholars receiving SPED services or under an IEP. The effectiveness rates of these interventions will be closely monitored through periodic reports, with an expected effectiveness rate of 60% by October 1, 2024, increasing to 80% by December 1, 2024, and reaching 95% by the end of the academic year. 2. The principal or assistant principal is accountable for ensuring that 100% of all necessary signatures are obtained by the conclusion of each ARD meeting. This responsibility will be fulfilled by maintaining precise and comprehensive records of ARD minutes and participation logs, confirming that all essential participants have signed in accordance with the meeting's requirements. Progress will be evaluated through quarterly audits of the required documentation. The initial audit to verify proper documentation and required signatures will occur in December at 100%, followed by a subsequent campus audit in March to be at 100% to ensure ongoing compliance and address any discrepancies. This process will culminate in a final audit to ensure that all documentation is current and meets the standards for the End-of-Year (EOY) school year audit at 100%. Also, the principal/assistant principal will ensure timely and full attendance at 100% of ARD meetings, actively participating in discussions to enhance student support as evidenced by the ARD minutes and ARD participation.

Key Action 2	We will implement a real-time comprehensive attendance tracking system to reduce the number of scholars with excessive absences per grade level. This system will use data analysis to identify trends, patterns, and

	potential interventions required at specific grade levels or among certain student populations. The aim is to ensure that each student attends school regularly and receives a quality education.
Indicators of Success	1. We aim to increase attendance rates from 95% to 96% or higher by the end of the 2024-2025 academic year. We will track daily attendance and aim for an average daily attendance rate of 97% or higher between August 12 through November 2024, 96% or higher between December through February, and 97% or higher between March and the remainder of the year. Ultimately, we aim to achieve a daily average attendance rate of 96% or higher by the end of the academic year. 2. Our goal is to improve attendance for pre-K to 1st-grade students to 96% by May 2025. We have identified three progress monitoring periods to track our progress. By October 2024, we expect the identified students to have a daily average attendance of at least 95%. By January 2025, we aim to increase the overall attendance of the selected population to 96%. By May 2025, our objective is to reach 96% overall attendance. These milestones will help us achieve our goal of having a year-long daily average attendance of 96% for the 2024-2025 school year.

Key Action 3	Our goal is to improve students' language development performance on TELPAS. To achieve this, we plan to increase the percentage of students who score proficient or above by at least 10% compared to the previous year for each assessed area. School administrators, teachers, and educational stakeholders will collaboratively work to make this happen. Our primary focus will be addressing where students commonly struggle with reading comprehension and language acquisition. We will use the targeted whole group and interventions monitoring progress at least twice during the school year to track our progress.
Indicators of Success	1. For the 2024-2025 school year, we have set a goal of being at or above the TELPASS Progress Rate of 49%. To track our progress, we have decided to establish four specific checkpoints. By October 1 students should have 80% mastery on a usage of 420 minutes (about 7 hours) on Summit K12 enforcing English language acquisition. By November 22, students will have an additional 80% mastery on a usage of 420 minutes on Summit K12. On the 3rd checkpoint, January 31, students will have an additional 80% mastery on 420 minutes in K12 Summit. The final checkpoint will be done on February 13th to review the overall progress of all our EB scholars. They should have 80% mastery on a total of 1380 minutes (about 23 hours). 2. By March 2025, 100% of all 2nd through 5th grade students at Benbrook Elementary School will complete three ELD (English Language Development) progress monitoring benchmarks. The first benchmark will take place in October 2024, with 35-36% of scholars demonstrating measurable growth. The second benchmark will be scheduled for January 2025, with 45-46% of scholars showing further growth. The final benchmark will occur in March 2025, aiming for at least 56% of scholars to demonstrate consistent and significant progress. This process

	will generate three corresponding learning paths tailored to address the specific needs and areas of improvement for each student.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Grow staff capacity to provide the high quality instruction.
Indicators of Success	● Campus based spot observation average in December and May will both be within 1 point of the IRT score from December and May. ● Engage & Deliver scores on the IRT WALK #2 will be a 4 out of 6 points or higher; that score will increase to 5 out of 6 points or higher on the IRT WALK #4.

Key Action 2	Successfully implement Fine Arts magnet courses at Scroggins Elementary.
Indicators of Success	● By January 2025 at least 50% of the students will earn a proficient or higher score on the middle-of-year performance task. ● By May 2025 at least 75% of the students will earn a proficient or higher score on the end-of-year performance task.

Key Action 3	Principals monitor and ensure the implementation of language accommodations during Tier I instruction.
Indicators of Success	● By June 2025, Scroggins Elementary will see a 10% increase in the number of Emergent Bilingual students who meet growth benchmarks on BOY to EOY as measured by DIBELS or NWEA MAP. ● By the end of the first semester, 90% of teachers of Emergent Bilingual students will consistently score at/above “mostly demonstrated as written” for the remainder of the year in “Engage & Deliver” and “ Monitor & Adjust” as measured by the Spot Observation Form.

Key Action 4	Improve PK student performance on the CIRCLE assessment.
Indicators of Success	● 40% of PK students will score “On Track” or above on Wave 2 of the CIRCLE assessment in Winter 2024. ● 70% of PK students will score “On Track” or above on Wave 3 of the CIRCLE assessment in Spring 2025.

271: FOERSTER EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Grow teacher capacity to provide high quality, on-grade-level instruction
Indicators of Success	1. By November 2024, 65% of spot observation scores conducted by the school leadership team will meet or exceed 5 out of 8 points in Domain II (Engagement & Delivery). 2. By March 2025, 75% of the scores on spot observation scores conducted by the school leadership team will meet or exceed 5 out of 8points in Domain II (Engagement & Delivery). 3. As measured by IRT, 90% of core teachers will score proficient or higher in delivering high-quality instruction by May 2025.

Key Action 2	Increase the percentage of Emergent Bilingual students meeting proficiency from 45% to 50% by May 2025
Indicators of Success	1. By mid-year (MOY), 65% OF Emergent Bilingual students will demonstrate measurable growth on progress monitoring assessments (NWEA MAP). 2. By the end of May 2025 (EOY), 50% of Emergent Bilingual students will advance at least one level in their English language proficiency. 3. By May 2025, parental involvement in bilingual student support programs will increase by 25%.

Key Action 3	Provide and document SPED accommodations with fidelity throughout the year while maintaining a proficient score in SPED compliance and increasing SPED student achievement, as measured by unit exams
Indicators of Success	1. By August 2024, 100% of teachers will receive a SPED IEP Accommodation Folder. 2. By August 2024, 100% of teachers will receive professional development on reading IEPs, implementing and documenting accommodations. 3. Every six weeks, 100% of teachers will implement and document accommodations in PowerSchool, Progress Monitoring, and student products.

Key Action 4	Increase family and community engagement
Indicators of Success	1. By January 2025, family engagement will increase to 25 parents, as measured by sign-in sheets. 2. By June 2025, family engagement will increase to 50 parents as measured by sign-in sheets. 3. The PTO will have four active members by December 2024 and six active members by June 2025. 4. By June 2025, the school will achieve Platinum Friendly School Level status in Family and Community Engagement.

2024-2025 School Action Plan: Key Actions	
Key Action 1	**Enhance staff capacity to improve the quality of instruction.**
Indicators of Success	• By January 31, 2025 (the final day of MOY Conference) at least 70% of teachers will score at the proficient level, as measured by spot observation averages for each teacher. By May 13th, at least 80% of teachers will score at the proficient level, as measured by spot observation averages for each teacher. • By May 2025, 80% of teachers EOY rating will score at the proficient level or above, as measured by TTESS cumulative summative rating for the campus. • By May 2025, at least 30% of teachers will score at Proficient II level or above, as measured by the yearly spot average for each teacher. • By May 2025, calculating the highest averages of 2 of 4 IRT rating, the overall campus rating will be Proficient II or higher.

Key Action 2	**Increase the quality of instruction in K-5 mathematics.**
Indicators of Success	• By January 2025, as measured by campus spot observation data and T-TESS, at least 70% of math teachers will score Proficient I or above by January 2025, or mid-year evaluations. • By January 30, 2025, 50% of students in grades 2nd – 5th would have completed at least 40 lessons in Zearn; that percentage will increase to 80% by May 2025. • By May 2025, the campus average on math NES-CADFAs will be at least 70% or higher on all assessments combined in grade 3-5.

Key Action 3	**Improve the quality of instruction and services in Special Education.**
Indicators of Success	• By January 2025, as measured by the LEAD evaluation system, special education student achievement will increase from a 6 (2024 school year) to a 7 or higher in the 2024-2025 school year. • By January 2025, as evaluated by the HISD Office of Special Education Services, the score from the fall folder summary review rating will be at least 87% or higher; this rating will increase to 94% or higher during the spring folder summary review. • By December 2024, 100% of teachers will implement student's SPED accommodations and modifications with fidelity.

Key Action 4	Improve student attendance rates.
Indicators of Success	• By May 2025, overall student attendance rate will increase from 96% (2023-2024) to 98% (2024-2025) • By December 2024, the percentage of chronically absent students will decrease from 20% (December 2023) to 10% (December 2024); this percentage will decrease 5% by May 2025. • The attendance rate for economically disadvantaged students will increase at least 0.3% monthly, ranging from September 2024 to May 2025.

2024-2025 School Action Plan: Key Actions	
Key Action 1	The campus will close the minority achievement gap and enhance performance for Hispanic students by focusing on growth, while ensuring high-quality instruction in reading across all classrooms.
Indicators of Success	● All students SCRs and ECRs in grades 3-5 will be assessed using the TEA rubric, as evidenced by teacher feedback on student writing samples. ● All 3-5 teachers will utilize data trackers to monitor student progress regularly, with weekly adjustments made to instruction based on data analysis, as evidenced in OnTrack DOL/Mid-Module assessments data reports and teacher DDI reflection protocol. ● All reading teachers will actively participate in PLCs and Demo Thursday's, with documented meetings showing collaboration, data analysis, and lesson personalization and internalization. ● All reading teachers will adjust student-facing materials to align with class needs before instruction begins, as evidenced through the uploading of customized slides in their google drive folder. ● By the end of the first semester, Hispanic students who met expected growth from BOY to MOY NWEA MAP will increase by 10% from previous year. ● Spot observation data for reading teachers will show at least 75% of teachers rated PROF I in Domain 2 Instruction by end of December 2024 and 85% Prof by May 2025.

Key Action 2	The campus will close the minority achievement gap and enhance performance for Hispanic students by focusing on growth, while ensuring high-quality instruction in math across all classrooms.
Indicators of Success	● All 3-5 teachers will utilize data trackers to monitor student progress regularly, with weekly adjustments made to instruction based on data analysis, as evidenced in OnTrack DOL/Mid- Module assessments data reports and teacher DDI reflection protocol. ● All math teachers will actively participate in PLCs and Demo Thursday's, with documented meetings showing collaboration, data analysis, and lesson personalization and internalization. ● All math teachers will adjust student-facing materials to align with class needs before instruction begins, as evidenced through the uploading of customized slides in their google drive folder. ● Spot observation data for Math teachers will show at least 75% of teachers rated PROF I in Domain 2 Instruction by end of December 2024 and 85% Prof by May 2025. ● By the end of the first semester, Hispanic students who met expected growth from BOY to MOY NWEA MAP will increase by 10% from previous year.

	● In the 2024-2025 school year, 70% of the students in grades K-3 will demonstrate typical or above-typical DIBELS growth at the end of the year

Key Action 3	Campus will improve performance for all students in achievement and growth as defined by TEA Domain 3 Accountability.
Indicators of Success	● By May 2025, 60% of core teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for second semester. ● By June 2025, 75% of African American students will reach the growth target in Reading as defined by TEA Domain 3 accountability. ● By the end of the first semester, African American students who met expected growth from BOY to MOY NWEA MAP will increase by 10% from previous year. ● By the end of the first semester, Hispanic students who met expected growth from BOY to MOY NWEA MAP will increase by 10% from previous year. ● By the end of the first semester, all students who met expected growth from BOY to MOY NWEA MAP will increase by 10% from previous year.

Key Action 4	Campus will improve English proficiency for all Emergent Bilingual students.
Indicators of Success	● By June 2025, 49% of students will grew one level of Proficiency, from SY23-24 composite to SY24-25 composite on TELPAS. ● By May 2025, 60% of EB teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for second semester. ● DIBELS: By June 2025, campus will see 12% increase in percent of total students who hit composite score benchmark as compared to EOY SY23-24.

Key Action 5	Increase Instructional leadership density throughout the campus.
Indicators of Success	● ILT will effectively plan and lead weekly PLC focusing on lesson internalization and response to data as evidenced by weekly PLC agenda ● ILT will conduct at least 6 observational walkthroughs a week to support teacher coaching and PD and debrief trends as evidenced by spot observation dashboard.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Bush Elementary will improve performance for Black students in achievement specifically in math.
Indicators of Success	• By June 2025, 44% of Black students will reach the achievement target in Math as defined by TEA Domain 3 accountability. • As measured by campus Spot observations, 60% of Math teachers will receive 7 points or higher out of ten points total in Domain II (Instruction) by December 2024; that percentage will increase to 85% in May 2025. • Black students Meets percentage will raise 16% on the Spring 2025 STAAR exam meets from 34% during the 23-24 school year to 50% Meets during the 24-25 school year • Black students who met expected growth from BOY to MOY NWEA MAP will increase by 10% from previous year and from the MOY to EOY an additional 5%.

Key Action 2	Increase leadership density at Bush Elementary
Indicators of Success	• Using mutually calibrated Beginning of Year (BOY) ratings from the Day-to-Day Coaching Rubric, all Tier II leaders will improve by 3 points by Mid-Year (MOY) and by 6 points by End of Year (EOY). • According to the LEAD Day-to-Day Coaching Key-Attributes Rubric, all Tier II leaders will achieve at least 5 out of 7 points in "Overall Engagement," which includes understanding needs, feedback, coaching, and continuous improvement. • All assistant principals will achieve a rating of proficient 1 or higher by their Mid-Year (MOY) lead rating.

Key Action 3	The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.
Indicators of Success	• By the end of the 2024-2025 school year, I will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. • Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping. • 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.

Key Action 4	Grow staff capacity to provide the highest quality of instruction.
Indicators of Success	• As measured by campus Spot observations, 60% of Reading and Math teachers will receive 7 points or higher out of ten points total in Domain II (Instruction) by December 2024; that percentage will increase to 85% in May 2025. • Out of the minimum SPOT observations conducted by Bush Administrators 75% of the performance scores will be in the proficient 1 category or higher by December 2024, and will increase by 10% by May 2025. • By June of the 2024-2025 school year, Bush ES 72% of students in grades 2nd-5th combined will be above the 61st percentile in Math as measured by the NWEA MAP Achievement • By June of the 2024-2025 school year, Bush ES 72% of students in grades 2nd-5th combined will be above the 61st percentile in Reading as measured by the NWEA MAP Achievement

2024-2025 School Action Plan: Key Actions	
Key Action 1	Increase the quality of differentiation
Indicators of Success	● The weekly average of students scoring "Learning/Secure" (LSAE) on the DOL will decrease to 40% by January and by May will decrease further to 20% , based on students demonstrating improved growth, from DOL to the reteach exit ticket. ● 90% of Tier 3 students will show increased growth in targeted skills or concepts, not previously mastered, as based on the NWEA assessment. Tier 3 students will meet their individual growth goal from the NWEA BOY to MOY and from MOY to EOY. ● Every six weeks, 100% of teachers assess their own effectiveness in implementing differentiated instruction and make improvements based on the HISD SPOT Form on Monitor and Adjust. By MOY, 60% of teachers will earn a 3-4 and by EOY 80% of teachers will earn a 3-4 in Monitor and Adjust.

Key Action 2	To ensure High-Quality Instruction in Pre-K through 5th grade
Indicators of Success	· 65% of the scores on SPOT observations conducted in December 2024 by an independent review team will be proficient or higher (11 points out of 15 is Proficient); that percentage will increase to 75% in May 2025. · The average score of the SPOT observations conducted by school leaders in December 2024 will be at least 11.5 and that score will differ from the average IRT's by no more than 1.5 points overall. In May 2025, the average score of the SPOT observations conducted by school leaders in will be at least 12 and that score will differ from the average IRT's score by no more than 1.3 points overall. · Students in grade 2nd-5th will meet their Expected Growth Index from 52% to 60% on the 2025 NWEA MAP in Reading, and from 56% to 65% on the 2025 NEWA Math assessment.

Key Action 3	To Improve the Quality of Special Education Instruction and Service Delivery
Indicators of Success	· 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool. · By June 2024-2025, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations a minimum of 80%, thereby

	promoting the effective application of feedback and continuous instructional improvement. · By the end of the 2024-2025 school year, each special education teacher will receive at least one classroom observation per week and feedback will align in part to the previous week's coaching action step(s).

Key Action 4	To Increase Leadership Density
Indicators of Success	● Based on mutually calibrated BOY ratings using the Day-to-Day Coaching Rubric, all Tier 2 leaders will increase an overall of 3 points by MOY and an overall increase of 6 points by the EOY. ● Based on the LEAD Day-to-Day Coaching Key Attributes Rubric, all Tier 2 leaders will earn at least a 5 out of 7 points in "Overall Engagement": Understanding needs, feedback, coaching and continuous improvement. ● 100% of the assistance principals will achieve a rating of proficient 1 or higher on the MOY LEAD rating.

279: TIJERINA EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Strengthen teachers' capacity to provide high quality instruction across all contents
Indicators of Success	● By October 2024, 50% of the teachers will score 5 out of 10 points SPOTs in Domain II, and by May 2025, 80% of the teachers will score 8 points on SPOTs in Domain II. ● By October 2024, 75% of the teachers will score 2 points on SPOTs in Domain III, and by May 2025, 80% of the teachers will score 4 points on SPOTs in Domain III. ● By October 2024, 40% of the 21 teachers will average a proficient rating or higher (9-15 points), by January 2025, 60% of the 21 teachers will average a proficient rating or higher (9-15 points), and by May 2025 80% of the 21 teachers will average a proficient rating or higher (9-15 points).

Key Action 2	Improve student achievement in RLA
Indicators of Success	● By December 2024, 70% of 2nd -5th students will show at least 0.6 growth in Reading from BOY to MOY and by May 2025, 0.7 annual growth from MOY to EOY according to the NWEA MAP data. ● By December 2024 MOY, 70% of K-2nd students will show growth from BOY to MOY on DIBELS/Lectura, and by May 2025, EOY (End of Year), 80% of K-2nd students will perform at/above benchmark on DIBELS/Lectura/NWEA. ● By May 2025, at least 60% of Grade 2-5 Emergent Bilingual students will meet their individual growth target on 2-5 NWEA MAP Reading ● By June 2025, 60% of 3rd-5th students will show an increase in Domain 1 on the Reading STAAR raw score from a 46 to a 53.

Key Action 3	Improve student achievement in Math
Indicators of Success	● By December 2024, 70% of 2nd -5th students will show at least 0.6 growth in Math from BOY to MOY and by May 2025, 0.7 annual growth from MOY to EOY according to the NWEA MAP data. ● By June 2025, 60% of 3rd-5th students will show an increase in Domain 1 on the Math STAAR raw score from a 53 to a 55.

	● By December 2024, 70% of K-1 students will show at least 0.6 growth in Math from BOY to MOY and by May 2025, 0.7 annual growth from MOY to EOY according to the NWEA MAP data. ● 85% of PK4 students will score 3/3 in the EOY CIRCLE Assessment on operations (English) and 3/3 (Spanish) by June 2025. ● 85% of PK4 students will score 4/5 in the EOY CIRCLE Assessment on counting sets (English) and 4/5 (Spanish) by June 2025. ● 85% of PreK 4 students will score 2 out 2 on the EOY circle assessment on rote counting (English) and 2 out 2 (Spanish) by June 2025. (students will count beyond 21 in order to receive a 2.)

Key Action 4	The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool
Indicators of Success	● By November 2024, the SPED Fall folder audit will have at least 14 points, and by May 2025, the SPED Spring folder audit will have at least 20 points. ● 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool. ● By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. ● By November 2024, 80% SPED students will have the support in core instruction as described in their IEPs, and by May 2025, 100% SPED students will have the support in core instruction described in their IEPs. ● In the Fall, Tijerina will have a 90% on weekly compliance ARD report, and in the Spring, the campus will show a 95% on weekly compliance ARD report.

281: SANCHEZ EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Grow teacher capacity to provide the highest quality of instruction through observation, feedback, planning and coaching.
Indicators of Success	• By January of 2025, 50% of 3-5 teachers will score 5/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for the second semester. • By May 2025, 70% of 3-5 grade teachers will score 6/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver), as measured by the monthly average spot score for the second semester. • By May 2025, 65% of PK-2 grade teachers will score 6/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver), as measured by the monthly average spot score for the second semester.

Key Action 2	The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.
Indicators of Success	• 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool. • By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly, reviews.

Key Action 3	Improve Student's Reading, Math, and Writing Proficiency Across Grade Levels
Indicators of Success	• By June 2025, 60% of students will meet their individual growth target on 2-5 NWEA MAP Reading and Math. • STAAR: In the 2024-2025 school year, the percentage of students achieving Meets grade level in STAAR will increase 5% points in both Math and Reading. • By June 2024-2025 the percentage of students scoring 6 points or higher in constructive responses in Reading STAAR 2025 will increase from 5% to 25%. • By May 2025, 90% of students in grades K-4 will complete at least 90 grade level Zearn lessons. • By May 2025, 90% of students in grade 5 will complete at least 60 grade level Zearn lessons.

Key Action 4	Campus improves English proficiency for Emergent Bilingual students
Indicators of Success	• NWEA MAP: By June 2025, 60% of Emergent Bilingual students will meet their individual growth target on 3-5 NWEA MAP Reading. • By May 2025, 60% of EB teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for the second semester. • 40% of Emergent Bilingual students in K-1st will demonstrate at least one year's growth in DIBELS by May 2025.

Key Action 5	Successfully implement the LSAE model- in core instruction
Indicators of Success	• By the end of January 2025, 100% of eligible core teachers will transition students to LSAE no later than the 45-50 minute mark of the instructional period. (Spot Observation-Supporting Practices) • 100% of core teachers will conduct lessons that reflect L's and S1's receiving more direct instruction/extension of the lesson (Spot Observation-Supporting Practices) • By the end of January 2025, the campus will score an average of > 90% on the NES System Check as observed by Monthly campus/district walks.

2024-2025 School Action Plan: Key Actions	
Key Action 1	In alignment with Board Goal 2, Garcia Elementary will Increase the quality of instruction in grades 3-5 (Math) by effectively implementing 4 student engagement strategies (MRS) in 100% of our math classrooms during each lesson.
Indicators of Success	• By November 2024, SPOT observations will show that students will have numerous opportunities to engage in meaningful mathematical activities involving reading, writing, speaking, and thinking as demonstrated by scoring 3-5 points in Domain II, Engage and Deliver in using MRS in 60% of the math classrooms. • By February 2025, SPOT observations will show that students will have numerous opportunities to engage in meaningful mathematical activities involving reading, writing, speaking, and thinking as demonstrated by scoring 3-5 points in Domain II, Engage and Deliver in using MRS in 80% of the math classrooms. • By May 2025, SPOT observations will show that students will have numerous opportunities to engage in meaningful mathematical activities involving reading, writing, speaking, and thinking as demonstrated by scoring 3-5 points in Domain II, Engage and Deliver in using MRS in 90% of the math classrooms.

Key Action 2	In alignment with Board Goal 1, Garcia Elementary will increase the quality of instruction in grades 3-5 (RLA) by effectively enhancing student's ability to craft an argument/opinion and include relevant text evidence that clearly supports and develops the creation of effective short constructed responses.
Indicators of Success	• By November 2024, 60% of students in grades 3 - 5 will score at a 1 or higher in their short constructed response as evidenced by their Unit assessment data on OnTrack. • By February 2025, 90% of students in grades 3 - 5 will score at 1 or higher in their short-constructed response as evidenced by their Unit assessment data on OnTrack. • By March 2025, 80% of students in grades 3 - 5 will score a 2 in their short-constructed response as evidenced by their Unit assessment data on OnTrack.

Key Action 3	In alignment with Board Goal 4, Garcia Elementary will increase quality of instruction for students that receive Special Education services by maintaining effective systems to surpass state requirement expectations.
Indicators of Success	• By June 2024-2025, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations a minimum of 80%, thereby promoting the effective application of feedback and continuous instructional improvement. • By November 2024, 75% of Special Education teachers will be rated at 9 points or higher as evidenced by the Spot Observation Data.

	• By February 2025, 90% of Special Education teachers will be rated at 9 points or higher as evidenced by the Spot Observation Data.

285: VALLEY WEST EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve academic performance of student subgroups (Special Education) by growing teacher's capacity in reviewing and implementing special education plans/IEPs
Indicators of Success	• By May 2025, sped students will show growth on the NWEA MOY assessment by at least 5% from the NWEA BOY assessment and 10% growth from the NWEA BOY to the NWEA EOY assessment. • By May 2025, the student achievement GAP between SPED and non-Sped students will vary no more than 25% on the STAAR assessment. • By June 2025, the percentage of SPED students reading at or above grade level as measured by the Meets grade level standard on the STAAR ELAR will increase by 10%. • By June 2025, the percentage of SPED students performing at or above grade level as measured by the Meets grade level standard on the STAAR Math will increase by 10%. • By June 2025, the percentage of SPED students performing at or above grade level as measured by the Meets grade level standard on the STAAR Science will increase by 10%.

Key Action 2	At Valley West, we will incorporate high quality materials in our grade level 3-5 ELAR/SOR/AOT classes
Indicators of Success	• By December 2024, 80% of students in grades 3 to 5 will consistently apply the RACE strategy (Restate, Answer, Cite, Explain) in their short and extended constructed responses during their ELAR class • By January 2025, students in grades 3 to 5 will show an increase of 10% increase in scores in reading , as assessed by the unit Ontrack assessments compared to the beginning of the semester. • By May 2025, 75% of students in grades 3 to 5 will demonstrate improved clarity, evidence-based reasoning, and organization in their constructed responses as evidenced based on the STAAR ECR rubric.

Key Action 3	At Valley West, teachers will increase the quality of instruction
Indicators of Success	• By October 2024, 30% of teachers at Valley West will score proficient on spot observations. • By February 2024, 50% of teachers at Valley West will score proficient on spot observations.

	● By May 2024, 70% of teachers at Valley West will score proficient on spot observations. ● By December 2024, campus administration will conduct and provide feedback for at least two observations per teacher per month. ● Out of the minimum spot observations provided by the IRT, 50% of the performance scores will be in the proficient I category or higher by December 2024 and will increase by 5% by May 2025. ● 70% of students taking the NWEA Math, Reading and Science tests will have a 1.4 growth from BOY to EOY assessment according to their RIT scores

Key Action 4	At Valley West we will increase the language proficiency in our EB population
Indicators of Success	● From BOY, 2024 to January 2025, student outcomes in Summit K-12 Listening and Speaking will increase by 10%. ● From BOY, 2024 to January 2025, student outcomes in Summit K-12 Reading and Writing will increase by 5%. ● By May 2025, 50% of EB students will show one years' growth on TELPAS.

2024-2025 School Action Plan: Key Actions	
Key Action 1	After reviewing my campus 2-year data trend, specifically the Extended Constructed Response, student writing will be prioritized to help raise our overall campus student achievement. Key Action: Enhance student's ability to craft an argument/opinion and include relevant text evidence that clearly supports and develops the student's argument/opinion, which will have a positive impact on *HISD District Goal #1 The percentage of grade 3 students in HISD earning Meets Grade Level on the State of Texas Assessments of Academic Readiness (STAAR) reading test will increase from 41 percent in June 2023 to 56 percent in June 2028.*
Indicators of Success	● By October 2024, 70% of 3rd through 5th grade lesson plans will include short constructed and/or extended constructed response as evidenced by the lesson plan feedback rubric data. ● By February 2025, 90% of 3rd through 5th grade lesson plans will include short constructed and/or extended constructed response as evidenced by the lesson plan feedback rubric data. ● By February 2025, 90% of students in grades 3 - 5 will complete 1 extended constructed response biweekly as evidenced by the ECR data tracker.

Key Action 2	After careful review of my campus 2-year data, teachers will address specific needs to raise student achievement. Teacher's instructional delivery will provide students with a minimum of 3 opportunities to practice skills aligned to the learning objective. Teachers will insert a gold star on their aligned 3 practice opportunities, so that leaders can provide feedback (when using the lesson plan feedback rubric). *Key Action #2 will impact HISD District Goal #1 - The percentage of 3rd grade students in HISD earning Meets Grade Level on the State of Texas Assessments of Academic Readiness (STAAR) reading test will increase from 41 percent in June 2023 to 56 percent in June 2028.*
Indicators of Success	● By October 2024, 70% of teachers will provide a minimum of 3 opportunities (3 different MRS) for students to practice skills aligned to the learning objective as evidenced by the MRS tracker data. ● By February 2025, 90% of teachers will provide a minimum of 3 opportunities (3 different MRS) for students to practice skills aligned to the learning objective as evidenced by the MRS tracker data.

Key Action 3	Increase quality of instruction for students that receive Special Education services by maintaining effective systems to surpass state requirement expectations, which will directly impact *HISD District Goal #4 Students in grades 4 through 8 who receive special education services that achieve growth as measured by Domain 2 Part A of the state accountability system will increase from 63 percent in August 2023 to 78 percent in August 2028.*

Indicators of Success	● Maintain 100% Special Education Compliance – ARD Timelines • By October 2024, achieve 85% of completed ARDs will be in compliance with the required timeline as evidenced by the ARD calendar. • By October 2024 February 2025, achieve 85% of completed ARDs will be in compliance with the required timeline as evidenced by the ARD calendar. ● Maintain 100% Special Education Compliance – Accommodations/Modification • By October 2024, 85% of students' statements of accommodations will be implemented and documented as evidenced by PowerSchool Progress Reports. • February 2025, 100% of students' statements of accommodations will be implemented and documented as evidenced by PowerSchool Progress Reports. ● Maintain 100% Special Education Compliance – Progress Monitoring • By October 2024, 85% of students' IEP progress reports will be current as evidenced by the IEP progress report. • By February 2025, 100% of students' IEP progress reports will be current as evidenced by the IEP progress report. ● Out of Special Education Classroom Spot Observations, completed by the leadership team in October 2024, 75% of teachers will score Proficient or higher. • By October 2024, 75% of Special Education teachers will be rated at 9 points or higher as evidenced by the Spot Observation data. • By February 2025, 90% of Special Education teachers will be rated at 9 points or higher as evidenced by the Spot Observation data.

Key Action 4	**After reviewing my campus 2-year data trend, specifically student's TELPAS data,** Herrera ES will improve English proficiency for Emergent Bilingual Students to *close the overall gap*.
Indicators of Success	• By February 2025, 75% of 2nd through 5th grade Emergent Bilingual students will achieve a minimum of 60 minutes, per week, on their individualized Summit K12 student plan, as evidence by the Summit K12 Student Usage Report. • By February 2025, 75% of Kinder and 1st grade Emergent Bilingual students will achieve a minimum of 60 minutes, per week, on Amira, as evidence by Amira student usage reports. • By August 2025, 49% of Emergent Bilingual students will increase 1 or more proficiency levels on their Spring 2025 TELPAS assessment, as evidenced by student's Spring 2025 TELPAS assessment results.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve the quality of instruction in mathematics in grades K-5.
Indicator of Success 1	The NWEA BOY Math K-5 average student achievement of 51% on BOY will increase to 56% on EOY.
Indicator of Success 2	Achievement gain of 10% on NWEA MAP in fourth and fifth grade for Emergent Bilingual students between BOY and EOY. (Fourth and fifth grade are focus grade levels due to the Dual Language implementation through third grade for this school year, and the low scores on BOY at those grade levels.)
Indicator of Success 3	Average Spot scores will improve at least one proficiency level for 90% of teachers between September and April.

Key Action 2	Improve academic outcomes for Emergent Bilingual students in English RLA and Math in grades four and five.
Indicator of Success 1	EB students in grades four and five will show ten percent growth in English RLA between BOY and EOY on NWEA MAP assessments.
Indicator of Success 2	EB students in grades four and five will show ten percent growth in Math between BOY and EOY on NWEA MAP assessments
Indicator of Success 3	By May 2025, 60% of EB teachers will score 8/10 in Domain II (Monitor and Adjust and Engage and Deliver) of the spot, as measured by the monthly average spot score
Indicator of Success 4	By May 2025, 100% of eligible EB students complete the TELPAS assessment with no lapses in compliance.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Grow staff capacity to provide the highest quality instruction.
Indicators of Success	● By the end of November, 80% of lesson plans will incorporate evidence of internalization (i.e., annotations, MRS, identified adjustments, and delivery method). By the end of February, this will be done with 100% fidelity. ● 80% of teachers will earn a minimum of 5 out of 8 points in the delivery of high-quality instruction as measured by the SPOT observation form in Domain 2 Instructional Characteristics. ● The average score will meet or exceed proficiency I in 100% of IRT walks in the 2024-2025 school year.

Key Action 2	Improve math proficiency in K-5.
Indicators of Success	● By the end of the 2024-2025 school year, 60% of students in grades K-5 will achieve at or above the 20th percentile in academic performance as determined by the NWEA MAP Math EOY assessment. ● By the end of the 2024-2025 school year, 75% of students in 4th to 5th grades participating in the Math STAAR assessment will show expected growth on the STAAR assessment. ● By May 2025, 75% of students in grades 3-5 will meet expected growth on NWEA MAP assessment in math. ● The Achievement Percentile for all students will grow 7 percentile points from 23% in August 2024 to 30% in May 2025 as measured by the EOY NWEA MAP Math Assessment. ● For the 2024-2025 school year, the average number of lessons completed by students on the Zearn Platform for the campus will be 50 lessons.

Key Action 3	Improve reading proficiency in K-5.
Indicators of Success	● By the end of the 2024-2025 school year, 60% of students in grades 2-5 will achieve at or above the 20th percentile in academic performance as determined by the NWEA MAP Reading EOY assessment. ● By the end of the 2024-2025 school year, 75% of students in 4th to 5th grades participating in the Reading STAAR assessment will show expected growth on the STAAR assessment. ● By May 2025, 75% of students in grades 3-5 will show growth on NWEA MAP assessment in reading. ● The Achievement Percentile for all students will grow 7 percentile points from 20% in August 2024 to 27% in May 2025 as measured by the EOY NWEA MAP Reading Assessment

Key Action 4	Improve Special Education instruction and service delivery.
Indicators of Success	● By the end of the 2024-2025 school year, 50% of students in grades 2nd-5th will meet projected growth as determined by the NWEA MAP Reading EOY assessment. ● By the end of the 2024-2025 school year, at least 75% of identified dyslexic students in grades 2nd-5th will demonstrate improvement in reading skills as evidenced by an increase in the NWEA Reading score. ● By the end of the 2024-2025 school year, 70% of students in grades 2nd-5th will meet projected growth as determined by the NWEA MAP Math EOY assessment. ● The percentage of "instructionally proficient" IEPs as measured by the Quality of IEPs rubric conducted by the independent review team from the Special Education Department will maintain from 100% in May 2024 to 100% in May 2025

Key Action 5	Campus improves English proficiency for Emergent Bilingual students.
Indicators of Success	● By June 2025, 40% of students will grow one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS. ● Progress in achieving EL Proficiency (TELPAS Composite) will meet an Interim Target of 49, Next Interim of 51 and Long Term of 55. ● DIBELS: By June 2025, campus will see 12% increase in percent of total students who hit composite score benchmark as compared to EOY SY23-24.

290: CRESPO EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve quality of Tier I Instruction Grow teacher capacity to provide High Quality Instruction through observation, feedback, planning, and coaching as teachers adapt to the new educational systems and best instructional practices
Indicators of Success	● By January of 2025,45% of Core teachers will score 6/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for the second semester. ● By May 2025, 70% of 3rd-5th grade teachers will score 6/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver), as measured by the average of the last two months of Spot Observations. ● By May 2025, 60% of PK-2nd teachers will score 6/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the average of the last two months of Spot Observations.

Key Action 2	The principal/appraiser consistently provides on-the-job coaching and feedback at a minimum monthly. Improve support of SPED department to classroom teachers to identify and focus on the instructional needs of their SPED students based on their IEP's and grade level standards to have a greater impact on student achievement and mastery of grade level objectives and in summative and formative assessments
Indicators of Success	● By the end of the 2024-2025 school year, each special education teacher will receive at least 2 SPOT observations per month and one coaching and feedback form with coaching action step(s). ● A structured weekly schedule will be developed and implemented to ensure each special education teacher receives at least one dedicated coaching session per week through spots, PLC's and demo days. Coaching sessions will result in 1-2 actions steps agreed upon between teacher and administrators. ● The percentage of SPED students in grades 2nd - 5th meeting their expected Winter growth on NWEA Reading MAP will increase by 10 percentage points for Spring.

Key Action 3	Improve Reading and Writing proficiency in PK-5th grade Crespo Elementary School will prioritize the implementation of a fluid literacy block, placing emphasis

	on the science of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension to enhance reading skills. This initiative will enhance our literacy program to guarantee that students are reading at or exceeding grade-level expectations. We will closely monitor reading instruction for consistency in order to maintain the integrity of our implementation process
Indicators of Success	● By Spring 2025 STAAR Administration, the percentage of students performing at Reading meets or higher will increase 5 percentage points from the Spring 2024 administration (from 47% to 52%). ● 60% of students in grades 2nd - 5th will meet their expected Reading Winter growth (RIT score) on NWEA MAP in reading by January 2025 . ● 70 % of students in grades 2nd - 5th will meet their expected Reading Spring growth (RIT score) on NWEA MAP in reading by May 2025. ● By Spring 2025 STAAR Administration, the percentage of students scoring effective or higher in constructive responses in Reading STAAR 2025 will increase from 21 % to 35%.

Key Action 4	Campus improves English proficiency for Emergent Bilingual students 57% of Emergent Bilingual students scored below grade level in NWEA English reading for the MOY assessment window
Indicators of Success	● By January 2025, 60% of 2nd-5th Emergent Bilingual students will meet their individual growth target on NWEA MAP Reading. ● By January 2025, 70% of Bilingual teachers will score at least 6/10 in Domain II (Monitor & Adjust and Engage & Deliver) as measured by the monthly average spot. This target will increase to 8/10 by May 2025. ● 90% of Emergent Bilingual students in K-1st will demonstrate at least one year's growth in DIBELS by May 2025.

Key Action 5	Improve math fluency and problem solving skills Pre-Kindergarten - 5th Grade
Indicators of Success	By May, 2025, 80% of students in 3rd-5th will master at least 36 skills in their second semester (January-May) Math IXL Learning Plan. ● 60% of students in grades K- 5th will meet their expected Winter growth (RIT score) on Math NWEA MAP in reading by January 2025 . 60% of students in grades K - 5th will meet their expected Spring growth (RIT score) on Math NWEA MAP in reading by May 2025. ● By May 2025 Circle Administration, 90% percent of students will score at the Proficient level in Circle Counting sets.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Grow staff capacity to provide the highest quality of Tier 1 ELA instruction.
Indicators of Success	● By December 2024, students in grades 2-5 will increase from 50% achievement to 60% achievement on the NWEA MOY Reading assessment. ● By May 2025, 3rd-5th grade students will increase by 10% in Meets Grade Level on the STAAR Reading Assessment and increase 10% in Masters grade level. ● By December 2024, 70% of teacher spot observations will average at least a proficient 1 on the HISD spot observation form, increasing to 80% by May 2025.

Key Action 2	Grow staff capacity to provide the highest quality of Tier 1 Science instruction
Indicators of Success	● By December 2024, students in grades 2-5 will increase from 50% achievement to 60% achievement on the NWEA MOY Science assessment. ● By May 2025, 20% of the 5th grade students will score Meets Grade Level on the Science STAAR Assessment and 10% of 5th grade students will score Masters Grade Level on the STAAR Assessment. ● By December 2024, 70% of teacher spot observations will average at least a proficient 1 on the HISD spot observation form, increasing to 80% by May 2025.

Key Action 3	Grow staff capacity to provide the highest quality of Tier 1 Math instruction
Indicators of Success	● By December 2024, 60% of students in grades 2-5 will meet their expected annual growth on the NWEA MOY Math assessment. ● By May 2025, 3rd-5th grade students will increase by 10% in Meets Grade Level on the STAAR Math Assessment and increase 10% in Masters grade level. ● By December 2024, 70% of teacher spot observations will average at least a proficient 1 on the HISD spot observation form, increasing to 80% by May 2025.

Key Action 4	Increase student achievement of Emergent Bilinguals and Special Education by aligning curriculum and assessments with the New Education System model, ensuring instructional practices and delivery adhere to the framework.
Indicators of Success	● By May 2025, the percentage of Emergent Bilinguals and Special Education students at the Meets level on STAAR Reading will increase by 10% ● By May 2025, the percentage of Emergent Bilinguals and Special Education students at the Meets level on STAAR Math will increase by 10% ● By May 2025, the percentage of Emergent Bilinguals and Special Education at the Advanced level on TELPAS will increase by 10%. ● By December 2024, 70% of teacher spot observations will average at least a proficient 1 on the HISD spot observation form, increasing to 80% by May 2025.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Carrillo's average score on the 2023-2024 IRTs was a 9. Based on feedback from the 2023-2024 IRTs, Carrillo will grow staff capacity to provide the highest quality instruction through purposeful professional development and on-the-spot coaching.
Indicators of Success	● By June 2025, 75% of teachers will score 10 or above on daily walkthroughs, as measured by walkthrough dashboard data. ● Carrillo teachers will score 4 out of 8 points in Domain II on SPOT observations by November 2024; that number will increase to 6 out of 8 points by June 2025. ● Carrillo will score 8 or higher by IRT visit #2; that score will increase to 11 by IRT visit #4. ● 90% of students are visibly and actively engaged in effective learning using multiple response strategies by December 2024.

Key Action 2	In 2024, 57% of the students met their expected growth on the NWEA reading assessment and 39% of students scored at the Meets level on the STAAR Reading. Carrillo will improve the science of reading instruction through purposeful professional development, on-the-spot coaching, and implementation of the Amplify curriculum with fidelity.
Indicators of Success	● By EOY, 63% of Grade 3-5 students will meet their expected growth on the NWEA reading assessment. ● By May 2025, 45% of the students will score at the Meets level on the STAAR Reading.

Key Action 3	In 2024, 61% of the students met their expected growth on the NWEA math assessment and 43% of students scored at the Meets level on the STAAR math. Carrillo will improve math instruction through purposeful professional development, on-the-spot coaching, and implementation of the Eureka curriculum with fidelity.
Indicators of Success	● By EOY, 66 % of Grade 3-5 students will meet their expected growth on the NWEA math assessment. ● By May 2025, 48% of the students will score at the Meets level on the STAAR Math.

Key Action 4	In 2024, 49% of emergent bilingual students grew at least one proficiency level in 3rd-5th grades. Carrillo will improve second language acquisition programming through purposeful professional development, on-the-spot coaching, and consistent progress monitoring of student's language proficiency levels and student progress.

Indicators of Success	● By May 2025, 55% of emergent bilingual students in grades 3rd through 5th grades will grow at least one proficiency level. ● DIBELS: By June 2025, campus will see 10% increase in percent of total students who hit composite score benchmark as compared to EOY SY23-24.

Key Action 5	In 2025 Strengthen our special education programming to improve student outcomes.
Indicators of Success	• By May 2025, the percent of special education students scoring at the Meets level on Reading STAAR will increase from 18% to 23%. • By May 2025, 90% of special education students will be on track to meeting their annual goal according to their IEP.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Strengthen the leadership density at Benavidez ES
Indicators of Success	· By May 2025, all Tier II leaders will achieve a score of 19/25 or higher on the LEAD Day-to-Day Coaching Rubric and will be rated Effective (22+) on the LEAD Executive Leadership Rubric. · By May 2025, all Tier II leaders will receive a Proficient 1 or higher rating on the school's leadership rubric, as assessed by the Principal and APs during the teacher evaluation process.

Key Action 2	The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.
Indicators of Success	Throughout the 2024-2025 school year, 100% of staff members will receive the relevant portions of the IEP within 3 days of its finalization, as verified by campus record-keeping logs, with compliance documented in 90% of record checks conducted each month.

Key Action 3	Strengthen teachers' capacity to provide high quality instruction across all contents.
Indicators of Success	· By December 2024, the average score of SPOT observations conducted by school leaders will be at least 10, with a difference of no more than 1.5 points from the average IRT's score. This score will increase to 12 by May 2025, by which time 70% of teachers will achieve a score of 4 out of 6 points in the "Engage and Deliver" section and 3 out of 4 points in the "Monitor and Adjust" section of the SPOT observation form. · By October 2024, at least 70% of teachers will achieve an average of rating of proficient I or higher and this will increase to 80% by December 2024 and 100% by May 2025.

Key Action 4	Improves English Proficiency for Emergent Bilingual Students
Indicators of Success	Based on the campus data, the percent gain in Closing the Gaps Performance Target is 32.4% from SY22-23 to SY 23-24. The campus is recommended for action to reach to the interim target of 49%. Therefore, the campus will take the following actions:

	· By PEIMS snapshot, 100% of new to HISD students, defined as those completing the Home Language Survey, who as identified as EB after the EB identification test are placed in a bilingual or ESL classroom unless parents waive services. · By May 2025, 100% of eligible EB students complete the TELPAS assessment annually, with no lapses in compliance as evidenced by no reported incidents of ineligible students testing or eligible students not testing to TEA. · By May 2025, at least 60% of Grade 2-5 Emergent Bilingual students will meet their individual growth target on 2-5 NWEA MAP Reading · By May 2025, the percentage of students scoring advanced and advanced high on the composite ratings in grades K-5 will double from 15% to 30%, as measured by TELPAS testing.

2024-2025 School Action Plan: Key Actions	
Key Action 1	**Grow teacher capacity to provide the highest quality of instruction through observation, feedback, planning, and coaching.**
Indicators of Success	● By January of 2025, 60 % of Core teachers will score 7/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for the second semester. ● By May 2025, 70% of 3-5 Core teachers will score 6/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for the second semester. ● By May 2025, 60% of PK-2 Core teachers will score 6/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for the second semester.

Key Action 2	**Reduce the achievement gap in Math and Reading among students receiving Special Education services.**
Indicators of Success	• 65% of students in grades 2 through 5 who receive special education services will meet their expected Winter growth (RIT score) on NWEA MAP in **Reading** by January 2025; that percentage will increase 5 percentage points by May 2025. • 65% of students in grades 3 through 5 who receive special education services will meet their expected Winter growth (RIT score) on NWEA MAP in **Math** by January 2025; that percentage will increase 5 percentage points by May 2025. • 60% of students in grades K through 2 who receive special education services will meet their expected Winter growth (RIT score) on NWEA MAP in **Math** by January 2025; that percentage will increase 5 percentage points by May 2025. • By the end of the 2024-2025 school year, each special education teacher will receive at least one classroom observation per week and feedback will align in part to the previous week's coaching action step(s).

Key Action 3	**Improve Student's Reading and Writing Proficiency Across Grade Levels.**

Indicators of Success	● 65% of students in grades 2nd - 5th will meet their expected Winter growth (RIT score) based on NWEA MAP's prediction in reading by January 2025. ● 65% of students in grades 2nd - 5th will meet their expected Spring growth (RIT score) on NWEA MAP in reading by May 2025. ● By Spring 2025 STAAR Administration, the percentage of students performing at **Reading** meets or higher will increase five percentage points from the Spring 2024 administration. ● 70% of students in grades 3rd - 5th will score at least 2 in SCR answers during the RLA Benchmark in January 2025. ● 35% of students in grades 3rd - 5th will achieve a score of 6 or more in ECR answers on the 2025 reading STAAR (from 22% in 2024).

Key Action 4	Improving Reading academic achievement and instruction for Emergent Bilingual students
Indicators of Success	● NWEA MAP: By May 2025, 60% of Emergent Bilingual students in 3rd through 5th will meet their expected Spring growth (RIT score) on Reading English NWEA. ● 75% of Emergent Bilingual students in K-1st will demonstrate at least one year's growth in DIBELS by May 2025. ● By May 2025, 60% of EB teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for the second semester.

Key Action 5	Improving Magnet program by ensuring STEM integration and increasing students' recruitment and achievement
Indicators of Success	● Number of magnet students recruited will increase to 3.5% by October 30, 2024. ● 100% of teachers will be trained and will utilize the STEM room resources by October 30, 2024. ● By May 2025, 80% of students in 3rd-5th will master at least 36 skills in their second semester Science IXL Learning Plan (January-May). ● By May 2025, 80% of students in 1st-4th will master at least 36 skills in their second semester Math IXL Learning Plan (January-May). ● Students scoring at the Meets level on the Science STAAR testing in Grade 5 will increase from 21% in 2024 to 30% in 2025.

298: MARTINEZ R EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	R. Martinez campus staff will increase campus-wide student achievement by providing data-driven high-quality instruction every lesson, every day
Indicators of Success	• By November 2024, R. Martinez will Increase utilization of the Exact Path & Progress Learning item banks by 25% to enrich lesson customization slide decks and guided notes, providing teachers with a comprehensive repository of resources for targeted instruction aligned with TEKS. • By January 2025, R. Martinez will improve student performance in 3rd-5th grade core subject areas of MTH, RLA, SCI, & AOT by 20% achievement performance from beginning of year to middle of year, as measured by the Student Performance Analyzer (SPA) through tracking of daily DOLs and assessments aligned with TEKS. • By May 2025, R. Martinez will increase student achievement measures on NWEA MAP assessments shifting from the 41st-60th percentile rank on EOY 2024 to the 61st-80th percentile rank by EOY 2025.

Key Action 2	Students will demonstrate 'proficiency' in responding to computer-based items beyond multiple choice, utilizing accessibility features available to all students, including accommodations for qualifying students.Proficiency aligns with TELPAS and STAAR TEA guidelines
Indicators of Success	• By October 2024, 80% of 4th - 5th-grade students demonstrate proficiency in utilizing accessibility features and accommodations on NEW item types, i.e. Inline choice, multi-select, multi-part, constructed response, hot text, matching, etc., embedded within instruction during guided and independent practice and on digital Demonstrations of Learning (DOL)s. • By January 2025, 80% 3rd-grade students demonstrate proficiency in utilizing accessibility features and accommodations on NEW item types, i.e. Inline choice, multi-select, multi-part, constructed response, hot text, matching, etc., embedded within instruction during guided and independent practice and on digital Demonstrations of Learning (DOL)s. • By January 2025, 75% of 3rd-5th grade students will achieve a score of 3 or higher based on constructed responses in writing delivered in a platform scored by a teacher using STAAR Scoring Rubric aligned to TEKS standards.

Key Action 3	R. Martinez will Improve English proficiency for Emergent Bilingual students
Indicators of Success	● By June 2025, 60% of Emergent Bilingual students will meet their individual growth target on the NWEA MAP Reading assessment. ● By June 2025, the percentage of students who grew one level of proficiency as defined by TELPAS will increase by 10%. ● By May 2025, 70% of EB teachers will score 8/10 or higher in Domain II of SPOT observations.

Key Action 4	The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool
Indicators of Success	● By the end of the 2024-2025 school year, 100% of IEPs will include specific, clear, and measurable goals, as verified through quarterly reviews. ● By the end of the first semester, 90% of the tracked data points in IEPs will align with the goals and progress indicators specified. ● By June 2025, 80% of SPED students will meet or exceed their individual growth goals on the NWEA MAP assessments.

299: MILNE EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Increase staff capacity to provide high-quality instruction
Indicators of Success	● By December, 75% of the scores on spot observations conducted by an Independent Review Team will be proficient or higher; that percentage will increase to 100% in May 2025. ● By May, 70% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by Dimensions 2.1 through 2.5 (Instruction) of the T-TESS rubric. ● By December, 60% of the teachers will be TIER 1 based on Spot Observation conducted by Leadership team and 80% will be TIER 1 in May 2025. ● By January 2025, teachers will score 9 in IRT by Jan. 2025 and 12 in IRT by May 2025. ● By IRT II, TIER II leaders will score within a 1.5 point difference when comparing the Spots to their appraised teachers. By IRT II, TIER II leaders will score within 1 point. ● By December 2025, 60% of all Teachers will score 4 or more in Engage and Deliver. By May 2025, 80% of all Teacher will score 4 or more in Engage and Deliver. ● By December, 60% of all Teachers will score 3 or more in Monitor and Adjust. By May 2025, 80% of all Teacher will score 3 or more in Monitor and Adjust.

Key Action 2	Improve Special Education instruction and service delivery
Indicators of Success	● By May 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. ● By May 100% of teachers will provide daily accommodations for students in accordance with IEPs/504 plans and document accommodations bi-weekly through spreadsheet Progress monitoring target-weekly check-in during PLCs. ● By December 100% of campus ARDs are held on or before the deadline. ● By May 2025, 100% of staff members would have received the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping.

Key Action 3	Campus improves English proficiency for Emergent Bilingual students
Indicators of Success	• By June 2025, campus will see 19% increase in percent of total students who hit composite score benchmark as compared to EOY SY23-24. • By May 2025, 60% of EB teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for second semester. • By 2024 PEIMS snapshot, 100% of students identified as potential EB students defined by Home Language Survey indicators are tested and appropriately coded. • By PEIMS snapshot, 100% of new to HISD students, defined as those completing the Home Language Survey, who are identified as EB after the EB Identification Test are placed in a bilingual or ESL classroom unless parents waive services. • By June 2025, 20% of students who grew one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS. • By June 2025, 60% of Emergent Bilingual students will meet their individual growth target on 2-5 NWEA MAP Reading.

Key Action 4	To improve math and reading proficiency
Indicators of Success	• By May 2024, 60% of 3rd through 5th grade students will score Approaches or higher on STAAR. • By January 2024, 50% of students made growth on MOY, by EOY 70% of all students will show growth on Math NWEA assessments. • By May 2025, 70% of students will grow 1.4 times the average U.S. growth in Math as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 3rd-5th • By January 50% of students made growth on MOY, by EOY 70% of all students will show growth on Reading assessments. • By May Students will grow 1.4 times the average U.S. growth in Reading as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 2-5 • By May 2024, 50% of 3rd through 5th grade students will score 2 or higher on ECR as measured on the STAAR test.

301: EASTWOOD ACADEMY

2024-2025 School Action Plan: Key Actions	
Key Action 1	Eastwood Academy High School will continue to improve post-secondary readiness in all students. As a college preparatory institution committed to equipping students for success beyond graduation, Eastwood Academy High School recognizes the importance of continually enhancing post-secondary readiness. Despite our dedication to this mission, challenges persist, with only around 50% of our students deemed "college-ready" based on Texas Success Initiative standards. In response, our school's action plan for the upcoming year prioritizes targeted efforts to remove barriers and foster student success in higher education pursuits. By focusing on this key action, we aim to be deliberate in our approach to tracking student progress in post-secondary readiness. This involves leveraging comprehensive data sets, including College, Career, and Military Readiness (CCMR) data, college-readiness factors, and other relevant metrics to assess and address areas of growth. Furthermore, with an extensive array of over 20 Advanced Placement (AP) courses available, Eastwood Academy recognizes the importance of continuously enhancing its AP programming to better serve its students' college preparatory needs. Despite the breadth of offerings, data indicates that only 38% of our students are achieving a score of 3 or higher on AP exams. In response, our school's action plan for the upcoming year prioritizes targeted efforts to strengthen AP programming, ensuring that students are equipped to succeed on these rigorous assessments. By enhancing the quality of instruction, providing additional support resources, and expanding access to AP courses, we aim to bolster student readiness for college-level coursework and enhance their overall academic preparation. Through these strategic initiatives, we are committed to empowering our students to excel in their academic pursuits and achieve success on their AP exams and ultimately post-secondary endeavors
Indicators of Success	● 100% of Eastwood Academy HS seniors will demonstrate College, Career, or Military Readiness by earning one point in one of the CCMR areas by June 2025. ● 80% of all Eastwood Juniors will show growth of at least from their fall sophomore PSAT administration to their spring junior SAT administration by April 2025. ● 100% of Eastwood Academy seniors will have taken at least one AP class at Eastwood by the time they graduate in June 2025. ● The percentage of students to earn a 3 or higher on AP exams will increase by 5% from 51% to 56% in the Spring 2024 administration of AP exams by June 2025.

Key Action 2	Improve Algebra I EOC scores by focusing on a rigorous first-teach and consistent progress monitoring. To address the fluctuating and declining Algebra I EOC scores, Eastwood Academy High School is committed to enhancing our instructional approach with a rigorous first-teach and consistent progress monitoring. Recognizing that half of our freshmen enter without Algebra I credit-due to either lack of availability in middle school or unmet entry criteria-our goal is to swiftly identify and address gaps in foundational math skills. By embedding these crucial skills into our initial instruction, we aim to ensure students achieve mastery in Algebra I, ultimately passing the STAAR exam at the end of the year. Over the past three years, our meets and masters scores have consistently declined. To reverse this trend, we will implement regular, STAAR-aligned assessments and consistently analyze the data to determine next steps in instruction to address the gaps identified. This focused approach aims to improve the number of students progressing towards meeting or mastering the STAAR test standards, thereby enhancing overall student achievement in Algebra I
Indicators of Success	● There will be an increase in students scoring approaches, meets, and masters on the Algebra I EOC from 89.8% to 94%, 53.1% to 60%, and 24.5% to 30%, respectively, by May 2025. ● By February 2025, at least 90%, 55%, and 26% of Eastwood Algebra I STAAR Interim testers will score approaches, meets, and masters on the STAAR Interim assessment, demonstrating they are on track to meeting end-of-year goals.

Key Action 3	Improve student writing across all core content with purposeful and effective strategies. As a high-performing campus committed to continual improvement, Eastwood Academy recognizes the critical importance of enhancing student writing skills across all core content areas. While our school has achieved notable success, we understand that sustained growth requires a concerted effort to incorporate schoolwide skills and cross- curricular strategies. By prioritizing the improvement of student writing, we aim to address commonalities across all tested areas, including the necessity for thesis-writing, evidence-based responses, and analysis. Through purposeful and effective strategies implemented across the curriculum, we seek to elevate student achievement and enhance college readiness. This focus on writing proficiency will not only bolster academic performance but also equip students with essential skills for success in higher education and beyond
Indicators of Success	● 100% of teachers visited will average 6/10 points on Domain 2 by IRT 4 conducted by June 2025. ● The average score for the Extended-Constructed Response on the English I STAAR exam will increase from 7.17

	to 7.75 by June 2025. ● The average score for the Extended-Constructed Response on the English II STAAR exam will increase from 7.67 to 8.0 by June 2025. ● There will be an increase in students scoring meets and masters on the English I EOC from 90% to 95%, and 34% to 38%, respectively, by May 2025. ● There will be an increase in students scoring masters on the English II EOC from 18.3% to 24% by May 2025. ● 30% of our EB students will show improvement on TELPAS holistic rating by April 2025. ● The average score for FRQs for all AP exams will increase by 10% by June 2025.

Key Action 4	Increase the quality of instruction across all content areas by focusing on increasing student rigor and ownership/engagement in daily instruction. Despite the fact that our students at Eastwood Academy High School are compliant and self-motivated, they often do not willingly engage in academic discourse. This lack of active and authentic engagement means that while students appear engaged, teachers end up taking on most of the work during lessons. Consequently, students are not building the capacity to take ownership of their learning throughout the lesson. To address this, our action plan for the upcoming school year focuses on increasing the quality of instruction across all content areas by enhancing student rigor and fostering ownership and engagement in daily instruction. This will ensure students receive high-quality, rigorous instruction in every class, supporting their transition into AP classes and ultimately into college-level coursework. In an effort to align our work with the campus vision, teachers will structure daily instruction around the Pre-AP principles of close observation and analysis, higher-order questioning, evidence-based writing, and academic conversations. By emphasizing these four core principles in every class, students will be expected to take on more autonomy in their learning. This will be achieved through clearly defined expectations embedded in daily lessons. By aligning our instruction with these core principles, we establish a clear vision of what high-quality instruction looks like at Eastwood Academy HS and how it aligns with the expectations of Houston ISD, all while preparing our students for more rigorous coursework. To ensure that we are providing adequate support for students to be able to engage in these four principles and thus take on more rigorous coursework, we will incorporate strategic engagement strategies such as MRS (Multiple Response Strategies) and intentional response protocols. Through these efforts, we aim to cultivate an environment where students are actively engaged and take

	ownership of their learning. This shift will not only improve academic discourse and engagement but also build student capacity to independently tackle challenging material. By increasing rigor and engagement, we are committed to preparing our students for success in AP classes and beyond, ensuring they are well-equipped for the demands of college-level coursework.
Indicators of Success	● 80% of all teachers will average 6/10 points on Domain 2 on Spot Observations by June 2025. ● By IRT 4 in May 2025, Eastwood Academy's IRT score will increase from a 9.86 highest in 2023-2024 to an 11.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Build leadership capacity through instructional coaching/feedback and highly effective systems of progress monitoring.
Indicators of Success	• By the MOY conference window, 80% of administrators score highly effective in areas of instructional leadership using the Executive Leadership Rubric with a minimum score of 22. • By the EOY conference window, 100% of administrators score highly effective in areas of instructional leadership using the Executive Leadership Rubric with a minimum score of 22. • By December 2024, 100% of administrators will calibrate (within one point)on both measures under Domain II in 4 out of 6 leadership calibration walks, using the HISD Spot Form. • By May 2025, 100% of administrators will calibrate (within one point) in all 3 Domains in 4 out of 6 leadership calibration walks using the HISD Spot Form.

Key Action 2	Build teacher capacity for effective curriculum planning and instruction.
Indicators of Success	• By October 2024, 80% of teachers will ensure their LO and DOL are posted and aligned to the curriculum map (state and/or College Board, UT OnRamps, Dual Credit standards) AND earn a 1.4 average score on Domain I: Planning as measured by the HISD Spot Form. • By March 2025, 100% of teachers will ensure their LO and DOL are posted and aligned to the curriculum map (state and/or College Board, UT OnRamps, Dual Credit standards) AND earn a 1.6 average score on Domain I: Planning as measured by the HISD Spot Form. • By December 2024, 80% of teachers will earn an average minimum score of 10 (Proficient I) on the Spot Observations submitted in the T-TESS evaluation. • By May 2025, 90% of teachers will earn an average minimum score of 12 on the Spot Observations submitted in the T-TESS evaluation.

Key Action 3	Ensure effective instruction and interventions yield high academic achievement for all SPED students.
Indicators of Success	• By the end of September 2024, 80% of teachers will implement and track accommodations in Power School and NHECHS Progress Monitoring forms in OneNote. • By December 2024, 90% of teachers will implement and track accommodations in Power School and NHECHS Progress Monitoring forms in One Note monitored by NHECHS Leadership and SPED chair.

	• By December 2024, 80% of teachers will earn a minimum average of 2 out of 4 in Domain II: Monitor & Adjust on the HISD Spot Form, reflecting evidence of differentiation and scaffolding to support students who receive accommodations based on their IEPs. • By May 2025, 90% of teachers will earn a minimum average of 3 out of 4 in Domain II: Monitor & Adjust on the HISD Spot Form, reflecting evidence of differentiation and scaffolding to support students who receive accommodations based on their IEPs.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Campus will increase the number of students who are TSI ready in both Math and English.
Indicators of Success	• By June 2025, campus will see a 5% increase in the number of students in cohort 2025 and a 5% increase in the number of students in cohort 2026 who are TSI ready in English and Math (SAT/ACT/TSIA/TCB). • 70% of Grade 11 students (361) will complete a minimum of 10 hours (1-2 hours a week from October to the June SAT date) of the Khan Academy Digital SAT Prep course and be successful in the course work. • By May 2025, 90% of students in student Cohort 2025 (Grade 12 students only) who are not TSI ready will enroll into Texas College Bridge Math/English and successfully complete the assigned courses.

Key Action 2	Administration team will create systems to ensure and monitor IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.
Indicators of Success	• Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 school days of its finalization as demonstrated by campus record keeping. • By the end of the 2024-2025 school year, 100% of special education teachers will receive at least two SPOT observations every month as noted in Power Bi. Feedback will align to the previous coaching action step(s) to ensure teacher instructional delivery improvement. • 100% of 6 weeks grading cycle audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.

Key Action 3	Campus improves English proficiency for Emergent Bilingual students.
Indicators of Success	• Throughout the 2024-2025 school year, 70% of EB students will be successful in their English Language Arts and Reading courses with consistent progress monitoring. • By June 2025, 34% of students will grow one level of Proficiency, as defined by the SY23-24 composite to SY24-25 composite on TELPAS. • By May 2025, 60% of EB teachers will score 7/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the SPOT, as measured by the monthly average SPOT score for second semester. • By May 2025, 95% of eligible EB students complete the TELPAS assessment annually, with no lapses in compliance as evidenced by no reported incidents of ineligible students testing or eligible students not testing to TEA.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Grow staff capacity in instructional delivery to provide high student engagement.
Indicators of Success	· By December 2024, 65% of the scores on spot observations conducted by an independent review team will be proficient or higher (11 points out of 15 is Proficient); that percentage will increase to 75% in May 2025. · By December 2024, the average score of the spot observations conducted on campus by instructional leaders will be at least 11.5 and that score will differ from the average IRT's score by no more than 1.5 points overall. · By May 2025, the average score of the spot observations conducted on campus by instructional leaders will be at least 12 and that score will differ from the average IRT's score by no more than 1.3 points overall.

Key Action 2	Improve SPED Instruction and service delivery
Indicators of Success	• The percentage of "instructionally proficient" IEPs as measured by a rubric and as reviewed by an independent team from the Special Education Department will increase from XX% in May 2024 to XX% in May 2025. • The percentage of students who receive special education services will perform at the Approaches level higher on STAAR to 70% by the end of 2024-2025 school year. • 80% of students receiving Special Education Serviced will show growth toward IEP goals. • The principal/assistant principal will ensure timely and full attendance at 100% of ARD meetings, actively participating in discussions to enhance student support as evidenced by the ARD minutes and ARD participation. • Campus administration will conduct audits in the 24-25 school with 100% of quarterly audits of PowerSchool records showing a consistent documentation of accommodations and modifications in PowerSchool. • By the end of each progress report and report card in the 2024-2025 school year, the principal ensures that 100% IEP progress reports are delivered without delay.

Key Action 3	Prepare students for postsecondary excellence as measured in CCMR
Indicators of Success	· By June of 2025, campuses will see a 5% increase in the number of students in cohort 2025 and a 5% increase in the number of students in cohort 2026 who are TSI ready in English and Math

	(SAT/ACT/TSIA/TCB). · In the 2024-2025 school year, at least 50 percent of 9th grade students will successfully complete a Year 2035 program of study (created by the District to start in August 2024) or complete a course that integrates artificial intelligence in the course objectives. · 100% of 2025 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 4	Implement instructional systems that address the needs of diverse learners, accelerate English language acquisition, and ensure equity for all multilingual learners.
Indicators of Success	· By June 2025, the percentage of EBs that progress at least one proficiency level will be at least 34%, as measured by the state TELPAS assessment. · By May of 2025, 10% percent of Emergent Bilingual students who did not meet on STAAR English I and/or English II EOC in Spring of 2024, will meet passing standard. · By May 2025, 60% of EB teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for second semester. · By 2024 PEIMS snapshot, 100% of students identified as potential EB students defined by Homex Language Survey indicators are tested and appropriately coded. · By PEIMS snapshot, 100% of new to HISD students, defined as those completing the Home Language Survey, who are identified as EB after the EB Identification Test are placed in an ESL classroom unless parents waive services. · By May 2025, 100% of eligible EB students complete the TELPAS assessment annually, with no lapses in compliance as evidenced by no reported incidents of ineligible students testing or eligible students not testing to TEA.

322: CARNEGIE VANGUARD H S

2024-2025 School Action Plan: Key Actions	
Key Action 1	Raise the level of student engagement and improve the quality of instruction
Indicators of Success	● The campus will achieve an overall score of 9 or higher on IRT 1 in Fall 2024, which will reflect scholar engagement and teacher planning for engagement and addressing misconceptions. [23-24 Data: IRT 1 - 7.4] ● By April 2025, 85% (30/35) of teachers will achieve 7 of the 10 points possible in the areas of Engage and Deliver and Monitor and Adjust for their highest March 2025 SPOT by their appraiser. [23-24 Data: 26/31 - 83.8%] ● The campus will achieve an overall score of 11.25 or higher on the highest IRT of the 24-25 school year, which will reflect scholar engagement and teacher planning for engagement and addressing misconceptions. [23-24 Data: IRT 3 - 10.75: D1 - 2, D2 -4.63, D3 - 4.13]

Key Action 2	The campus will increase mastery in math
Indicators of Success	● 90% of all students will meet their EOY goal by MOY according to interim state assessment testing in January 2025. ● By June 2025, 100% of students will be performing at the "Meets" level as determined by Algebra 1 state assessment. ● By June of 2025, 75% of students will perform at the "masters" level on the Math state assessment based on the average of the past three years data (61%).

Key Action 3	Improve school culture and climate
Indicators of Success	● 80% of results from the January survey from students and parents will indicate positive satisfaction with faculty regarding quality of instruction. [Metric: District Survey - Possip] ● 85% of results from the May survey from students and parents will indicate positive satisfaction with faculty regarding quality of instruction. [Metric: District Survey - Possip] ● 80% of results from the January survey from students and parents will indicate positive

	satisfaction with campus personnel. [Metric: District Survey - Possip] 85% of results from the May survey from students and parents will indicate positive satisfaction with campus personnel. [Metric: District Survey - Possip]

Key Action 4	Increase number of students receiving course credit and reduce the percentage of course failures
Indicators of Success	● No more than 15% of students will fail each semester in any particular course per teacher. [Metric: PEIMS data for credit awarded.] ● Teachers will work towards a grading philosophy with a growth mindset. ● Less incident of academic dishonesty. ● Less NG incidence through lower absence rate of students

323: CHALLENGE EARLY COLLEGE H S

2024-2025 School Action Plan: Key Actions	
Key Action 1	To enhance student engagement through the implementation of multiple strategies to facilitate high quality instruction, including multiple response strategies, project-based learning, cooperative learning, differentiated instruction, and technology integration. Improve the quality of instruction by increasing the use of various student engagement strategies
Indicators of Success	1. Increased Participation and Interaction: Measure the level of student engagement through indicators such as participation rates, contribution to class discussions, and active involvement in group activities. A successful implementation of multiple engagement strategies should result in a noticeable increase in student participation and interaction during lessons. A 1 to 5 evaluation scale will be employed to assess engagement levels, with 1 representing low engagement and 5 indicating high engagement. This evaluation will be conducted both at the individual teacher level and on a school-wide basis. Progress will be evaluated and will be carried out at three points throughout the school year: the beginning in October, the middle in December, February and the end in April. Our objective is to achieve a rating of 75% by May 2025 of the school year using this evaluation system. Here, a rating of 1 corresponds to 0%, 2 represents 25%, 3 indicates 50%, 4 denotes 75%, and 5 signifies 100%. 2. Improved Learning Outcomes: When students are evaluated in Biology, English 1, English 2, and Algebra 1 on the STAAR Interim assessments, 60% will achieve a predicted score of "Meets" or "Masters". 3. Improved Learning Outcomes: All students will achieve an average of 75% or higher on formative and summative assessments. Assess student performance and learning outcomes through formative and summative assessments. Look for improvements in student achievement, comprehension, and mastery of concepts across various subjects. Successful implementation of high-quality instruction methods should lead to enhanced learning outcomes demonstrated through improved grades, test scores, and depth of understanding. The evaluation will involve comparing students' demonstration of learning outcomes to the results of common assessments. Students are expected to achieve an average score of 75% or higher on their assessments. 4. Positive Feedback from Students and Teachers: Feedback will be gathered from both students and teachers regarding their experiences with the implemented strategies. Surveys, interviews, or focus

	groups will be conducted to gauge perceptions of effectiveness, satisfaction, and impact on the learning environment. Positive feedback from both students and teachers regarding increased engagement, enjoyment of learning, and perceived effectiveness of instruction indicates success in enhancing student engagement through the implemented strategies. Additionally, a 1 to 5 evaluation scale will be utilized to assess their experiences with engagement and implementation in the classroom, with 1 representing low satisfaction and 5 indicating high satisfaction. This evaluation will be conducted at both the individual teacher level and on a school-wide basis. Progress will be evaluated at three points throughout the school year: the beginning in August, the middle in December, and the end in April. 5. As we collaborate with our new team and refine their instructional practices for the upcoming school year, our objective is to enhance progress and alignment with IRT evaluations. If we utilize the TTESS ACTION PLAN 2024-25 Page 4 of 21 rubric, our aim is to elevate the percentage of our teachers starting at the Proficient level from 70% to 90% by the end of the school year. Alternatively, if we adopt the LEAD target distribution rubric, our goal is show progress and start at Proficient 1 to Proficient 2, with at least 50% of the staff progressing to Exemplary 1.

Key Action 2	Increase STAAR Mastery level on Eng I EOC, Eng II EOC, Biology EOC, Algebra EOC, and US History EOC
Indicators of Success	1. Increase a 2% on STAAR Masters level on the 2025 Spring STAAR English 1. 2. Increase a 2% on STAAR Masters level on the 2025 Spring STAAR English 2. 3. Increase a 2% on STAAR Masters level on the 2025 Spring STAAR Algebra 1. 4. Increase a 2% on STAAR Masters level on the 2025 Spring STAAR Biology. 5. Increase a 2% on STAAR Masters level on the 2025 Spring STAAR U.S. History.

Key Action 3	Improve AP scores to higher levels + 3 scores in all tested subjects
Indicators of Success	1. Percentage Increase in AP Exam Scores: a. Increase AP score of 3 or higher by 2%. Measure the percentage increase in the number of students achieving a score of 3, 4, or 5 on AP exams compared to the previous school year. b. Success would be indicated by an increase in the overall percentage of students scoring at these levels across all AP subjects. 2. Overall Pass Rate: a. Enhance the overall pass rate by 2% compared to the 2023-2024 academic year for students achieving a score of 3 or higher on their AP exams. Calculate the overall pass rate for AP exams, defined as the percentage of students who achieve a score of 3 or higher. b. Success would be demonstrated by an increase in the overall pass rate compared to the previous school year. 3. Subject-Specific Performance: a. Analyze the performance of students on individual AP exams in various subjects. b. Increase performance across all AP subjects by 2%, with a higher percentage of students achieving scores of 3, 4, or 5 compared to the previous year. 4. Achievement Gap Reduction: a. Improve a percent of AP scores for unrepresented students by 2%. Evaluate changes in the achievement gap between different student demographic groups (e.g., race/ethnicity, socioeconomic status) in AP exam performance. b. Success would be indicated by a reduction in the achievement gap, with historically underrepresented groups demonstrating increased success rates on AP exams compared to previous years. 5. Student Participation and Access: a. Monitor changes in student participation rates in AP courses and exams. b. Increase participation in AP to reach 95%. Success would be demonstrated by increased participation from a diverse range of students, including those traditionally underrepresented in AP programs, indicating improved access and equity in advanced coursework opportunities.

Key Action 4	Foster a positive school culture in which inclusive practices promote the wellbeing of students, staff and community.
Indicators of Success	1. Increased Sense of Belonging: o Measure the percentage of students, staff, and community members who report feeling a strong sense of belonging within the school community. o Success would be indicated by a significant increase in the percentage of individuals reporting a feeling of inclusion and connection. 2. Enhanced Respect and Empathy: o Evaluate the level of respect and empathy demonstrated among students, staff, and community members through observable behaviors and interactions. o Success would be demonstrated by a noticeable improvement in respectful communication, collaboration, and understanding among all members of the school community. 3. Positive Emotional Well-being: o Assess the emotional well-being of students, staff, and community members through surveys or other measures of mental health and satisfaction. o Success would be reflected in improved overall emotional well-being, including reduced stress levels, increased feelings of happiness and fulfillment, and lower rates of mental health issues. 4. Reduction in Negative Incidents: o Reduce the number of disciplinary incidents, conflicts, and instances of bullying or harassment reported within the school community by 2%. o Reduce level 1 behavior incidents by 5%. Reduction of level 2 incidents by 2%. Success would be indicated by a decrease in the frequency and severity of negative incidents, demonstrating a healthier and more positive school climate. 5. Increased Engagement and Involvement: o Increase student, staff, and community engagement in school activities, events, and initiatives by 5% . o Success would be demonstrated by higher rates of participation and involvement, indicating a greater sense of investment and commitment to the school community.

324: LIBERTY H S

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve English Proficiency for Emergent Bilingual Students.
Indicators of Success	● By June 2025, 51% of EB's will grow one level of proficiency on the composite score on TELPAS. ● As measured by SPOT observations, by January 2025, 80% of teachers will receive at least 3 / 4 points in Monitor and Adjust as related to differentiating by using language scaffolds based on student language needs; that percentage will increase to 95% by April 2025. ● Of the teachers at Liberty High School, 80% of the scores for using MRS with scaffolds to support access to on-grade curriculum will be proficient or higher on the Spot Observations in the "monitor and adjust" section of the SPOT form conducted in October by the campus administration; that percentage will increase to 85% by February and to 100% by June 2025. ● By October of 2024, 80% of the teachers at Liberty High School will effectively implement class routines and procedures that support emergent bilingual students as well as students with disabilities to engage in discussions, writing, and reading practices that accelerate English language acquisition. The percentage of teachers implementing class routines and procedures effectively will increase to 90% by February and to 100% by June 2025.

Key Action 2	Cultivate a culture of high-quality data driven instruction
Indicators of Success	● By the end of October 2024, 75% of the teachers will effectively use formative assessment daily (DOL) to inform and adjust instruction as measured in domain 1 of the Spot Observation form and T-TESS. That percentage will increase to 85% by January 2025 and to 100% by June 2025. ● At least 80% 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 90% by January 2025 and to 100% by June 2025 as measured by the spot observations and teacher evaluation rubric. ● At least 80% 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 2024. That percentage will increase to 85% by January, and to 100% by June 2025 as measured by the campus student work analysis rubric. ● 80% 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 2024. 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 2025.

Key Action 3	Grow staff capacity to deliver high quality instruction to increase academic achievement
Indicators of Success	● By the end of school year, the campus will increase the final IRT (Independent Review Team) score by at least 1.5 points from 2024. The campus will receive a rating of Proficient I or higher. ● By December 2024, 60% of teachers will have a spot rating of proficient or higher and will increase to 75% by May 2025. ● By January 2025, 80% of the scores of SPOT observations in the "Engage and Deliver" section will score at a 4 (mostly) or higher; that percentage will increase to 100% in June 2025. ● In the 2024 - 2025 school year, Liberty HS will have at least 50% of students score Meets or higher on English I, English II, and Algebra I STAAR.

Key Action 4	Increase the percentage of students that are College, Career and Military Ready at graduation
Indicators of Success	● By June 2025, Liberty High School will increase the number of students in cohort 2025 by 6% to 90% compared to the estimated 84% in cohort 2024 who are TSI ready in English and Math (SAT/ACT/TSIA/TCB). ● 100% of students in student Cohort 2025(Grade 12 students only) who are not TSI ready will enroll into Texas College Bridge Math/English and successfully complete the assigned courses. ● By January 2025, at least 50% of qualified students for second semester as defined by CCMR team will enroll in advanced courses (Pre-AP/AP/HCC Dual Credit/UT OnRamps) ● By June 2025, Liberty High School will identify FTE positions for 100% of teachers needed to staff an increase in advanced courses as defined by CCMR department student eligibility projections.

337: PIN OAK MIDDLE

2024-2025 School Action Plan: Key Actions	
Key Action 1	Ensure IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations are documented in PowerSchool
Indicators of Success	• By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through district audits. • By the end of the reporting period in 2025, ensure that 100% of Special Education staff members are compliant with all reporting requirements for the district by completing and submitting all required reports accurately and on time. • By the end of the first semester, 100% of campus ARDs are held on or before the deadline. • The principal, SPED administrator, and department chair will ensure timely and full attendance at 100% of ARD meetings, actively participating in discussions to enhance student support as evidenced by the ARD deliberations. • By May 2025, through progress monitoring checkpoints, ensure that 80% of students meet their expected growth from the beginning of the year (BOY) to the end of the year (EOY). • Accommodations for students with IEPs are consistently and correctly documented in PowerSchool, showing that staff are actively using the system and adhering to the outlined supports. • Evidence from Spot Observations shows that accommodations outlined in the IEPs are being implemented effectively in daily high quality instruction.

Key Action 2	Strengthen teacher capacity to deliver High-Quality Math Instruction
Indicators of Success	• By the end of 2025, ensure that 100% of math teachers achieve a score of 2 on Domain I: Planning within the SPOT evaluation framework. • 100% of math teachers will submit detailed lesson plans weekly including DOLs and LOs that are aligned to the district-approved curriculum to specifically target student needs. • Through the Math PLC's, grade-level teams will internalize the district curriculum by

	annotating for misconceptions, checks for understanding, and academic vocabulary to meet the needs of their students resulting in 100% of math teachers achieve a 4 or higher on Domain II: Engage & Deliver within the SPOT evaluation framework. ● By the end of 2025, current 8th graders, who were 7th graders in 2023-2024, will achieve a 10% increase in the percentage of students meeting or mastering the 2024-2025 STAAR assessment, compared to their previous performance.

Key Action 3	Build teacher capacity to improve English proficiency for Emergent Bilingual students
Indicators of Success	● By June 2025, 50% of Emergent Bilingual students will meet their individual growth target on NWEA MAP EOY Reading. ● By June 2025, 60% of EB teachers will score 3/4 or higher in Domain II: Monitor & Adjust, as measured by the monthly average spot score for the second semester. ● By August 9, 2024, the LPAC administrator will collaborate with the master scheduler to identify which teachers will serve EBs during which class periods to ensure they are observing teachers during instruction for EBs by reviewing class rosters. ● By May 2025, ensure that 100% of sheltered instruction and reading teachers achieve a score of 2 on Domain I: Planning within the SPOT evaluation framework. ● By May 2025, ensure that 80% of teachers achieve a score above 2 on Domain II: Monitor & Adjust within the SPOT evaluation framework. ● By May 2025, ensure that 80% of teachers supporting EBs are consistently using sheltered instruction strategies, such as using visuals or sentence stems, in their lessons. ● By May 2025, track that 90% of sheltered instruction and reading intervention teachers regularly use language learning software and supports (i.e. Summit K-12 and IXL) with EBs, as documented in lesson plans. ● Through the ELA/R PLC's, grade-level teams will internalize lessons by annotating for misconceptions, checks for understanding, student engagement strategies, and academic vocabulary to meet the needs of their EB students resulting in 100% of ELA/R teachers achieve a 4 or higher on Domain II: Engage & Deliver within the SPOT evaluation framework. ● By May 2025, 100% of eligible Emergent Bilingual students complete the TELPAS

	assessment annually, with no lapses in compliance as evidenced by no reported incidents of ineligible students testing or eligible students not testing to TEA.

Key Action 4	Improve the performance of African American students by closing the achievement gap in math
Indicators of Success	● 100% of African American students will complete their assigned pathway in IXL according to their NWEA (BOY) score that targets their identified achievement gap(s) in math. ● By June 2025, 40% of African American students will meet their performance targets as defined by TEA Domain 3 accountability. ● By the end of 2025, 70% of African American students will reach Meets and Masters on STAAR. ● By June 2024, the percentage of Tier II and Tier III students earning approaches or higher on the STAAR/EOC math assessment will increase by 10% as compared to SY23-24. ● By June 2025, 80% of Tier II and Tier III students will meet or exceed their individual growth goals on NWEA EOY MAP. ● By the end of 2025, ensure that 100% of math teachers achieve a score of 2 on Domain I: Planning within the SPOT evaluation framework. ● Math PLC's, grade-level teams will internalize lessons by annotating for misconceptions, checks for understanding, and academic vocabulary to meet the needs of their students resulting in 100% of math teachers achieving a 5 or higher on Domain II: Engage & Deliver within the SPOT evaluation framework.

338: ORTIZ MIDDLE

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve quality of Tier I Instruction Grow teacher capacity to provide High Quality Instruction through observation, feedback, planning, and coaching as teachers adapt to the new educational systems and best instructional practices
Indicators of Success	• By January of 2025,60% of Core teachers will score 7/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the SPOT, as measured by the monthly average spot score for the second semester. • By May 2025, 70% of Core teachers will score 7/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for the second semester.

Key Action 2	Improve Math fluency and problem solving skills 6th- 8th Grade We will increase the number of students scoring at the Meets and Masters levels or 70th percentile and above for NWEA as well as STAAR
Indicators of Success	• By Spring 2025 STAAR Administration, the percentage of 6- 8 grade students performing at Math Meets or higher will increase 10 percentage points in the Spring 2025 administration (from 22% to 32%). • 60% of students in grades 6-8 will meet their expected Winter growth (RIT score) on Math NWEA/ MAP by January 2025 .Students in grades 6-8 will obtain a 5% increase on their expected Spring growth (RIT score) on Math NWEA MAP by May 2025. • Ortiz will improve its accountability rating from a 72 in 2024 to a 80 by 2025. Domain I will increase from a 31(D) to a 39(C).

Key Action 3	Enhance teachers' capacity to review and implement students' individualized students educational plans. This year at Ortiz, we will create a culture of collaboration among SPED department and teachers to strengthen Special ED instructional programs and build teacher capacity. This collaborative effort will impact student achievement in the mastery of grade level objectives, and summative and formative assessments
Indicators of Success	• 60% of SPED students will meet or exceed their Individualized Education Program (IEP) goals. • Students will show growth on MOY assessment by at least 10% from the BOY assessment. • Students will show growth on EOY assessment by at least 5% from the MOY assessment.

	● 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 6-8 Reading will increase by 10% from STAAR 2024 to STAAR 2025. 80% of our SPED students will show a 15% increase of their proficiency on the NWEA assessment from MOY to EOY.

Key Action 4	Ortiz MS will improve English proficiency for Emergent Bilingual students. Ortiz is committed to providing Emergent Bilingual students high-quality ESL instruction to help our students meet one-year progress in language acquisition. We will use Sheltered Instruction Practices to accommodate individual student needs
Indicators of Success	● The percentage of Emergent Bilingual students meeting a one-year progress in composite proficiency level (ex. Beginning to Intermediate) will increase by 15% from TELPAS 2024 to TELPAS 2025 (from 34%- 49%). ● The percentage of Emergent Bilingual students performing the Meets Grade Level Standard on the STAAR 6-8 Reading will increase by 10% from STAAR 2024 to STAAR 2025. ● 70% of our Emergent Bilingual students will meet their projected Growth on the NWEA assessment from MOY to EOY.

340: LAS AMERICAS

2024-2025 School Action Plan: Key Actions	
Key Action 1	Grow staff capacity to provide the highest quality instruction
Indicators of Success	• 65% of the scores on spot observations conducted in November by the leadership team will be proficient or higher; that percentage will increase to 85% in May 2025. • By January 2024, 75% of the teachers will be proficient or higher in delivering high-quality instruction as measured by Dimensions 2.1 through 2.5 (Instruction) of the T-TESS rubric. • Las Americas will receive 10 points or higher on IRT (BOY, MOY, EOY). • By December 2024, 40% of students will increase their scores (60% - 75%) during DOL/unit tests, including math and science. • By December 2024, 20% of the students will increase their scores (50% - 70%) during DOL/unit tests for reading and writing.

Key Action 2	Implementation of the NES/LSAE Model with fidelity
Indicators of Success	• By November 2024, 30% of the students will push out, including reading, math, and science to the team center to work on LSAE S2 and A assignments. • By December 2024, students will increase writing proficiency by 8% from the BOY Summit K-12 Benchmark. • By January, students will increase writing proficiency by 10% from the beginning of the year benchmark data to the middle of the year benchmark data using Summit K-12. • By May 2025, students will demonstrate growth of 12% from the beginning of the year Summit K-12 benchmark data to the middle of the year Summit K-12 benchmark data.

Key Action 3	Las Americas Newcomer School will Improve English Proficiency for Emergent Bilingual Students

Indicators of Success	● By December 2024, 65% of teachers will score 5/10 or higher in Domain II (Engage & Deliver and Monitor & Adjust as measured by monthly spot. ● By June 2025, students will be rated as follow on TELPAS Domains: Reading: Beginning (55%), Intermediate (45%), Advanced (4%), Advanced High(2%) Writing:Beginning (85%), Intermediate (9%), Advanced (3%), Advanced High(1%) ● By June 2025, 50% of students will grow in English proficiency on the K12 summit MOY. ● By the 2024 PEIMS snapshot, 100% of students identified as potential EB students defined by Home Language Survey indicators are tested and appropriately coded. ● By May 2025, 100% of eligible EB students complete the TELPAS assessment annually, with no lapses in compliance as evidenced by no reported incidents of ineligible students testing or eligible students not testing to TEA. Las Americas Newcomer School Action Plan Houston ISD SY 24-25 ● By June 2025, 50% of students will grow in English proficiency on the K12 summit MOY.

Key Action 4	Strengthen the leadership density of Las Americas Newcomer School Las Americas Newcomer School needs to invest needs to invest in teacher leaders so that they can become trainers and mentors for teachers new to the District model and to our school
Indicators of Success	● 70% of the staff will receive a Proficient 1 or higher rating on the school's leadership rubric that the Principal and APs will assess during the teacher evaluation process conducted in the spring of 2025. ● By spring of 2025, the admin team will support at least 50% of all "established" campus teacher leaders for application to the HISD Teacher Leader Academy and/or the Aspiring Leader Academy through the LPD department.

342: ENERGIZED FOR EXCELLENCE ACADEMY INC MIDDLE

2024-2025 School Action Plan: Key Actions	
Key Action 1	Increase teacher capacity to deliver high-quality instruction every day
Indicators of Success	● 70% of the scores on spot observations conducted by the administrative team by December 2024 will be at the Proficient level or higher, and that percentage will increase to 80% in June 2025. ● 80% of the scores on the Formal Observations using the T-TESS Rubric will be at the Proficient level or higher by June 2025. ● The average IRT score will be no less than 10 by October 2023 (IRT #1); no less than 11 by January 2025 (IRT #2); no less than 12 by March 2025 (IRT #3); and no less than 13 by May 2025 (IRT #4).

Key Action 2	ARDs for students with IEPs will be held on time and administrators will participate in ARDs. Staff are provided relevant portions of the IEP and accommodations/modifications are documented in PowerSchool
Indicators of Success	● By the end of the first semester, 100% of campus ARDs are held on or before the deadline. ● Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping. ● 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.

Key Action 3	Increase student academic success in NWEA MAP Growth and Achievement
Indicators of Success	● The growth percentile for students in NWEA MAP testing will be at the 50th percentile or higher by May 2025 (EOY Administration). ● The percentage of students scoring at least .60 annual growth in the first half of the year by December 2024 (MOY) will be between 50 and 56 (based on the 2023-2024 MOY Student Achievement Objectives. ● The percentage of students scoring at least 1.40 times the second semester expected growth by June 2025 (EOY) will be between 50 to 55 (based on the 2023-2024 EOY Student Achievement Objectives.

Key Action 4	Campus improves English proficiency for Emergent Bilingual students
Indicators of Success	● By June 2025, 44% of the students will grow one level of Proficiency, defined as SY 23-24 Composite to SY 2024-2025 Composite. ● By 2024 PEIMS Snapshot, 100% of students identified as potential EB students defined by Home Language Survey indicators are tested and appropriately coded. ● By May 2025, 100% of eligible EB students complete the TELPAS assessment annually, with no lapses in compliance as evidenced by no reported incidents of ineligible students testing or eligible students not testing to TEA.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Grow staff capacity to deliver the highest quality of instruction.
Indicators of Success	• As captured by BCS internal coaching and feedback data tracking system, 100% of 1st-8th grade teachers will receive on the spot coaching within a three-week period cycle. • As measured by campus Spot observations, 65% (17 out of 26) of core content PreK-8th grade teachers will have an average Spot score Proficient I or higher by January 2025; that percentage will increase to at least 75% (20 out of 26) by May 2025. • The average score of the spot observations conducted by school leaders in December 2024 will be at least 10.5 and that score will differ from the average IRT's score by no more than 1.5 points overall. • In the 2024-2025 school year, Briarmeadow Charter School 65% of students will be above the 50th percentile in Reading and Math as measured by the NWEA MAP Achievement in grades 2nd-8th.

Key Action 2	Improve English proficiency for Emergent Bilingual students.
Indicators of Success	• By June 2025, 51% of students who grew one level of Proficiency in grades 1st-5th, defined as SY23-24 composite to SY24-25 composite on TELPAS. • As measured by DIBELS, campus will see 10% increase in percent of total students who hit composite score benchmark on DIBELS as compared to EOY DIBELS SY23-24. • As measured by MAP, the percentile growth for Emergent Bilingual students will be in the 55 percentile or greater on 2nd-8th NWEA MAP Reading.

Key Action 3	Ensure effective implementation of high-quality student engagement and strategies.
Indicators of Success	• As measured by campus spot observations, 6 out of 10 teachers will receive at least 4 of 6 points in Engage and Deliver by December 2024 and 8 out of 10 by May 2025. • By May 2025, at least 70% of all core content PreK-8th grade teachers will average 6 out of 10 points for Engage and Deliver and Monitor and Adjust by May 2025. • The results of all 4 IRT visits for 2024-2025 will average of 4 or more on Engage and Deliver portion of Spot Observation Form.

Key Action 4	Improve Special Education instruction and service delivery
Indicators of Success	• As measured on the Special Education audit rubric, at the end of the year special education audit, BCS will receive a score of 90% or higher for the documentation of accommodations in PowerSchool. • 80% percentage of special education students in grades 3 through 8 will meet or exceed the growth index targets in reading as measured by the NWEA MAP assessment from BOY to EOY. • 80% percentage of special education students in grades 3 through 8 will meet or exceed the growth index targets in math as measured by the NWEA MAP assessment from BOY to EOY. • By the end of the first semester, 100% of campus ARDs are held on or before the deadline. • By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Enhance staff capacity to offer structured TSI support and guidance, aiming to prepare more students to take and earn credit for at least one dual credit English Language Arts course by the end of their junior year.
Indicator of Success 1	By May 2025 the percentage of rising juniors who will be TSI ready in Reading and Writing will increase from 56% to 65%.
Indicator of Success 2	By May 2025, the percentage of freshmen who will be TSI ready in Reading and Writing will increase from 17% to 25%.

Key Action 2	Prepare students for TSI, to ensure they are eligible to take dual credit courses as early as 9th grade. Students will be scheduled into support classes that will focus on TSI readiness. Students will be scheduled into Advocacy to receive support with tracking progress on TSI readiness.
Indicator of Success 1	By December 2024, 20% of 9th-grade students will be TSI ready in ELA.
Indicator of Success 2	By May 2025, 30% of rising sophomores will be eligible to take dual credit courses Fall 2025.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Increasing teacher capacity to provide high quality instruction and increase student engagement.
Indicator of Success 1	80% of teachers will have scored at least 11 on a Spot Observation Form between October 1 and December 20, 2024. In the Spring, 80% will score a 12 or higher between January 1 and May 20, 2025. This will help us to improve on last year's IRT average of our two highest visits of 11.75.
Indicator of Success 2	On their Engage and Deliver Domain of the spot form, collectively the average of our staff scores would be 4.5 or higher in the six months where spot observations count for T-TESS.
Indicator of Success 3	80% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by Dimension 2.1 through 2.5 (Instruction) of the T-TESS rubric on their formal observation.
Indicator of Success 4	90% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by the evaluation rubric by the End of Year Conference

Key Action 2	Increase our percentage of associate degree earners in the graduating class to 75% and continue to ensure 100% of students reach standards of College, Career and Military Readiness.
Indicator of Success 1	Increase the percentage of students that are eligible to take college level courses (through TSI waiver or TSI Reading Writing Completion) by the end of their Sophomore year from 43% BOY to 63% EOY.
Indicator of Success 2	Increased percentage of students that are eligible to take college level Algebra course (through TSI waiver or TSI Math Completion) by the end of Junior Year from 65% to 75%.
Indicator of Success 3	Increase the percentage of students in each class who are meeting college readiness benchmarks on the PSAT/SAT assessments with a particular focus on advanced math skills. • Class of 2025 (SAT was 75% RW and 26% Math, PSAT/NMSQT was 72% RW and 29% • Math) • Class of 2026 (PSAT/NMSQT was 72% RW and 39% Math) • Class of 2027 (PSAT 10 was 77% RW and 44% Math)
Indicator of Success 4	Increase the number of students who earn their associates' degrees to 75%

Indicator of Success 5	Increase the number of students who receive college credit for MATH 1314 to make them eligible for an associate's degree. • 41 of 41 passed Math 1314 with HCC in 2023-2024 • 28 of 78 passed OnRamps College Algebra in 2023-2024 (with credit) • Total, 58% of students who attempted to get credit for Math 1314 were successful in 2023-2024
Indicator of Success 6	Increase the number of students ELIGIBLE to accept their credit for college course through OnRamps to 85%. • Overall, 82.5% of students were ELIGIBLE to accept their credit in 2023-2024. • Physics 1 Lecture - 96% were eligible and 81.3% accepted the credit • Physics 1 lab - 96% were eligible and 92.5% accepted the credit • College Algebra 1 - 41% were eligible and 36.84% accepted it

Key Action 3	Increase attendance overall for the 2024-2025 year so students have more time in class learning from high quality instruction.
Indicator of Success 1	Improve the final ADA attendance rate for 2024-2025 to 96.5%
Indicator of Success 2	Improved attendance in the second semester compared to the first semester for students whose attendance is a concern
Indicator of Success 3	Decrease the number of students needing an NG Plan by 10% for the 24-25 School year.

Key Action 4	Weave our International Studies theme into elective courses, school programing, and special events to broaden the world view and perspective of our students.
Indicator of Success 1	Increase the Percentage of students with plans to study internationally with partner study/travel programs (not EF tours) from 8 in 2024 to 12 in 2025.
Indicator of Success 2	Approximately 10% of the student body (~45 students) have plans to study or travel abroad in Summer 2025
Indicator of Success 3	100% of students in Grade 11 will create and present a Global Capstone project that has meaningful community impact.
Indicator of Success 4	100% of 12th Grade students will participate in a Senior Internship and present a capstone project on its impact on their future College and Career goals
Indicator of Success 5	Conduct 3 School-wide community events that highlight international cultures, perspectives and opportunities

2024-2025 School Action Plan: Key Actions	
Key Action 1	Ensure that 100% of teachers utilize higher-order thinking questions, engagement strategies, and implement SAVAAS Literacy with fidelity to enhance student performance, aiming to increase the percentage of students meeting and/or exceeding expectations on the Circle Assessment.
Indicators of Success	• **Continued Student Growth:** Students show ongoing improvement in their performance on the Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY) Circle Assessments. • **Mastery of Literacy Targets:** At least 80% of students will achieve mastery of 85% of the literacy assessment targets on the Circle Assessment by the Middle of Year (MOY) evaluation. • **Improved IRT Observation Scores:** There is a measurable increase in Instructional Review Team (IRT) observation scores, reflecting that teachers are consistently applying rigorous teaching practices and planning with a focus on desired outcomes.

Key Action 2	Ensure that 100% of teachers implement SAVAAS Math Instruction with fidelity on a daily basis. This implementation will focus on key areas including rote counting, number naming, and shape naming, with the goal of increasing the percentage of students meeting and/or exceeding expectations on the Circle Assessment.
Indicators of Success	• **Continued Student Growth:** Students show ongoing improvement in their performance on the Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY) Circle Assessments. • **Mastery of Literacy Targets:** At least 80% of students will achieve mastery of 85% of the math assessment targets on the Circle Assessment by the Middle of Year (MOY) evaluation.

Key Action 3	Following the Fall 2023 Special Education Audit, Energized ECC must enhance its support for special education processes to ensure compliance and promote student progress and achievement. This involves implementing the audit’s recommendations to improve procedural adherence and support tailored to the needs of special education students.
Indicators of Success	• 100% of Ard Meetings will be held prior to or not later than annual date. • Administrators will monitor and supervise accommodation and documentation of accommodations to ensure 100% of teachers comply. • Special Ed staff will ensure 100% of service logs and schedule of services align. • 100% of teachers (with Sped student) will have copies of students’ IEP accommodations before or on the first day of school.

	• 100% of teachers with IEP accommodations will implement accommodations within the first week of the school. • 100% of Ard/IEP Meeting Notifications will be distributed to parents at least 5 days prior to scheduled meeting unless meeting notice is documented as “waived” by parent/guardian. • For 24-25 school year, Energized ECC will earn a “B” Sped Audit Rating.

Key Action 4	Energized ECC has monthly Parent/Family Engagement Events. These events include various family literacy and math activities. Although the events are well attended, parents have expressed the desire of becoming more involved to support our school community.
Indicators of Success	•During the 24-25 School Year, the campus will hold at least two campus parent collaborative meetings (one each semester) •70% classrooms will have at least one parent/guardian registered through VIPS •25% of parents will complete survey

2024-2025 School Action Plan: Key Actions	
Key Action 1	Increase students completing assignments in all their courses.
Indicators of Success	• Eighty percent of students will turn in 100% of their assignments • Eighty percent of students will receive a 70% or higher grade in their courses.

Key Action 2	To improve student attendance rate Harper DAEP will maintain an overall 80% attendance rate.
Indicators of Success	• By October 31, 2024, the student attendance rate will be 80% or higher. • By January 31, 2025, the student attendance rate will be 80% or higher. • By March 31, 2025, the student attendance rate will be 80% or higher. • By May 31, 2025, the student attendance rate will be 80% or higher.

Key Action 3	To ensure that all teachers are following IEPs and BIPs to meet the needs of individual students.
Indicators of Success	• By October 31, 2024, the student IEPs and BIPs will be 100% in compliance. • By January 31, 2025, the student IEPs and BIPs will be 100% in compliance. • By March 31, 2025, the student IEPs and BIPs will be 100% in compliance. • By May 31, 2025, the student IEPs and BIPs will be 100% in compliance.

Key Action 4	Increase the completion rate of credit recovery courses in APEX
Indicators of Success	• The credit recovery overall completion rate will be at 60% or higher by the end of the school year.

Key Action 5	To grow staff capacity to provide rigorous high-quality instruction.
Indicators of Success	1. By November 2024, 70% of the scores on spot observation will be Proficient 1 or higher; that percentage will increase to 75% by May 2025. 2. 80% of teachers will score Proficient 1 or higher in the delivery of high-quality instruction as measured by the appraisal rubric.

352: FARIAS EARLY CHILDHOOD CENTER

2024-2025 School Action Plan: Key Actions	
Key Action 1	Increase the quality of instruction across all core content with the use of strategic engagement strategies.
Indicators of Success	· 90% of teachers will have an average of 4 or higher in the Engage and Deliver portion of Spot observation by May 2025. · Students will participate in a minimum of 3 student engagement strategies during observation of the instructional block by the end of November 2024 using a campus developed tracking system. · 90% of students will score 5 out of 7 indicators in the End of Year CIRCLE Social Screener Observable subtest.

Key Action 2	Raise the quality of instruction for Phonological Awareness subtest in PreK 4 English.
Indicators of Success	· 80% of PreK 4 English students will achieve 50% in the Alliteration subtest on the MOY CIRCLE assessment. · 85% of PreK 4 English students will achieve an 85% in the Alliteration subtest on the EOY CIRCLE assessment. · 85% of PreK 4 English students will achieve an 85%

Key Action 3	Increase student attendance from 91% to 94% for overall school attendance.
Indicators of Success	· PreK students from the English classrooms will achieve an average attendance rate of 93% by May 2025. · PreK students will achieve an average for daily attendance of 95% or above for bilingual PreK 4 classrooms by May 2025.

353: SCHOOL AT ST GEORGE PLACE

2024-2025 School Action Plan: Key Actions	
Key Action 1	Provide the highest quality of instruction
Indicators of Success	● Student performance on grade-level common assessments in Reading will increase 7% via Ontrack from September to November 2024, 7% via Ontrack from January to March 2025, and 7% via Ontrack from March to June. ● Student performance on grade-level common assessments in Math will increase 7% via Ontrack from September to November 2024, increase by 7% via Ontrack from January to March 2025, and 7% via Ontrack from March to June. ● As measured by campus Spot observations, 75% of teachers will receive 6 points or higher out of 10 points in Domain II (Instruction) by October 2024, increasing to 85% by December and 100% by May 2025. ● Every core teacher will receive coaching an average of 2 times per week by December 2024, as evidenced by the coaching tracker. From January to May 2025, the average coaching frequency will be 2 times per week, as indicated on the coaching tracker.

Key Action 2	Building Staff Capacity in all domains
Indicators of Success	● By October, 75% of the ratings from spot observations will be proficient or higher. By February 2025, this percentage will increase to 85%. By May 2025, this percentage will increase to 100%. ● Out of 50 Spot Observations of classroom instruction in October by the campus leadership team, 75% of teachers will receive a score of 4 or higher in Engage and Deliver, emphasizing the use of high engagement strategies. This percentage will increase to 85% by February 2025 and 100% by May 2025. ● Out of 50 Spot Observations of classroom instruction in October by the campus leadership team, 75% of teachers will receive a 3 or higher in Adjust and Monitor, emphasizing scaffolding and engagement strategies. This percentage will increase to 85% by February 2025 and 100% by May 2025. ● Student common assessment scores will show that students in the special education subcategory will achieve 30% meets, and students in the emergent bilingual monitored subcategory will achieve 60% meets.

Key Action 3	
Indicators of Success	• By the end of the first semester, 100% of campus ARDs are held on or before the deadline. • The principal/assistant principal will ensure timely and full attendance at 100% of ARD meetings, actively participating in discussions to enhance student support as evidenced by the ARD minutes and ARD participation. • By December 2024, all teachers will participate in six targeted professional development sessions on SPED, Sheltered Instruction, or High-Quality Instruction. By May, they would have attended ten. • By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. • Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping.

Key Action 4	Strengthen the leadership density in AP, Coordinator, Executive Assistant, Teacher Team Lead
Indicators of Success	• 75% of the staff will receive a Proficient 1 or higher rating on the leadership competency as assessed by the evaluators during the teacher evaluation process conducted in October 2024, increasing to 85% by February 2025 and 100% by May. • By October 2024, 50% of PLCs will be teacher-led based on strategies to improve student achievement by internalizing data and selecting the highest-yielding instructional strategy; this will increase to 80%, including planning sessions, by May 2025. • The average score for IRT 1 will be 9 or higher, for IRT 2 will be 10 or higher, for IRT 3 will be 11 or higher, and for IRT 4 will be 12 or higher. • By December 2024, coordinators and teacher leaders will lead 50% of PD sessions, increasing to 80% by May 2025. • Tier 2 leaders will achieve a proficient level of at least 25 or higher on the Day-to-Day Coaching Rubric.

Key Action 5	Enhance the Quality of Emergent Bilingual Instruction
Indicators of Success	• By the 2024 PEIMS snapshot, 100% of students identified as potential EB students defined by Home Language Survey indicators are tested and appropriately coded. • By PEIMS snapshot, 100% of new HISD students, defined as those completing the Home Language

	Survey who are identified as EB after the EB Identification Test, are placed in a bilingual or ESL classroom unless parents waive services. ● DIBELS: By June 2025, the campus will see a 12% increase in the percentage of total students who hit the composite score benchmark compared to EOY SY23-24. ● NWEA MAP: By January 2025, 60% of Emergent Bilingual students will meet their growth target on 2-5 NWEA MAP Reading. By June 2025, 60% of Emergent Bilingual students will meet their growth target on 2-5 NWEA MAP Reading.

354: MISTRAL CENTER FOR EARLY CHILDHOOD

2024-2025 School Action Plan: Key Actions	
Key Action 1	Build staff instructional capacity to increase high-quality instruction. Mistral teachers can improve the Engage, Deliver, Monitor, and Adjust scores as measured by the IRT Team. The campus received 4.74 overall on the IRTs in these areas. The goal is to be Proficient 1 by the middle of the year and Proficient II by the end of the year.
Indicators of Success	● The teacher will use at least two engagement strategies to keep the students engaged during the lesson. ● By the end of the 24-25 school year, 85% of the teachers will be proficient or higher in delivering high-quality instruction as measured by Engage and Delivery of the SPOT Observation form. ● Student-teacher engagement will improve each quarter as measured by SPOT observations and IRT scores.

Key Action 2	90% of the Pre-K 3 ESL students will identify 20 or more letters in the EOY CIRCLE Assessments by May 2025. Mistral significantly improved in bilingual scores as measured by the CIRCLE Assessment. However, the Pre-K 3 ESL students did not meet the goal in letter names. We will continue to improve in this area to meet the district and state goals through high-quality instruction and appropriate interventions.
Indicators of Success	● As measured by the MOY CIRCLE Assessment in January 2025, 80 % of the Pre-K3 ESL students will identify at least 10 letters by the middle of the year. ● As measured by Fall Progress Monitoring, 85 % of Pre-K3 ESL students will identify at least 15 letters by Spring 2025. ● As measured by the EOY CIRCLE Assessment in June 2025, 90 % of the Pre-K3 ESL students will identify at least 20 letters by the middle of the year.

Key Action 3	Mistral must improve the Special Education instruction and service delivery. Mistral instruction to Special Education students improved during the 23-24 school year, with ninety percent of Mistral SPED students meeting their IEPs and Annual Goals. However, the improvement was in instruction

	and not in compliance with the Special Education services, with only forty percent of the ARDs notified to the parents on time and only twenty percent of the accommodations and modifications documented.
Indicators of Success	● By the end of the SY24-25, 85% of the students with IEPs will demonstrate mastery of them as measured by each student's annual goal tracker on EZIEP. ● By the end of 2024-2025, the campus will schedule and convene at least 90% of the ARDs on or before the due date. ● The campus will receive an 85% or higher on the Fall State Folder Review as measured by the OSES Department. ● The campus will receive a 90% or higher on the Spring State Folder Review as measured by the OSES Department.

Key Action 4	Attendance must improve to 95% by the end of the 24-25 school year. Mistral attendance in early grades and Special Education students is very unstable. The Pre-K students are getting used to being in contact with other children, which causes many viral and bacterial infections. We will try to improve the attendance of the Pre-K 3 and SPED students by 3%, going from 92% to 95%.
Indicators of Success	● 95% of the PK3 students will be present daily during the 24-25 school year. ● 95% of the SPED students will be present daily during the 24-25 school year. ● At least 95% of the students in PK4 will be present daily during the 24-25 school year.

355: MLK EARLY CHILDHOOD CTR

2024-2025 School Action Plan: Key Actions	
Key Action 1	MLK ECC will improve the instructional quality and capacity of the teaching staff to meet the diverse learning needs of our students which will result into higher student achievement in all content areas
Indicators of Success	1. 75% of MLK teachers will achieve a score of 3 or higher in the area of Engage and Deliver on the spot observation form by December 2024. 2. 90% of MLK teachers will achieve a score of 5 or higher in the area of Engage and Deliver on the spot observation form by May 2025. 3. MLK ECC IRT score will increase from an average of 11.3 in 2023-24 to an average of 12.0 or higher in 2024-25.

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
Indicators of Success	1. The average percentage of Pre-Kindergarteners performing above grade level in overall Phonological Awareness skills as measured by CLI will maintain an average of 85% or higher (English) on EOY CLI 2025. -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 phonological awareness benchmark skills. 2. The average percentage of Pre-Kindergarteners performing above grade level in overall Phonological Awareness skills as measured by CLI will maintain an average of 96% or higher (Spanish) on EOY scores CLI 2025. -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 phonological awareness benchmark skills. 3. By EOY administration of CLI, the average percentage of student performance in Alliteration will go from 58% to 70% (English) and maintain 77% or higher (Spanish). 4. 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.

Key Action 3	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
Indicators of Success	1. The average percentage of Pre-Kindergarteners performing above grade level in overall Math skills as measured by CLI will maintain an average of 96% or higher (English) on EOY scores CLI 2025. -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. 2. The average percentage of Pre-Kindergarteners performing above grade level in overall Math skills as measured by CLI will maintain an average of 98% (Spanish) or higher on EOY scores CLI 2025. -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. 3. By EOY administration of CLI, the average percentage of students performing above grade level in Operations will maintain 82% or higher (English) and maintain 77% or higher (Spanish). 4. 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/or CIRCLE assessment scores for those students who are administered CIRCLE.

Key Action 4	MLK ECC will improve English proficiency for Emergent Bilingual students
Indicators of Success	1. MLK ECC will use MLK Progress tracker to gauge levels of listening, speaking, reading and writing. -Students will be rated in December (BOY), February (MOY), again in May (EOY) to show growth the areas of listening, speaking, reading, and writing. By May of 2025, 50% of

	Emergent Bilingual students will show individual growth as measured by MLK listening, speaking, reading and writing tracker. 2. Teachers will score 8/10 or higher in the area of Monitor and Adjust and Engage & Deliver on the SPOT observation form, as measured by the monthly average spot score for second semester. 3. By PEIMS snapshot, 100% of new to HISD students, defined as those completing the Home Language Survey, who are identified as EB after the EB Identification Test are placed in a bilingual or ESL classroom unless parents waive services.

Key Action 5	MLK ECC will ensure IEP data points are tracked weekly.
Indicators of Success	1. By the end of the first grading period, the principal ensures 100% of special education teachers receive training on progress monitoring for IEPs and progress reports (progress track and report card wizard). 2. By the end of the 2024-2025 school year, the principal ensures that 100% IEP progress reports are delivered without delay.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Based on the 23-24 CIRCLE data, Laurenzo ECC will improve the quality of instruction for students in Pre-K English Language Arts.
Indicators of Success	· 85% of PreK 4 students will be ON TRACK in Phonological Awareness on the EOY CIRCLE assessment. (Phonological Awareness Overall Measure will be used; subtests included are Rhyming, Alliteration, Words in a Sentence, Syllables, and Onset Rime) · 70% of the scores on spot observations conducted in December by IRT will be proficient or higher; that percentage will increase to 80% in May 2025. · 80% of the teachers will be proficient or higher in the delivery of high-quality instruction as mperceeasured by Dimension 2.1 through 2.5 of the T-TESS rubric.

Key Action 2	Based on the 23-24 Special Education Report Card, Laurenzo ECC will improve student outcomes for students with a designation of special education.
Indicators of Success	· Students in the ECSE and EXPLORER programs will show growth of at least 20% increase at MOY and 40% at EOY on IEPs. · Learning bins will be utilized per individual educational plans (IEPs) · 70% of the scores on spot observations conducted in December by IRT will be proficient or higher; that percentage will increase to 80% in May 2025

Key Action 3	Based on the Vocabulary subtest in the CIRCLE assessment, Laurenzo ECC improved student achievement in oral language.
Indicators of Success	· 85% of PreK 3 and PreK4 students will increase their story count by 50 words in Rice Storytelling by May 2025. · 85% of PreK 4 students will be ON TRACK in Vocabulary subtest on the EOY CIRCLE assessment. · 70% of the scores on spot observations conducted in December by IRT will be proficient or higher; that percentage will increase to 80% in May 2025

Key Action 4	Based on the circle assessment counting sets, Laurenzo ECC will improve the quality of mathematics instruction.

Indicators of Success	· 80% of PreK 4 students will meet expectations on the EOY Circle assessment on the counting sets subtest by May 2025. · 100% of math teachers will implement Daily Word Story Problems with fidelity by ensuring that the Math Skill Development (whole group instruction) block is executed with fidelity and that teachers are integrating daily story problems into the math routine. · 80% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by Dimension 2.1 through 2.5 of the T-TESS rubric.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve the quality of instruction for all students
Indicator of Success 1	On the Middle of Year NWEA MAP Spanish Reading Assessment, 30% of the students will meet their projected growth measure; on the End of Year NWEA MAP Spanish Reading Assessment, 45% of students will meet their projected growth measure.
Indicator of Success 2	On the Middle of Year NWEA MAP Reading Assessment, 60% of students will meet their projected growth measure; 65% will meet their projected growth measure on the End of Year NWEA MAP Reading Assessment.
Indicator of Success 3	On the Middle of Year NWEA MAP Math Assessment, 65% of students will meet their projected growth measure; 70% will meet their projected growth measure on the End of Year NWEA MAP Math Assessment.
Indicator of Success 4	By December 2024, using the Spot Observation Form and T-TESS rubric, 70% of teachers will score proficient or higher; by May 2025 that number will increase to 80%.
Indicator of Success 5	By June 2025, the percentage of tier 2 and tier 3 students earning approaches or higher on the STAAR Reading assessment will increase by 10% as compared to SY23-24.

Key Action 2	Improve the special education department's quality of compliance and instructional support.
Indicator of Success 1	On the Middle of Year NWEA MAP Math Assessment 55% of special education students will meet their projected growth measure; on the End of Year NWEA MAP Math Assessment, 60% will meet their projected growth.
Indicator of Success 2	On the Middle of Year NWEA MAP Reading Assessment, 55% of special education students will meet their projected growth measure; on the End of Year NWEA MAP Reading Assessment, 60% will meet their projected growth.

Key Action 3	Foster a positive and inclusive campus culture that holds students and staff to high expectations.
Indicator of Success 1	On the climate survey conducted in December 2024, at least 80% teachers will agree or strongly agree that the campus has a positive culture and environment. By May 2025, the rate will increase to 95%.
Indicator of Success 2	On the student survey conducted in December 2024, at least 65% of students feel their peers follow the rules and show respect to each other. By May 2025, the rate will increase to 80%.

2024-2025 School Action Plan: Key Actions	
Key Action 1	We will improve special education instruction by adhering to state standards, enhancing systems to surpass expectations, and by implementing student IEP goals with fidelity as evidenced by accommodation tracking in PowerSchool.
Indicators of Success	• Will achieve full compliance with EasyIEP ARD standards throughout the 2024-2025 school year as documented on EasyIEP. • Will achieve full compliance with progress monitoring in the general education, resource and self-contained classes throughout the 2024-2025 school year as documented on EasyIEP. • Out of the Special Education classroom spot observations, completed by the leadership team by **November 2024**, 60% of the teachers will score an average of 8 or higher as evidenced by the spot dashboard. The spot score average will increase to 9.5 or higher by the end of February.

Key Action 2	We will plan and enhance instructional quality through strategic PLC implementation for core content improvement.
Indicators of Success	• Thirty percent of the average spot observations will be proficient or higher from November to January. This percentage will increase to 50% by the end of May 2025. • Sixty percent of the campus will score three points or above in domain two “engage and deliver” section of the Spot form by March 2025. • Sixty percent of the campus will score two points or above in domain two “monitor and adjust” section of the Spot form by March 2025.

Key Action 3	We will consistently implement the science of reading and strengthen ELA instruction across our campus in core content K-5th specializing in ELD.
Indicators of Success	• Twenty-five percent of students will have grown one level of Proficiency, defined as SY 23-24 composite to SY 24-25 composite on TELPAS. • Sixty percent of Bilingual teachers will score an average of 2 points or higher in Domain II (Monitor and Adjust) of the SPOT form by March 2025. • 75% of ELA teachers will implement “at-bats” and MRS techniques to increase student-to-student communication by the end of January 2025 as documented on the SPOT dashboard in Domain two, Engage and Deliver.

Key Action 4	We will increase the quality of instruction for math in each grade level.
Indicators of Success	• 60% of math classroom spot observations will receive a rating of three or higher in Domain two Engage & Deliver by the end of January 2025. • 75% of math teachers will implement "at-bats" and MRS techniques to increase student-to-student communication by the end of January 2025.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Strengthen Bellfort ECC's leadership density by having consistent protocols to provide effective coaching
Indicator of Success 1	The campus IRT observation score will be a 10 by the second walk in January and a 12 by the fourth walk in May.
Indicator of Success 2	70% of the teachers will score an average of 3 points or higher in Monitor and Adjust Instruction on the Spot Observation Form by January 2025; that percentage will increase to 80% by the end of the school year.
Indicator of Success 3	70% of the teachers will score an average of 4 points or higher in Engage and Delivery of Instruction on the Spot Observation Form by January 2025; that percentage will increase to 80% by the end of the school year

Key Action 2	Develop students' literacy skills through listening, speaking, reading, and writing.
Indicator of Success 1	Based on the CLI assessment the percentage of students' performing "OnTrack" in Phonological awareness skills will be 60% by MOY assessment in January; that percentage will increase to 70% by EOY assessment in May.
Indicator of Success 2	Based on the CLI assessment the percentage of students' performing "OnTrack" in Alliteration will be 55% by MOY assessment in January; that percentage will increase to 70% by EOY assessment in May.
Indicator of Success 3	Based on the CLI assessment the percentage of students' performing "OnTrack" in Syllabication will be 65% by MOY assessment in January; that percentage will increase to 75% by EOY assessment in May.

Key Action 3	Special education students will receive high quality instruction to support academic development
Indicator of Success 1	A structured weekly schedule will be developed and implemented to ensure each special education teacher receives at least one dedicated coaching session per week. Coaching sessions will result in 1-2 actions steps agreed upon between teacher and administrator.
Indicator of Success 2	By the end of the 2024-2025 school year, each special education teacher will receive at least one classroom observation per week and feedback will align in part to the previous week's coaching action step(s).

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2024-2025 School Action Plan: Key Actions	
Key Action 1	Grow and improve staff capacity to ensure High-Quality Instructional practices
Indicators of Success	● 70% of the scores on spot observations conducted in December 2024 by the Independent Review Team will be proficient or higher; the percentage scores will increase to 80% or higher in May 2025. ● 80% of the teachers will be proficient or higher in delivering high-quality instruction as measured by the T-TESS rubric by May 2025. The Principal, Assistant Principal, and Executive Director will evaluate all teachers using the new evaluation system.

Key Action 2	ARDs for students with IEPs will be held on time and the principal/assistant principal will participate in ARDs
Indicators of Success	● By the end of the first semester, 100% of campus ARDs are held on or before the deadline. ● Ensure that 100% of newly enrolled students with IEPs will have information verified and accurately reflected in the ARD tracker within one week of their enrollment, with bi-weekly checks to monitor accuracy. ● The principal/assistant principal will ensure timely and full attendance at 100% of ARD meetings, actively participating in discussions to enhance student support as evidenced by ARD minutes and ARD Participation. ● 100% of teachers will implement and execute the student's Individualized Education Plans (IEPs) with fidelity. ● 100% of the SPED folders as measured by a rubric and as reviewed by an independent team from the Special Education Department will be compliant for the 2024-2025 school year. ● 100% of the ARD meetings will be accomplished on time.

Key Action 3	Increase NWEA MAP Growth and Achievement Data

Indicators of Success	● 55% of students in grades 2-5 will show growth on the Math MAP/NWEA assessment from BOY to MOY. ● 60% students in grades 2-5 will show growth on the Math MAP/NWEA assessment from the BOY to EOY.

Key Action 4	Implement instructional systems that address the needs of diverse learners, accelerate English Language Acquisition, and ensure equity for all multilingual learners
Indicators of Success	● By May of 2025, 15% percent of Emergent Bilingual students who did not meet grade-level standards on the STAAR RLA exam in Spring of 2024, will meet passing standards on the STAAR RLA exam in Spring 2025. ● By the 2024 PEIMS snapshot, 100% of students identified as potential EB students defined by Home Language Survey indicators will be tested and appropriately coded. ● By June 2025, the percentage of Emergent Bilingual students that progress at least one proficiency level will increase from 39% to 49%, as measured by the state TELPAS assessments. ● By January of 2025, all campus teachers will participate in Content Base 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.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Strengthen the capacity of staff to deliver high-quality instruction.
Indicators of Success	• By October 2024, 60% of teachers in grades PK - 2 will score 8 out of 11 points or higher in Domain II on campus SPOT observations; this will increase to 65% by January 2025, which will ultimately give the campus an 80% increase in Domain II by May 2025. • By December 2024, 70% of teachers of returning teachers that are not new to the campus will score 10 out of 15 points or higher in Domain II on campus Spot observations: this will increase to 80% by January 2025. • By October 2024, 60% of teachers in grades 3rd-5th will score 10 of 15 points or higher in Domain II on campus SPOT observations; this will increase to 65% by January 2025, which will ultimately give the campus an 80% increase in Domain II by May 2025.

Key Action 2	Maintain or increase SPED proficiency compliance score and increase achievement.
Indicators of Success	• The campus will have a 90% and above on ARD compliance based on Special Education Weekly Compliance Reports from August 2024 through May 2025. • 100% of teachers will effectively document and implement accommodations for students receiving Special Education Services on monthly tracking system. • Ensure 97% of newly identified SPED students' IEPs are distributed and implemented within 48 hours of the ARD. • By November 2024, the SPED Fall folder audit will have at least 15 points, and by May 2025, it will be 20 points.

Key Action 3	Ensure High-Quality instruction improves student achievement.
Indicators of Success	• By the MOY 2024-2025 school year, 55% of students will be on track to meet or exceed their growth target on NWEA, and by the end of the school year, 60% of students will achieve their goal. • In the 2024-2025 school year, 60% of the students in grades K-2 will demonstrate typical or above-typical DIBELS growth at the end of the year. • By MOY 50% of the students will master the literacy assessment targets on CIRCLE and 75% of the students will master the literacy assessment targets on EOY CIRCLE.

Key Action 4	Campus improves English proficiency for Emergent Bilingual students.
Indicators of Success	• By May 2025, 60% of EB teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for second semester. • 40% of K-1st grade students will move up one performance level or will maintain at/above performance from the BOY DIBELS/Lectura administration to the MOY DIBELS/Lectura administration. That number will increase to 55% of students for the EOY administration in May 2025 • 55% of 2nd -5th grade students will meet their individual growth target on 2nd -5th NWEA MAP Reading by December 2024 and at least 60% will meet their individual growth target by May 2025.

372: RODRIGUEZ EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Grow teacher content capacity in high quality instruction in every PK through 5th grade classroom
Indicators of Success	● By October 2024, 60% of teachers will receive an exemplary learning environment as demonstrated on HISD Spot Observations (2 out of 2 points) and Reinforce & Redirect (1 out of 1 points). This percentage will increase to 90% by May 2025. ● By November 2024, 60% of PK through 5th grade teachers will demonstrate proficiency in 'Engage & Deliver' on HISD Spot Observations (at least 4 out of 6 points). This percentage will increase to 90% by May 2025. ● By November 2024, 60% of PK through 5th grade teachers will demonstrate proficiency in 'Monitor & Adjust' on HISD Spot Observations (3 out of 4 points). This percentage will increase to 85% by May 2025. ● By November 2024, 60% of PK through 5th grade teachers will receive a Proficient I rating (9-11 points) as demonstrated on the HISD Spot Observation. This percentage will increase to 85% by May 2025. ● By January 2025, 60% of teachers will receive a proficient rating or higher in the delivery and execution of high quality instruction as measured on T-TESS Domain 2. This percentage will increase to 85% by May 2025.

Key Action 2	Grow staff's instructional capacity to increase language proficiency and academic achievement in emergent bilingual and multilingual learner students
Indicators of Success	● By October 2024, 60% of teachers will utilize at least three different high impact engagement strategies to build emergent bilingual and multilingual learners capacity for mastery and achievement to occur during daily lesson delivery and execution. This percentage will increase to 90% by May 2025. ● 60% of SRE teacher's HISD Spot observations conducted by the SRE ILT in November 2024 will receive the point for the teacher utilizing visuals, sentence stems, and/or gestures to support all students and special populations (Engage & Deliver). This percentage will increase to 100% by May 2025. ● By January 2025, 60% of teachers will be rated proficient or higher in the learning environment by

	utilizing various high impact engagement strategies (T-TESS Domain 3). This percentage will increase to 90% by May 2025. ● 60% SRE emergent bilingual and multilingual learners will grow at least one TELPAS speaking, listening, reading and writing level as measured on the practice TELPAS in November 2024. This percentage will increase to 80% by Spring 2025 TELPAS administration.

Key Action 3	Improve quality of instruction for all SPED students through teachers' implementation of student's IEP and differentiation strategies with fidelity
Indicators of Success	● Out of 10 Spot observations conducted by the ILT in November 2024, 60% of SPED teachers will receive at least a Proficient 1 rating (9-11 points). This percentage will increase to 100% of SPED teachers by April 2025. ● 60% of teachers' Spot observations conducted by the instructional leadership team in November 2024 will receive the point for the teacher utilizing visuals, sentence stems, and/or gestures to support all students and special populations (Engage & Deliver). This percentage will increase to 100% by May 2025. ● By October 2024, 75% SPED students will have the support in core instruction as described in their IEPs, and by May 2025, 100% SPED students will have the support in core instruction described in their IEPs. ● By October 2024, 75% of core content teachers will have appropriately submitted academic data uploads in HISD Connect for applicable and successful IAT referrals. This percentage will increase to 100% by April 2025.

Key Action 4	Grow instructional leadership density across Tier 2 and teacher leaders
Indicators of Success	● By December 2024, 60% of teachers' SPOT observations conducted by Tier 2 Leaders will show 4 points in Engage & Deliver. This percentage will increase to 85% by May 2025. ● By December 2024, 60% of teachers' SPOT observations conducted by Tier 2 Leaders will show 3 points in Monitor & Adjust. This percentage will increase to 85% by May 2025. ● By January 2025, 60% of the SRE instructional leadership team will receive a proficiency rating as measured on the LEAD rubric (22 points and/or equivalent to proficiency). By May 2025, 100% of SRE ILT will receive a proficiency rating as measured on the LEAD rubric (22 points and/or equivalent to proficiency).

	● By January 2025, 15% of teachers will be a member of the SRE Teacher Leadership Board. This percentage will increase to 25% by May 2025.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve the overall quality of instruction in Reading.
Indicators of Success	● By June 2025, 25% of Emergent Bilingual (EB) students will meet the one-year growth projection as evidenced by TELPAS 2025 results and monthly Summit K-12 progress monitoring. ● By May 2025, 25% of Emergent Bilingual (EB) teachers will score 8 or higher in Domain II (Engage & Deliver) and Domain III (Monitor & Adjust) of the spot, as measured by the monthly average spot score for second semester. ● By October 2025, 100% of Emergent Bilingual (EB) teachers will complete CBLI training and will integrate language and writing supports into their lesson plans to assist Emergent Bilingual (EB) students with listening, speaking, reading, and writing skills as evidenced by lesson plan tracker.

Key Action 2	Improve the quality of instruction in Math.
Indicators of Success	● By December 2024, 80% of Math teachers will score 3-4 points in Engage and Deliver and 2-3 points in Monitor and Adjust within their Spot observations and by March 2025, 80% of Math teachers will score at least 4-5 points in Engage and Deliver and 3 points in Monitor and Adjust within their Spot observation. ● By May 2025, students in grades 1-5 will demonstrate progress to meet the expected growth from MOY to EOY on the NWEA Math MAP assessment. ● By October 2024, 60% of the 3rd-5th grade students will demonstrate Securing 2 or Advanced as measured by weekly DOLs, 70% by February 2025 of the 3rd-5th grade students will demonstrate Securing 2 or Advanced as measured by weekly DOLs, and 80% by May 2025 of the 3rd-5th grade students will demonstrate Securing 2 or Advanced as measured by weekly DOLs.

Key Action 3	Close the learning gaps for students in special populations: Special Education, 504, At-Risk, and Emergent Bilinguals.
Indicators of Success	● 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. ● 100% Special Education compliance specifically ARD meetings and other district monitoring criteria. ● In 2025, 50% of Emergent Bilinguals will grow 1 composite level in TELPAS compared to 63% overall composite score in 2024.

Key Action 4	Increase the level of student engagement by implementing multiple response strategies (MRS) to ensure students are mastering the learning objective.
Indicators of Success	● By the end of September 2024, 90% of students will participate during MRS strategies every four minutes to demonstrate learning, by the end of October 2024 95% of students will engage in MRS strategies, and by the end of November 2024, 100% of students will actively engage in MRS strategies. ● Students will demonstrate mastery of the learning objective and demonstrate growth by 50% by October 2024, and that percentage will increase by 70% by February 2025, and the percentage will increase to 80% by May 2025 as measured by daily DOL in the Ontrack platform.

374: TINSLEY EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	The goal is to ensure that special education students have equitable access to high-quality Tier 1 instruction and increased engagement
Indicators of Success	● By December 2024, 90% of ARDS and IEPS will be in compliance in accordance with TEA and district guidelines. ● 100% of students' IEPs will be implemented with fidelity while still providing rigorous, on grade level instruction that address student individual needs. ● By EOY of the 2024-2025 school year, 100% of ARDS and IEPs will be in compliance in accordance with TEA and District guidelines. ● The principal/assistant principal will ensure timely and full attendance at 100% of ARD meetings, actively participating in discussions to enhance student support as evidenced by the ARD minutes and ARD participation. ● By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. ● Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping. ● 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool. ● 60% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by Dimension 2.1 through 2.5 (Instruction) of the T-TESS rubric by December, 70% of teachers will be proficient by March 2025 and 80% of teachers will be proficient by May 2025. [The Principal and Assistant Principal will evaluate all teachers using the HISD evaluation system.]

Key Action 2	Improve English proficiency for Emergent Bilingual students
Indicators of Success	● By June 2025, 49% of students will grow at least one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS. ● By June 2025, 10% of Emergent Bilinguals will increase at least 2 proficiency levels on

	TELPAS. ● DIBELS: By June 2025, campus will see 12% increase in percent of total students who hit composite score benchmark as compared to EOY SY23-24. ● By 2024 PEIMS snapshot, 100% of students identified as potential EB students defined by Home Language Survey indicators are tested and appropriately coded. ● By PEIMS snapshot, 100% of new to HISD students, defined as those completing the Home Language Survey, who are identified as EB after the EB Identification Test are placed in a bilingual or ESL classroom unless parents waive services.

Key Action 3	Deliver culturally responsive, rigorous, and high-quality literacy and math instruction
Indicators of Success	● On the NWEA MOY assessment, 75% of students will demonstrate growth in RLA and Math. ● On the NWEA EOY assessment, 85% of students will demonstrate growth in RLA and Math. ● In the 2024-2025 school year, 60% of students will meet their growth projection according to the NWEA assessment for RLA and Math. ● By IRT #2 of the 2024-2025 school year, the school will receive an IRT score of 10, Proficient I, or higher. ● By IRT #4 of the 2024-2025 school year, the school will receive an IRT score of 12, Proficiency II, or higher.

Key Action 4	Enhance the leadership density of Tier II leaders through instructional coaching and feedback
Indicators of Success	● By December 2024, 60% of spot observations assessed using the district's rubric will achieve a proficient rating or higher, with that figure rising to 80% by May 2025. ● Leadership calibration walks will increase alignment by 10% each month (with 4-6 walks completed monthly), aiming for an alignment rate of at least 92% by May 2025. ● The Leadership Perception Survey will show a 20% improvement in satisfactory or above ratings from the mid-year (MOY) to end-of-year (EOY) in the areas of timely instructional coaching, consistent spot observation walkthroughs, and the quality of instructional coaching.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve quality of instruction in Reading and Writing
Indicator of Success 1	By December 2024, 60% of Reading Language Arts teachers score 7/10 in Domain II on their spot observations, and by April 2025, 80% of the Reading Language Arts teachers score at least 7/10 in Domain II on their spot observation.
Indicator of Success 2	By December 2024, 60% of short-constructed responses will earn two points as measured in Read/write, Science and Social studies Unit tests
Indicator of Success 3	By December of 2024, 60% of the students in K-2 will complete at least 1 lesson in Amira and 60% of students in 3-8 will be completing at least 1 lesson in amplify boost on a weekly basis with fidelity and by February of 2024, 60% of the students in K-2 will complete at least 2 lessons in Amira and 60% of students in 3-8 will be completing at least 2 lessons in Amplify Boost on a weekly basis with fidelity

Key Action 2	Improve quality of instruction in Math.
Indicator of Success 1	By December 2024, 60% of Math teachers score 7/10 in Domain II on their spot observations, and by April 2025, 80% of the Math teachers score at least 7/10 in Domain II on their spot observation.
Indicator of Success 2	By the MOY NWEA MAP test, 60% of students in grades K through 8 will achieve their growth measure points in math, and by EOY NWEA MAP test, 70% of students in grades K through 8 will achieve their growth measure points in math.
Indicator of Success 3	By December of 2024, 70% of the students in K-8 will be completing at least 2 lessons in Zearn on a weekly basis with fidelity and by April 2025, 85% of the students in K-8 will be completing at least 2 lessons in Zearn on a weekly basis with fidelity.

Key Action 3	Close the learning gaps for students in Special Education
Indicator of Success 1	90% of our students receiving Special Education services will show at least 60% progress towards their IEP goals, as measured by 3-weeks progress monitoring notes, by December 2024.

Indicator of Success 2	100% compliance on ARD meetings and other district monitoring special education criteria such as folder audits.
Indicator of Success 3	By the MOY NWEA MAP test, 55% of mainstream special education students in grades 2 through 8 will achieve their growth measure points in reading and math.
Indicator of Success 4	By the EOY NWEA MAP test, 70% of mainstream special education students in grades 2 through 8 will achieve their growth measure points in reading and math.

Key Action 4	Close Learning Gaps for Emergent Bilinguals
Indicator of Success 1	70% of EB students in grades 2 through 8 will achieve their growth measure points in reading and math, as evidenced by the End-of-Year NWEA MAP test
Indicator of Success 2	The percentage of students in grades 3-8 performing at advanced and advanced high level on TELPAS Reading will increase from 18% on TELPAS 2024 to 24% on TELPAS 2025.
Indicator of Success 3	The percentage of students in grades 3-8 performing at advanced and advanced high level on TELPAS Speaking will increase from 7% on TELPAS 2024 to 15% on TELPAS 2025.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve the quality of instruction in reading and language arts
Indicator of Success 1	By May 2025, the percentage of students who perform at/above benchmark on the EOY DIBELS assessment will improve from 62% at EOY 2023-2024 to 75% in kindergarten and from 79% at EOY 2023-2024 to 90% in first grade. • By January 2025, the percentage of students who perform at/above benchmark on the MOY DIBELS assessment will improve to 50% in kindergarten and from 60% in first grade.
Indicator of Success 2	By April 2025, the campus average spot score for ELA Teachers for Engage & Deliver and Monitor & Adjust will be 7 out 10 as evidenced by Spot Observations. • By January, the campus average spot score for ELA Teachers for Engage & Deliver and Monitor & Adjust will be 5 out 10 as evidenced by Spot Observations.
Indicator of Success 3	By May 2025, 65% of students in the 2nd - 5th grade will consistently achieve 3/5 or above on a monthly response to writing based on the STAAR Rubric. • By December 2024, 45% of 2nd - 5th graders will score a 3/5 or above

Key Action 2	Improve the quality of instruction in math and science
Indicator of Success 1	By April 2025, 85% of Math/Science Teachers will score 8/10 or higher in Engage & Deliver and Monitor & Adjust as evidenced by Spot Observations. • By January, 80% of Math/Science Teachers will score 6/10 or higher in Engage & Deliver and Monitor & Adjust as evidenced by Spot Observations.
Indicator of Success 2	By May 2025, 80% of 3rd-5th grade students will complete an average of 3 or more Zearn digital lessons per week. • By December 2024, 60% of 3rd-5th grade students will complete an average of 3 or more Zearn digital lessons per week.

Key Action 3	The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool
Indicator of Success 1	By EOY 2024 2025 100% of quarterly audits of PowerSchool records show consistent

	documentation of accommodations and modifications in PowerSchool. • By MOY audit 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.
Indicator of Success 2	85% of our students receiving Special Education services will show adequate progress towards their IEP goals, as measured by either 3-weeks' progress notes; mCLASS/DIBELS and MAP Growth MOY and EOY assessments; and STAAR performance (for students in grades 3-5).
Indicator of Success 3	By May 2025, 90% 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, as demonstrated by HISD Connect PowerTeacherPro • By January 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

Key Action 4	Campus improves English proficiency for Emergent Bilingual students
Indicator of Success 1	By April 2025, the campus average spot score for Dual Language Teachers for Engage & Deliver and Monitor & Adjust will be 7 out 10 as evidenced by Spot Observations. • By January 2025, the campus average spot score for Dual Language Teachers for Engage & Deliver and Monitor & Adjust will be 5 out 10 as evidenced by Spot Observations.
Indicator of Success 2	By May 2025, 85% of English Bilingual students (EBs) will complete 90% of their personalized lesson plan (PLP). • By January 2025, 75% of EBs will complete 50% of their SummitK12 personalized lesson plan.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Implement effective coaching protocols to increase teacher capacity for providing high quality instruction
Indicators of Success	● 60% of teachers will score "mostly demonstrated as written" in categories Engage and Deliver & Monitor and Adjust on May spot observations. ● 60% 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.

Key Action 2	Increase student academic proficiency in Reading
Indicators of Success	● In grades 2nd -5th, the scores will grow by 5% points in achievement on the Reading Assessment, measured by the NWEA MAP, from 41% to 46%. ● In the 2024-2025 school year, the number of students in grades 3rd-5th achievement Meets, as measured by the Reading STAAR Assessment, will increase by 5% points from 50% in June 2024 to 55% in June 2025. ● In grades 2nd-5th, 90% of students will have an average of 3 weekly Summit K-12 lessons completed by students as evidenced by the Summit K-12 lesson completion report during the first semester.

Key Action 3	Increase student academic proficiency in Math
Indicators of Success	● In grades K -5th, the scores will grow by 5 percentage points on the Math Assessment, measured by the NWEA MAP, from 47% to 52%. ● In the 2024-2025 school year, the number of students in grades 3rd-5th achievement Meets, as measured by the Math STAAR Assessment, will increase by 5% points from 39% in June 2024 to 44% in June 2025. ● In grades 2nd-5th 90% of students will have an average of 3 weekly in grade level Zearn lessons completed, as evidenced by the Zearn lesson completion report during the first semester.

Key Action 4	Increase English proficiency for EB students.

Indicators of Success	● By June 2025, 49% of students who grew one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS. ● DIBELS: By June 2025, campus will see 12% increase in percent of total students who hit composite score benchmark as compared to EOY SY23-24. ● NWEA MAP: By June 2025, 60% of Emergent Bilingual students will meet their individual growth target on 2-8 NWEA MAP Reading. ● By May 2025, all eligible students for the campus will complete the TELPAS assessment annually, with no lapses in compliance as evidenced by no reported incidents to TEA.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Grow and improve staff capacity to ensure High Quality Instructional practices.
Indicators of Success	• 70% of the scores on IRT observation conducted in December by the Principal, Assistant Principal, and Executive Director will be proficient or higher; the percentage scores will increase to 80% or higher in May 2025 • 80% of staff will score at least 4 out of 6 points in the Engage and Deliver section of the SPOT form by February 2025.

Key Action 2	Improve SPED Instruction and service delivery
Indicators of Success	• The percentage of students who receive special education services that perform at the Approaches level or higher will increase 5% points in the school year 2024-2025 • The percentage of students who receive special education services that's perform at the Approaches level or higher will increase 5% points in school year 2024-2025. • 90% of students receiving Special Education Services will show growth toward their IEP goals as indicated by the Itinerant Special Education Teacher.

Key Action 3	Implement instructional systems that address the needs of diverse learners, accelerate English language acquisition, and ensure equity for all multilingual learners.
Indicators of Success	By June 2025, the percentage of EBs that progress at least one proficiency level will increase from 23% to 40%, as measured by the state TELPAS assessment.

Key Action 4	All Instructional staff will use multiple response strategies as noted during classroom observations (SPOT) and formal observations and will be documented on lesson plans
Indicators of Success	• By June 2025, the percentage of teachers that will be rated proficient or higher will at 75% using the TTESS evaluation system. • By June 2025 (EOY Conference), all teacher will have been numerically rated at or above from the school year 2023-2024

394: NEFF EL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Increase High Quality Instruction for Emergent Bilinguals ***Goals*** ● Teachers will be proficient in use of the TELPAS writing rubric. ●Students will know their 2024 Writing TELPAS level and will have growth in 3 out of 4 parts of (listening, speaking, reading, writing) on Summit K12 BOY, MOY, EOY assessments. ● Students will read on grade level texts with ESL supports and scaffolds to increase reading level
Indicators of Success	● By the end of the 2024 - 2025 school year, 35% of 2nd - 5th grade students to advance by one proficiency level on the Writing TELPAS assessment, marking an improvement from the baseline of 24% achieved in June 2024. ● By the end of the 2024 - 2025 school year, the percentage of English Language Learner students in grades 2 through 5 to achieve the 2023 - 2027 EL Proficiency goal of 49% by advancing one TELPAS proficiency level. ● By May 2025, 60% pf emergent bilingual student will meet their individual growth target on 2-5th NWEA MAP Reading.

Key Action 2	Ensure the LSAE instructional model is implemented with fidelity. ***Goals*** ● In the 2024-2025 school year, 45% of students in 4th and 5th grades will achieve scores above the 50th percentile on the NWEA assessments in reading and math. ● In the 2024 -2025 school year, Neff students will grow 1.5 times the average growth in math, reading, science as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 2-5. ● In the 2024-2025 school year, Neff 5th grade students will have at least 40% performing at meets or higher on Science STAAR
Indicators of Success	● By the end of the fall semester, Neff teachers will achieve proficient ratings in spot observations emphasizing the LSAE model, with average scores ranging from 8 to 10 points. By the end of the year, Neff teachers will attain an increase in LSAE, with average scores increasing to 10-12 points. ● By the middle of the year, Neff teachers will increase proficiency in the district's core instructional practices-setting clear lesson objectives, DOL, employing effective engagement strategies, and delivering purposeful, aligned instruction-so that over 85% of teachers achieve proficiency in spot scores assessed by MOY Independent Review Teams.

Key Action 3	Improve Special Education instruction and service delivery. ***Goals*** ● Teachers and students will utilize accommodations and modifications consistently in all content classes. ● Services and support for students with IEPs will remain consistent in all classrooms and documented in PowerSchool. ● Students will receive Tier 1 instruction in classrooms with support and will receive small group support for IEP goals as scheduled in their IEP plans and general education teacher assist Sped case manager with weekly goal progress monitoring
Indicators of Success	● Administrators observe in 80% of classroom sessions that accommodations and modifications are actively implemented during instruction, resulting in a 3-points on the "monitor and adjust" section on spot form. ● Accurate records of service delivery and ARD timelines, including dates, times, and types of services provided, are consistently maintained across different classrooms. These records achieve an 80% rating in both the fall and spring special education folder audits. ● A 75% improvement in student performance and progress towards IEP goals is observed, indicating that services and support are effectively addressing their needs, as demonstrated through weekly meetings between the general education teacher and the special education case manager. ● The principal/assistant principal will ensure timely and full attendance at 100% of ARD meetings, actively participating in discussions to enhance student support as evidenced by the ARD minutes and ARD participation.

Key Action 4	Focusing on high performance culture to improve student attendance rates ***Goals*** ● Establish a routine system for monitoring student attendance on a weekly basis. ● Neff will hold structured attendance committee meetings every 6 weeks, involving key stakeholders to analyze data and implement targeted strategies. ● Implement attendance contracts for students with persistent attendance problems, outlining expectations and consequences in collaboration with students, parents, and relevant school personnel
Indicators of Success	● By May 2025, overall student attendance rate will increase from 96% (2023-2024) to 98% (2024-2025)

	● By December 2024, the percentage of chronically absent students will decrease from 20% (December 2023) to 10% (December 2024); this percentage will decrease 5% by May 2025. ● The attendance rate for economically disadvantaged students will increase at least 0.3% monthly, ranging from September 2024 to May 2025.

395: HINES-CALDWELL

2024-2025 School Action Plan: Key Actions	
Key Action 1	Based on the campus needs assessment, we will improve the quality of instruction in Reading and Writing to increase the number of students performing at or above grade level
Indicators of Success	• By February 2025, 32% of teachers will score at least a 4/6 under the Engage and Deliver section of the spot observation form for campus spot observations and 65% by May 2025. • By May 2025, 95% of Pre-Kindergarten students will perform at the proficient level or higher on CIRCLE EOY (Reading Skills). • By January 2025, 2nd grade students will perform at the 54th percentile or higher for conditional growth on the MOY NWEA Reading Assessment and 60th percentile or higher by May 2025. • By January 2025, 45% 5th grade students will receive a 2 on the SCR given on the DOL according the TEA rubric, and by May 2025, 60% of 5th grade students will receive a 2 on the SCR given on the DOL according the TEA rubric.

Key Action 2	Based on the campus needs assessment, we will improve the quality of instruction in Math to increase the number of students performing at or above grade level
Indicators of Success	• By February 2025, 32% of teachers will score at least a 4/6 under the Engage and Deliver section of the spot observation form for campus spot observations and 65% by May 2025. • By February 2025, 63% and 98% by May 2025 of Pre-K grade students will perform at the proficient level or higher on CIRCLE EOY (Math Skills). • By January 2025, 4th grade students will perform at the 48th percentile or higher for conditional growth on the MOY NWEA Math Assessment and 55th percentile or higher by May 2025. • By June 2025, students performing at the MEETS level for Math STAAR will increase from 38% to 44%, students performing at the MASTERS level for Math STAAR will increase from 12% to 18%, and the amount of students that do not meet standard on the Math STAAR will decrease from 30% to 24%.

Key Action 3	Based on the campus needs assessment, we will improve the quality of instruction in Science to increase the number of students performing at or above grade level
Indicators of Success	• By February 2025, 32% of teachers will score at least a 4/6 under the Engage and Deliver section of the spot observation form for campus spot observations and 65% by May 2025.

	● By January 2025, 57% of 5th grade students will meet their conditional growth goals on MOY NWEA MAP and by May 2025, 65% of students will meet their conditional growth goals on EOY NWEA MAP. ● By June 2025, students performing at the MEETS level for Science STAAR will increase from 23% to 29%. ● By June 2025, students performing at the MASTERS level for Science STAAR will increase from 4% to 10%.

Key Action 4	Based on the campus Needs Assessment, Close learning gaps for Emergent Bilingual Students
Indicators of Success	● By May 2025, 60% of Emergent Bilingual students will reach the achievement target in Math as defined by TEA Domain 3 accountability. ● 60% percentage of students in grades K-5 will increase one proficiency level on TELPAS Reading by March 2025. ● By Jan 2025 2nd -5th grade Emergent Bilingual students will perform at the 54th percentile or higher for conditional growth on the MOY NWEA Reading Assessment and by EOY May 2025, students will perform at the 69th percentile or higher for conditional growth on the EOY NWEA Reading Assessment. ● By Jan 2025 K -5th grade Emergent Bilingual students will perform at the 48th percentile or higher for conditional growth on the MOY NWEA Reading Assessment By May 2025, K-5th grade Emergent Bilingual students will perform at the 54th percentile or higher for conditional growth on the EOY NWEA Math Assessment.

Key Action 5	Based on the campus Needs Assessment, Close learning gaps for special education students.
Indicators of Success	● 80% of our students receiving Special Education services will show progress towards their IEP goals, as measured by 3-weeks' progress notes at MOY. ● 87% of our students receiving Special Education services will show progress towards their IEP goals, as measured by 3-weeks' progress notes at EOY. ● Campus is 100% compliant on ARD meetings and other district monitoring criteria. Campus will be rated at the proficient level or higher as it aligns to the district Special Education Rubric.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. ● 60% of our students receiving Special Education services will meet their projected growth on NWEA MAP EOY assessments.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Ensure High-Quality Instruction in grades K-5.
Indicators of Success	• In the 2024-2025 school year, Daily elementary students will grow 1.5 times the average U.S. growth in reading as measured by the NWEA MAP assessment and using the mean RIT score for each grade K-5 Math and 2nd – 5 Reading. • The campus will maintain a minimum overall score of 11 on 3 out of 4 IRT walks during the 2024-2025 school year. • 60% of all teachers will grow in SPOT observation scores, receiving an average of 5 points higher out of eight points total in Domain II (Instruction) by December 2024 with an increase to 85% in May of 2025 • Campus will see an increase in instructional capacity for Math core content teachers in grades 2 – 5 this will be evident by each teacher showing at least one proficiency level increase in average SPOT scores from October 2024 to April 2025.

Key Action 2	Increase Leadership Density at Daily Elementary.
Indicators of Success	• Based on mutually calibrated BOY ratings using the Day-to-Day Coaching Rubric, all Tier II leaders will increase an overall of 3 points by MOY and an overall increase of 6 points by EOY. • Based On the LEAD Day-to-Day Coaching Key-Attributes Rubric, all Tier II leaders will earn at least 5 out of 7 points in "Overall Engagement": Understanding needs, feedback, coaching, & continuous improvement. • A minimum of 2 teacher leaders will successfully complete the Teacher Leader Academy for the Fall and Spring cohort through Leadership professional development department. • 100% of all assistant principals will achieve a rating of proficient 1 or higher my MOY lead rating.

Key Action 3	Improve Special Education Instruction and Service Delivery.

Indicators of Success	• By December 2024, core teachers will demonstrate a minimum 1-point improvement in Domain 2 (Monitor and Adjust) and a 1-point improvement in Domain 2 (Delivery of Instruction) as measured by campus Spot observations. These gains, which include differentiation and scaffolds embedded into Tier 1 lessons, will be maintained through May 2025. • By December 2024, 60% of Math core and resource teachers will achieve a score of 5 or higher out of 8 points in Domain II (Instruction) as measured by campus Spot observations. This percentage will increase to 85% by May 2025. • The SPED department compliance audit will achieve a minimum score of 90% ("A" or higher) on each visit. 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool. • By June 2025 the principal will conduct weekly follow-up checks within one week after each feedback session, ensuring that teachers implement actional recommendation a minimum of 80% to promote the effective application of feedback and continuous instructional improvement. • Intervention teachers will provide scaffolds and reteaching of concepts aligned with goals students should have learned in response to informal assessment.

Key Action 4	Improve community engagement by fostering an inclusive, supportive and engaging campus environment focused on achievement, growth and accountability.
Indicators of Success	• By June 2025, student attendance will increase from 94.9% to 96% or see an overall increase of 1% point by the end of the 2024-2025 school year. • By the end of the 2024-2025 school year, the campus will decrease infraction rates by 40%, with no out-of-school suspensions unless deemed required by the HISD code of conduct. • By June 2025, parent (VIPS) involvement will increase by an additional 5% in every represented demographic on campus. • By June 2025, an increase of 15% in attendance at community and academic events by all stakeholders. • By June 2025, the campus will host a minimum for 4 parent workshop nights supporting with various needs like, language skills, home tutoring supports and family health screenings. • By June 2025, the campus will maintain is Diamond rating for Family and Community engagement.

	• By June 2025, the campus will maintain a Possip satisfaction rating of 80 or higher.

Key Action 5	Improve quality of support and implementation of high-quality instruction for all Emergent Bilingual students from K – 5
Indicators of Success	• Compliance with federal, state and district regulations regarding EL identification, services and assessments. • Implementation and tracking of Summit K-12 support with Emergent Bilingual students during enrichment rotations for computer lab and independent practice times during small group instruction. • Teachers who are pending ESL certification with complete a accelerated course and attempt the assessment by June 2025. • 49% of Emergent Bilingual students will grow a minimum of 1 level of proficiency in TELPAS during the 2024-2025 school year.

2024-2025 School Action Plan: Key Actions	
Key Action 1	By May 25th, 2025, there will be a marked increase in student average daily attendance and a lowered recidivism rate among students.
Indicator of Success 1	Average schoolwide attendance rates will be above 80% each week as evidenced by weekly district attendance reports.
Indicator of Success 2	90% of students enrolled for SY 2024 – 2025 will have an attendance rate of 85% or higher as evidenced in the data collected throughout their placement.
Indicator of Success 3	At the end of the 2024 – 2025 school year, the percentage of students returning to the DAEP during the school year, will be below 10%.
Indicator of Success 4	Logs of all home visits will be kept and made available on request.

Key Action 2	Increase the level of student engagement in academics through the use of high-quality checks for understanding strategies.
Indicator of Success 1	By December 20, 2024, 89% of SPOT Observations for each subject area teacher will show the successful lesson implementation in the Engage and Deliver section, by achieving at least a 4 from the observer.
Indicator of Success 2	All core subject area teachers will submit slide decks weekly that have been internalized and annotated to include scaffolding and multiple opportunities for CFU at regular intervals

Key Action 3	The DAEP will be 100% compliant in Special Education requirements
Indicator of Success 1	All folders and documentation for students with IEPs will be checked for compliance upon enrollment.
Indicator of Success 2	By the end of the first semester, 100% of campus ARDs are held on or before the deadline.
Indicator of Success 3	100% of newly enrolled students with IEPs will have information verified and accurately reflected in the ARD tracker within one week of their enrollment, with bi-weekly checks to monitor accuracy.
Indicator of Success 4	The annual folder review will remain an “A” at the end of the school year.

Key Action 4	Students designated as Emergent Bilingual will be provided in-class support as needed.
Indicator of Success 1	80% of Emergent Bilinguals will log a minimum of 3 hours in Summit K-12 per week.
Indicator of Success 2	By May 25th, 2025, 100% of teachers of Math and ELA will have shared weekly annotated lessons with their appraiser showing effective EB strategies.
Indicator of Success 3	100% of eligible EB students will complete the TELPAS assessments within the testing window.
Indicator of Success 4	Beginning September 9th, 2024, EB students in core subjects will show growth as evidenced through DOLs administered at the end of each class.

Key Action 5	There will be a marked decrease in formal discipline incidents while students are enrolled at the DAEP.
Indicator of Success 1	There will be a 5% decrease in EOY OSS rate for the 2024 – 2025 school year compared to the 2023 – 2024.
Indicator of Success 2	Every student with a noted behavior concern, while enrolled at Secondary DAEP, will successfully participate in a mandatory reset intervention.
Indicator of Success 3	All staff will participate in classroom management training through CHAMPS and have behavior expectations created, posted, and consistently utilized.

Key Action 6	Students will engage in meaningful social and emotional learning to target needed skills for improved behavior.
Indicator of Success 1	Every student will complete at least two personalized modules in Ripple Effects during their referral period to target social-emotional learning.
Indicator of Success 2	Students will engage in self-reflection and goal-setting activities during AVID classes which will lead to greater self-awareness and efficacy as they are guided to set SMART goals to assist them in making reasonable, achievable goals in life.
Indicator of Success 3	At least 75% of students will indicate satisfaction on the DAEP student survey when they leave the DAEP

2024-2025 School Action Plan: Key Actions	
Key Action 1	Develop leadership capacity through instructional coaching and feedback.
Indicators of Success	● By December 2024, 75% (6 out of 8 teachers) will be proficient with a score of 9 or higher in Purposeful Instruction as evidenced by Spot Observation and T-TESS data. This percentage will increase to 89% (7 out of 8 teachers) by May 2025. ● Instructional monitoring and support will be calibrated and the instructional leadership team will be calibrated within 1 point or less on the spot observation by October 2024. A total of 10 of 15 administrative calibration walks will be calibrated with a spot observation total of 1 point or less by October 2024. This will increase to 12 of 15 by January 2025 and 15 of 15 by May 2025. ● Teachers will be calibrated with 2 points or less on the spot observation total when observing their colleagues by October 2024 with a total of 3 calibration walks by October 2024. This will increase to 1 point or less on the spot observation total, conducting a total of 6 calibration walks by January 2025 and 10 calibration walks by May 2025.

Key Action 2	Grow teacher capacity to improve the quality of first instruction through coaching and feedback.
Indicators of Success	· Using the BOY MAP as a baseline, we will demonstrate academic proficiency by increasing overall student achievement at the Meets, and Masters level from 37% Approaches, 10% Meets and 1% Masters to **50% Approaches, 20% Meets, and 10% Masters** in STAAR Core Areas by May 2025. · Increase NWEA Math and Reading growth between the BOY-MOY-EOY as evidenced by 60% or more of students performing at projected growth targets on MOY MAP by January 2025 and 70 % on EOY MAP by May 2025. · 75% of High School Ahead Academy scholars will receive 3.0 or more high school credits by May 2025.

Key Action 3	Increase SPED team’s compliance and instructional capacity through realignment of skills and systems.
Indicators of Success	· Maintain SPED compliance in EasyIEP system from 100% 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.

	· 100% of documented IEPs will be recorded in PowerTeacher Pro each grading cycle and monitored for proper implementation by both the Department Chair and Instructional Leadership Team. ·A comparison of BOY in September 2024 to MOY in January 2024, 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 in May 2025. · 100% of Co-Teacher will: participate in content PLC, lead differentiated learning for SPED students, and continuously track SPED IEP goals for the assigned caseload throughout the school year.

458: MICKEY LELAND COLLEGE PREP ACAD FOR YOUNG MEN

2024-2025 School Action Plan: Key Actions	
Key Action 1	MLCPA teachers will increase campus-wide student achievement by providing data-driven high-quality instruction
Indicators of Success	1. 70% of the scores on spot observation conducted in December 2024 by the independent review team will be proficient or higher. This percentage will increase to 80% by May 2025. 2. 90% 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. 3. By May of 2025, MLCPA will increase student achievement measures on NWEA MAP assessments from the 57th percentile on Fall 2024 Math BOY to 61st-80th percentile on the Spring 2025 Math EOY. 4. By May of 2025, MLCPA will increase student achievement measures on NWEA MAP assessments from the 54th percentile on Fall 2024 Reading BOY to 61st-80th percentile on the Spring 2025 Reading EOY.

Key Action 2	ARDs for students with IEPs will be held on time and principal/assistant principal will participate in ARDs
Indicators of Success	1. By the end of the first semester, 100% of campus ARDs are held on or before the deadline. 2. Ensure that 100% of newly enrolled students with IEPs will have information verified and accurately reflected in the ARD tracker within one week of their enrollment, with bi-weekly checks to monitor accuracy. 3. Campus administration will ensure timely and full attendance at 100% of ARD meetings, actively participating in discussions to enhance student support as evidenced by the ARD minutes and ARD participation.

Key Action 3	MLCPA will improve English proficiency for Emergent Bilingual students
Indicators of Success	1. By June 2025, 60% of Emergent Bilingual students will meet their individual growth target on 6-8 NWEA MAP Reading. 2. By May 2025, 100% of eligible EB students will complete the TELPAS assessment

	annually. 3. By PEIMS snapshot, 100% of students identified as potential EB students defined by Home Language Survey indicators are tested and appropriately coded.

Key Action 4	Increase the number of students who are TSI ready in both Math and English
Indicators of Success	1. By June of 2025, MLCPA will see a 5% increase in the number of students in cohort 2025 and a 5% increase in the number of students in cohort 2026 who are TSI ready in English and Math (SAT/ACT/TSIA/TCB) 2. 75% of Grade 11 students will complete a minimum of 25 hours (1-2 hours a week from October to the Spring SAT date) of the Khan Academy Digital SAT Prep course. 3. 90% of students in the 2025 cohort (12th grade students) who are not TSI ready will enroll into the Texas College Bridge Math/English and successfully complete the assigned courses.

460: MANDARIN IMMERSION

2024-2025 School Action Plan: Key Actions	
Key Action 1	Grow staff capacity to ensure high quality instruction in all classrooms
Indicators of Success	● By December 2024, 75% of teachers will receive "Mostly demonstrated" or above in the Engage & Deliver domain on the campus Spot Observations. This percentage will increase to 85% by May 2025. ● By December 2024, 75% of teachers will receive "Mostly demonstrated" or above in the Monitor & Adjust domain on the campus Spot Observations. This percentage will increase to 85% by May 2025. ● On the IRT SPOT observations provided by District personnel, our IRT score will be in the Proficient 1 category by December 2024 and will increase to Proficient II by May 2025. ● By December 2024, the percentage of students in 3rd - 8th grades who score at Masters level will increase by 3% on the STAAR interim in Math. By May 2025, this percentage will further increase for a total of 5% on the STAAR Math assessment. ● By MOY 2024, the growth median percentile for 2nd - 8th Grades in Math on NWEA MAP will increase by 3% and subsequently increase by another 2% by the end of May 2025. ● By December 2024, the growth median percentile for 2nd - 8th Grades in Reading on NWEA MAP will increase by 3% and subsequently increase by another 2% by the end of May 2025.

Key Action 2	Strengthen the leadership density at MIMS
Indicators of Success	● Based On the LEAD Day-to-Day Coaching Key-Attributes Rubric, all Tier II leaders will earn at least 5 out of 7 points in "Overall Engagement": Understanding needs, feedback, coaching, & continuous improvement. ● On the LEAD Day-to-Day Coaching Key-Attributes Rubric, All Tier II leaders will achieve a score of 19/25 or higher by May 2025. ● 100% of Tier II leaders will complete the observation/feedback/coaching process with their identified tiered teachers until the teachers earn a minimum total Spot Observation of 10 as a monthly average. ● School leaders will utilize an internally-developed teacher tracker 100% of the time to document classroom visits and feedback for growth to best support teacher development and calibration/consistency amongst appraisers.

Key Action 3	Improve special education instruction and service delivery.
Indicators of Success	● By December 2024, 70% of special education students will be on track to meet their IEP goals. By May 2025, 100% of special education students will meet their IEP goals. ● As evidenced by our 2024 Fall and 2025 Spring Folder Review, our campus will receive an "A," with zero folders having less than 80% in all identified categories. ● 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool. ● By MOY 2024, 60% of SPED students taking the NWEA MAP will have met their MAP Reading MOY Goal and this percentage will increase to 65% meeting their goal from MOY toEOY. ● By December 2024, 50% of all SPED students will increase by 1 category or maintain at the Meets/Masters level on STAAR Interim in Math and Reading. This percentage will increase to 62% on the STAAR in May 2025.

Key Action 4	Campus will improve performance for African-American student group in achievement and/or growth.
Indicators of Success	● By June 2025, 71% of African-American students will reach the growth target in Math as defined by TEA Domain 3 accountability. ● By the end of the first semester, African American students who met expected growth from BOY to MOY on NWEA MAP will increase by 10% from the previous year. ● By May 2025, 60% of core teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for the second semester.

Key Action 5	Campus improves English proficiency for Emergent Bilingual students.
Indicators of Success	● By June 2025, 49% of students will grow at least one level of proficiency, defined as SY 23-24 composite to SY 24-25 composite on TELPAS. ● By May 2025, 60% of core teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for the second semester.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Increasing teacher capacity to provide high quality instruction and increase student achievement on AP assessments by 10%.
Indicator of Success 1	Students will complete at least 80% of the AP Classroom site resources for daily lessons.
Indicator of Success 2	Students will complete at least 80% of the AP Classroom site resources for weekly and unit assessments.
Indicator of Success 3	Teachers will track their student’s data from the Checkpoint (mini assessments) in AP Classroom every 3 weeks to show that 70% or more of students have demonstrated proficiency on the content taught.
Indicator of Success 4	80% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by Dimension 2.1 through 2.5 (Instruction) of the T-TESS rubric.
Indicator of Success 5	90% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by the evaluation rubric by the End of Year Conference.

Key Action 2	100% of our rising Seniors (Class of 2025) will achieve at least one CCMR indicator by June 2025.
Indicator of Success 1	100% of students will have successful completion of OnRamps course(s) by June 2025 OR AP test with a score of 3, 4, or 5.
Indicator of Success 2	OR Successful completion of TSI (Math and ELAR) with a score of 950 or higher (Math) and 945 (ELAR) & 5 (essay) by June 2025.
Indicator of Success 3	OR Successful completion of SAT (Math and ELAR) with a score of 530 or higher (Math) & 480 or higher (Evidenced-Based Reading and Writing) by June 2025.

Key Action 3	By June 2025, 100% of the students will engage in at least one SEL activity or event.
Indicator of Success 1	Within the first 6-weeks, 100% of middle school and high school students will attend an assembly to address mental health and how to submit a SAF.

Indicator of Success 2	The Wellness Wednesday program will continue to meet the SEL needs of students who have been referred by self or a staff member or parent.
Indicator of Success 3	Visit from Justice, the HISD Social Emotional Support animal

Key Action 4	Improve student attendance from 97% to 98% by May 2025.
Indicator of Success 1	Average daily attendance will be no less than 98%.
Indicator of Success 2	No more than 5% of high school students will have excessive absences (3+) in any given grading period.
Indicator of Success 3	No more than 5% of middle school students will have excessive absences (1+) in an given grading period.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Improve academic growth for our specialized student populations (SPED) through targeted instruction and implementing IEPs.
Indicators of Success	• Students with IEPs demonstrate a composite average annual growth of 1.6 or higher on the NWEA assessments from the BOY to the EOY. • Spot Observation, for all general education teachers with Special education students will be at 80% proficiency by December 2024 and 90% proficiency by May 2025 in Domain II. • The percentage of "instructional proficient" IEPs as measured by a rubric and reviewed by an independent team from the Special Education Department will be met at 100% by May 2025.

Key Action 2	Enhance the quality of instruction and the skills of our teaching staff to more effectively address the diverse learning needs of every student.
Indicators of Success	• By end of May 2025, our quality of instruction will increase from an average of 9 points as measured by the IRT Team visits in 2023-24 SY to at least an average of 11 points or higher. • 70% of the teachers will receive at least 7 out of 11 points in Domain II (Engage & Deliver and Monitor & Adjust and Reinforce & Redirect) based on the SPOT observation form by December 2024. By May 2025, the percentage will increase to 80% receiving 9 out of 11 points. • By December 2024, 70% of the teachers will receive Proficient 1 or higher overall rating based on the SPOT form as measured through T-TESS rubric; that percentage will increase to 80% by May 2025 on the Formal Observation.

Key Action 3	Increase the quality of writing for Extended Constructed Response for grades 6 through 8
Indicators of Success	• In Spring of 2024, 45% of our students scored 6 or higher on the State Assessment – Extended Constructed Response (ECR), by Spring of 2025, 65% of the students will score at least a 6 or higher on the ECR. • By November, 50% of students in grades 6 through 8 will receive at least half or more of the possible points on the short-constructed response from 3-weeks cycle assessment provided by the district. • By March 2024, 70% of students in grades 6 through 8 will receive at least half or more of the possible points on the Extended-Constructed response from 3-weeks cycle assessment provided by the district.

Key Action 4	Improve academic growth for our Emergent Bilingual students through targeted quality instruction and implementing LEP accommodations.
Indicators of Success	● 70% of our EB students in grades 6 through 8 will meet their individual expected BOY to MOY growth score (RIT score) on NWEA MAP in reading by at least 5 points. ● 65% or more of our Emerging Bilingual students will progress to at least one proficiency level in the composite rating as measured by TELPAS and set as a long-term target by TEA (2037-2038) from 50% in Spring of 2024. ● Emergent Bilingual students scoring at the Meets level on the Math STAAR testing in Grades 6-8 will increase from 45% in 2024 to 60% in 2025.

2024-2025 School Action Plan: Key Actions	
Key Action 1	The instructional leadership team consistently provides on-the-job coaching and feedback to special education teachers at a minimum of once a month.
Indicators of Success	1. A structured weekly schedule will be developed and implemented to ensure each special education teacher receives at least one dedicated coaching session monthly. Coaching sessions will result in 1-2 action steps agreed upon between teacher and administrator. 2. By the end of the 2024-2025 school year, each special education teacher will receive at least one classroom observation per month and feedback will align in part to the previous month's coaching action step(s). 3. By June 2024-2025, an administrator will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations a minimum of 80%, thereby promoting the effective application of feedback and continuous instructional improvement. 4. Our instructional leadership team will collaborate weekly with the Special Education Department Chair to identify instructional department needs to be addressed at weekly Special Education department meetings.

Key Action 2	College Readiness: The campus increases the number of students who are college ready in both Math and English.
Indicators of Success	1. By July of 2025, 100% of the students in cohort 2025 will be college ready in English and Math (SAT/ACT/TSIA/TCB). 2. By July of 2025, 75% of the students in cohort 2026 will be college ready in English and Math (SAT/ACT/TSIA/TCB). 3. 75% of cohort 2026 students will complete a practice PSAT and practice ACT. 4. 75% of cohort 2026 students will complete a minimum of 20 hours of Revolution Prep PSAT, Khan Academy Digital SAT Pep modules and Khan Academy SAT practice exams or ACT practice exams. 5. 100% of students in student Cohort 2025 (Grade 12 students only) who are not TSI ready will enroll into Texas College Bridge Math/English and successfully complete the assigned courses.

Key Action 3	Ensure successful implementation and completion of CTE Program of Study to support CCMR outcomes, with a focus on POS programs.
Indicators of Success	1. By June 2025, 30% of our cohort 2025 students will earn an Industry-Based Certification in CAD. 2. By June of 2025, 90% of our cohort 2025 graduates will earn CTE completer status.

	3. By May of 2025, 100% of our engineering teachers will be trained on CAD IBC certification requirements and instructional best practices.

Key Action 4	Campus improves English proficiency for Emergent Bilingual students.
Indicators of Success	1. By June 2025, 65% of students will grow one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS. 2. By May of 2025, 63% percent of Emergent Bilingual students will meet passing standard on their first attempt at STAAR English I or English II. (Only 53% met passing standard or above in 2024) 3. 100% of our EB students will complete a TELPAS bootcamp prior to the TELPAS assessment. 4. 100% of our teachers will upload evidence of academic writing that includes content specific vocabulary every 6 weeks.

Key Action 5	Campus will improve performance for STAAR English I & II EOC in achievement.
Indicators of Success	1. By May 2025, 83% of our Class of 2028 (freshmen) and Class of 2027 (sophomores) will score a "meets" standard on the STAAR English I and English II EOC. 2. By May 2025, 100% of our English I & II teachers will score an average of 1.8 in the Planning section of the Spot form, as measured by the monthly average spot score for second semester.

Key Action 6	Campus will improve performance for STAAR Algebra I EOC in achievement.
Indicators of Success	1. By May 2025, 70% of our Class of 2028 (freshmen) will score "meets" standard on the STAAR Algebra I EOC. 2. By May 2025, 100% of our Algebra I teachers will score an average of 1.8 in the Planning section of the Spot form, as measured by the monthly average spot score for second semester.

2024-2025 School Action Plan: Key Actions	
Key Action 1	**Raise the quality of Phonological Awareness instruction through the effective implementation of Heggerty Curriculum.** **District Goal Alignment:** The percentage of grade 3 students in HISD earning Meets Grade Level on the State of Texas Assessments of Academic Readiness (STAAR) reading test will increase from 41 percent in June 2023 to 56 percent in June 2028.
Indicators of Success	• By December 2024, at least fifty (50%) percent of Fonwood teachers will be rated "Proficient 1" or higher based on the SPOT Observation Forms. • By May 2025, at least eighty (80%) percent of Fonwood teachers will be rated "Proficient 1" or higher based on the SPOT Observation Forms. • By May 2025, 90% of Pre-K 4 students will meet benchmark scores on all subtests related to literacy and math in the EOY CIRCLE Assessment, as aligned with teacher performance measures. • By December 2024, 70% of Pre-K 4 students will meet benchmark scores on all subtests related to literacy and math in the MOY CIRCLE Assessment, as aligned with teacher performance measures.

Key Action 2	**Increase student attendance through a consistent and systematic approach.** **District Goal Alignment:** The percentage of grade 3 students in HISD earning Meets Grade Level on the State of Texas Assessments of Academic Readiness (STAAR) reading test will increase from 41 percent in June 2023 to 56 percent in June 2028.
Indicators of Success	• Increase the Campus average attendance from 90% to 92% in the 2024-2025 school year by May 2025. • Maintain a monthly campus attendance average of 92% or higher.

Key Action 3	**Improve Special Education instruction and increase SPED compliance in our Special Education programming with consistent, ongoing focus on aligning to the Special Education Compliance Rubric.** **District Goal Alignment:** Students in grades 4 through 8 who receive special education services that achieve growth as measured by Domain 2 Part A of the state accountability system will increase from 63 percent in August 2023 to 78 percent in August 2028.
Indicators of Success	• By December 2024, at least fifty (50%) percent of ECSE teachers will be rated "Proficient 1" or higher based on the SPOT Observation Forms. • By May 2025, at least seventy-five (75%) percent of ECSE teachers will be rated "Proficient 1" or higher based on the SPOT Observation Forms.

	• The campus will receive a 75% rating or higher on the Fall State Folder Review as measured by a rubric and as reviewed by an independent team from the OSES department. • The campus will receive a 90% rating or higher on the Spring State Folder Review as measured by a rubric and as reviewed by an independent team from the OSES department.

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2024-2025 School Action Plan: Key Actions	
Key Action 1	Grow staff capacity to provide high quality instruction
Indicators of Success	● 80% of teacher scores on SPOT observations, conducted in January by the Executive Director, will be proficient or higher; that percentage will increase to 90% in May 2025. ● 80% of teacher scores on the MOY Domain 4 evaluation will be proficient or higher; that percentage will increase to 90% in May 2025. ● In May 2025, 80% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by Dimensions 2.1 through 2.5 (Instruction) of the T-TESS rubric (The principal and assistant principal will evaluate all teachers using the HISD evaluation system.).

Key Action 2	The principal ensures IEPS are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool
Indicators of Success	● By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPS include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. ● Throughout the 2024-2025 school year, 100% of staff member receive relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping. ● 80% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.

Key Action 3	Campus improves English proficiency for Emergent Bilingual students
Indicators of Success	● Based on a 2024 TELPAS Progress Rate of 68%, By June 2025, 78% of students will advance by at least one score of the composite rating from the prior year to the current year or the student's result is Advanced High. ● Based on an NWEA MAP 2024 EOY Median Growth Percentile of 67, By June 2025, 77% of Emergent Bilingual students will meet their individual growth target on 2-5 NWEA MAP Reading. ● By 2024 PEIMS snapshot, 100% of students identified as potential Emergent Bilingual students, defined by Home Language Survey indicators, are tested and appropriately coded.

2024-2025 School Action Plan: Key Actions	
Key Action 1	The principal and assistant principals will consistently provide on-the-job coaching and feedback to teachers at least once a month. *This key action addresses District Action Plan key actions numbers 3, 4, and 5: Grow Staff Capacity to Provide the Highest Quality Instruction; Strengthen Principal and Executive Director Leadership; and Improve Instruction and Service Delivery for Students with Disabilities.*
Indicator of Success 1	**Structured Weekly Schedule:** A structured weekly schedule will be developed and implemented to ensure each teacher, including special education teachers, receives at least one dedicated coaching session no less than bi-weekly. Coaching sessions will result in 1-2 action steps agreed upon between the teacher and administrator.
Indicator of Success 2	**Classroom Observations:** By the end of the 2024-2025 school year, each teacher, including special education teachers, will receive the equivalent of at least one classroom observation per week. Feedback will align with the previous coaching action step(s).
Indicator of Success 3	**Follow-Up Checks:** By June 2025, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers, including special education teachers, implement actionable recommendations at least 80% of the time, thereby promoting effective application of feedback and continuous instructional improvement.

Key Action 2	Campus improves English proficiency for Emergent Bilingual (EB) students. *This key action addresses District Action Plan key actions numbers 3, 4, and 7: Grow Staff Capacity to Provide the Highest Quality Instruction; Strengthen Principal and Executive Director Leadership; and Improve Reading Proficiency in Grades K through 8.*
Indicator of Success 1	**TELPAS Growth:** By June 2025, at least 25% of EB students will grow at least one level of proficiency as defined by the difference between SY23-24 composite to SY24-25 composite on TELPAS.
Indicator of Success 2	**DIBELS Benchmark:** By June 2025, the campus will see a 12% increase in the percentage of total students who hit the composite score benchmark compared to EOY SY23-24.

Indicator of Success 3	**Teacher Performance:** By May 2025, 50% of EB teachers will score 7/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for the second semester.

Key Action 3	ARDs for students with IEPs will be held on time, and the principal or assistant principal(s) will participate in ARDs. *This key action addresses District Action Plan key actions numbers 3, 4, and 5: Grow Staff Capacity to Provide the Highest Quality Instruction; Strengthen Principal and Executive Director Leadership; and Improve Instruction and Service Delivery for Students with Disabilities.*
Indicator of Success 1	**Timely ARDs:** By the end of the first semester, 100% of campus ARDs will be held on or before the deadline.
Indicator of Success 2	**Active Participation:** The principal and assistant principal(s) will ensure timely and full attendance at 100% of ARD meetings, actively participating in discussions to enhance student support, as evidenced by the ARD minutes and ARD participation.

Key Action 4	The principal and assistant principal(s) ensure IEPs are written effectively, staff are provided relevant portions of the IEP, data points are tracked weekly, and accommodations/modifications are documented in PowerSchool. *This key action addresses District Action Plan key actions numbers 3, 4, and 5: Grow Staff Capacity to Provide the Highest Quality Instruction; Strengthen Principal and Executive Director Leadership; and Improve Instruction and Service Delivery for Students with Disabilities.*
Indicator of Success 1	**Specific and Measurable Goals:** By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews.
Indicator of Success 2	**Timely IEP Distribution:** Throughout the 2024-2025 school year, 100% of staff members will receive the relevant portions of the IEP within 3 days of its finalization, as demonstrated by campus record keeping.
Indicator of Success 3	**Consistent Documentation:** 100% of quarterly audits of PowerSchool records will show consistent documentation of accommodations and modifications.
Indicator of Success 4	**Correct Placement:** 100% of identified students will complete the evaluation process and be assigned to the correct placement based on their needs.

Indicator of Success 5	**Effective RtI Process:** By September 23rd, the campus will establish an effective RtI process that increases the number of identified students and tiers students appropriately. Teachers will be trained on the process during the campus' August PD and engage in refresher sessions throughout the year.
Indicator of Success 6	**Timely Progress Reports:** By the end of the 2024-2025 school year, the principal and assistant principal(s) will ensure that 100% of IEP progress reports are delivered without delay.
Indicator of Success 7	**Instructional Proficiency:** The percentage of "instructionally proficient" IEPs, as measured by a rubric and reviewed by an independent team from the Special Education Department, will increase to 100% by May 2025.

Key Action 5	Increase student math and reading proficiency in grades PK-5. *This key action addresses District Action Plan key actions numbers 3, 4, 7, and 9: Grow Staff Capacity to Provide the Highest Quality Instruction; Strengthen Principal and Executive Director Leadership; Improve Reading Proficiency in Grades K through 8; and Expand HISD's Pre-K3 and Pre-K4 Programs.*
Indicator of Success 1	**NWEA MAP Math Growth:** The percentage of Kindergarten through 4th grade students with a Conditional Growth Index of 0.6 or higher on NWEA MAP in math will increase from 59% in May 2024 to 65% in May 2025. Additionally, 80% of math teachers will hit the 63rd percentile for growth by May 2025.
Indicator of Success 2	**Annual Growth Goals:** 70% of students will achieve 0.6 of their annual growth goal by December 2024 and 1.4 times expected growth by May 2025.
Indicator of Success 3	**Circle Framework Proficiency:** The percentage of Pre-Kindergarten students showing proficiency on 4 out of 16 assessments in the Circle framework will increase by 25% from May 2024 to May 2025.
Indicator of Success 4	**STAAR Math Performance:** 65% of 4th and 5th grade students taking the math STAAR will move from 12% Meets/Masters in June 2024 to 20% Meets/Masters by June 2025.
Indicator of Success 5	**DIBELS Benchmark:** 65% of Kindergarten through 4th grade students will improve from 21% at benchmark on DIBELS to 30% at benchmark, showing a growth of 9 percentage points from May 2024 to May 2025.

Indicator of Success 6	**Lectura Benchmark:** 65% of Kindergarten through 4th grade students will improve from 33% at benchmark on Lectura to 40% at benchmark, showing a growth of 7 percentage points from May 2024 to May 2025.
Indicator of Success 7	**NWEA MAP Reading Growth:** The percentage of Kindergarten through 4th grade students with a Conditional Growth Index of 0.6 or higher on NWEA MAP in reading will increase from 53% in May 2024 to 63% in May 2025. Additionally, 80% of reading teachers will hit the 63rd percentile for growth by May 2025.
Indicator of Success 8	**STAAR Reading Performance:** 65% of 4th and 5th grade students taking the reading STAAR will move from 15% Meets/Masters in June 2024 to 20% Meets/Masters by June 2025.

Key Action 6	Improve performance for Black students in achievement and/or growth. *This key action addresses District Action Plan key actions numbers 3: Grow Staff Capacity to Provide the Highest Quality Instruction.*
Indicator of Success 1	**Achievement Targets:** By June 2025, 40% of Black students will reach the achievement target(s) in Reading and/or Math as defined by TEA Domain 3 accountability, an increase of 8 percentage points from 32% overall in Reading in 2023-2024, and an increase of 16 percentage points from 24% overall in Math in 2023-2024.
Indicator of Success 2	**Growth Targets:** By June 2025, 50% of Black students will reach the growth target(s) in Reading and/or Math as defined by TEA Domain 3 accountability.
Indicator of Success 3	**NWEA MAP Growth:** By the end of the first semester, the percentage of Black students who met expected growth from BOY to MOY NWEA MAP will increase by 10% from the previous year.
Indicator of Success 4	**Teacher Performance:** By May 2025, 50% of core teachers will score 7/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for the second semester.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Forest Brook Middle School will increase academic growth and achievement on NWEA MAP and STAAR through developing teacher capacity to ensure the execution of consistent, daily high-quality instruction.
Indicators of Success	• By January 2025, 75% of teachers will score a 5 or higher in the Engage and Deliver domain and 3 or higher in the Monitor and Adjust domain on the SPOT observation conducted by the campus leadership team. The percentage of teachers will increase to 90% by May 2025. • By January 2025, Forest Brook Middle School will have an overall Independent Review Team (IRT) score of 11. This score will increase to 14 by May 2025. • By January 2025, the percent of scholars in grades 6 through 8 scoring in the High Achievement Quintile on NWEA MAP Reading will increase from 7% to 27%, as compared to January 2024 data. The percent of scholars scoring in the High Achievement Quintile on NWEA MAP Math will increase from 4% to 24%, as compared to January 2024 data. • By January 2025, the percent of scholars in grades 6 through 8 that have a Conditional Growth Index (CGI) of 0.6 or higher on NWEA MAP will increase from 54% to 74% in reading, from 44% to 64% in math and from 39% to 59% in science, as compared to January 2024 data.

Key Action 2	Improve SPED Instruction and Service Delivery: Forest Brook Middle School will increase SPED state and federal compliance. The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.
Indicators of Success	• By the end of the 2024-2025 school year, the principal will ensure that 100% of IEP's include specific, clear, and measurable goals tailored to each scholar's unique needs, as verified through random quarterly reviews. • Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping. • 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool. • By January 2025, the percent of SPED scholars in grades 6 through 8 scoring in the High Average Achievement Quintile on NWEA MAP Reading will increase from 3% to 23%, as compared to January 2024 data. The percent of SPED scholars scoring in the High Average Achievement Quintile on NWEA MAP Math will increase from 1% to 21%, as compared to January 2024 data. • By January 2025, the percent of SPED scholars in grades 6 through 8 that have a Conditional Growth Index

	(CGI) of 0.6 or higher on NWEA MAP will increase from 45% to 65% in reading, from 43% to 63% in math, and from 35% to 55% in science, as compared to January 2024 data.

Key Action 3	Forest Brook Middle School has an increasing population of Emerging Bilingual Scholars, many of whom are Newcomers with limited English Language skills. We have many English speakers who have deficits in utilizing and applying the Conventions of Standard English. Forest Brook Middle School will improve English proficiency for Emerging Bilingual scholars' and increase achievement and growth on NWEA MAP, TELPAS, and STAAR through the execution of consistent high-quality differentiated instruction.
Indicators of Success	• By June 2025, 44% of Emerging Bilingual scholars will grow one level of proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS. • By June 2025, 75% of Emerging Bilingual scholars will meet their individual growth target on NWEA MAP Reading. • By 2024 PEIMS snapshot, 100% of scholars identified as potential EB scholars defined by Home Language Survey indicators are tested and appropriately coded. • By May 2025, 100% of eligible EB scholars complete the TELPAS assessment annually, with no lapses in compliance as evidenced by no reported incidents or ineligible scholars testing or eligible scholars not testing to TEA. • By January 2025, 75% of teachers will have evidence of providing differentiated and scaffolded instructional needs for scholars, as measured by the SPOT observation and lesson material artifacts. This percentage will increase to 95% by May 2025. • By January 2025, scholars will have multiple opportunities to listen, read, write, and speak with peers utilizing MRS/engagement strategies in 75% of classrooms, as shown on the SPOT observation. This number will increase to 95% by May 2025. • By January 2025, the percent of Emerging Bilingual scholars in grades 6 through 8 scoring in the High Achievement Quintile on NWEA MAP Reading will increase from 4% to 24%, as compared to January 2024 data. The percent of Emerging Bilingual scholars scoring in the High Achievement Quintile on NWEA MAP Math will increase from 1% to 21%, as compared to January 2024 data.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Increase the academic achievement of students who receive Special Education services as specified on their IEP.
Indicators of Success	• Increase the percentage of students demonstrating mastery of the learning objective across core subjects by 10%, measured by district assessment data by the end of the 2024-2025 school year. • 100% of students will have their IEP goals completed and progress monitored every six weeks. • 100% of teachers will implement students' accommodations and complete all compliance documentation within the prescribed time frame (every six weeks).

Key Action 2	Increase enrollment and successful completion of advanced coursework.
Indicators of Success	• By June 2025, the campus will have 10% of 11th-grade students demonstrate college readiness by earning dual credit through HCC, UT OnRamps, or Advanced Placement. • 25% of 11th-grade students will earn 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) • 90% of 12th-grade students 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) • By June 2025, 90% of students enrolled in CTE courses with available Industry-Based Certifications (IBCs) will pass and earn the certification

Key Action 3	Increase the teacher's capacity to provide high-quality Tier 1 instruction.
Indicators of Success	• By January 2025, 80% of teachers will score 5 points or higher in purposeful instruction (Domain 2) on spot observations conducted by the campus leadership team. The percentage will increase to 90% of the returning teachers by May 2025.

	• North Forest High School will close the achievement gap between the district and campus STAAR EOC data by 5% at the approaches and meets level.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Campus will improve performance for Black and Hispanic students in achievement and growth.
Indicators of Success	● By June 2025, 67% of Black students will Meet Grade Level Standard or Above on Math STAAR ● By June 2025, 67% of Black students will Meet Grade Level Standard or Above on Reading STAAR ● By June 2025, 77% of Hispanic students will reach the growth target in Math as defined by TEA Domain 3 accountability.

Key Action 2	Campus improves English proficiency for Emergent Bilingual students.
Indicators of Success	● By June 2025, the campus will increase the percentage of EB students growing by one proficiency level on the TELPAS assessment to 49%. ● DIBELS: By June 2025, the campus will see a 10% increase in the percentage of students meeting the composite score benchmark compared to the end of SY23-24. ● NWEA MAP: By June 2025, 65% of EB students will meet their individual growth targets in reading on the NWEA MAP assessment. ● By May 2025, 100% of eligible EB students complete the TELPAS assessment annually, with no lapses in compliance as evidenced by no reported incidents of ineligible students testing or eligible students not testing to TEA.

Key Action 3	Quality of IEPs---Arabic Immersion students being served by Special Education will have their accommodations and modifications documented in PowerSchool.
Indicators of Success	● By the end of the first grading period, the principal ensures 100% of special education teachers receive training on progress monitoring for IEPs and progress reports (progress track and report card wizard). ● By the end of the 2024-2025 school year, the principal ensures that 100% IEP progress reports are delivered without delay ● Throughout the 24-25 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping. ● 100% of quarterly audits of Power School records show consistent documentation of accommodations and modifications in Power School as demonstrated by the audit report created by the Special Education Lead Teacher. ● By the end of the first semester, the principal ensures that a regular audit of IEP data tracking reveals

	that 90% or more of the tracked data points align with the goals and progress indicators specified in the IEPs.

Key Action 4	Improve staff and student culture at Arabic Immersion.
Indicators of Success	● Decrease the number of level 3 infractions by 25% by March 2025. (Students) ● Increased attendance rate for students from 96.7% to 97.7%. (Students) ● Decrease the number of office referrals for level 2 infractions by 50%. (Students)

2024-2025 School Action Plan: Key Actions	
Key Action 1	The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in Powerschool. **HISD Action Plan Alignment:** Key Actions: (3) Grow staff capacity to provide the highest quality instruction;(4) Strengthen principal and Executive Director leadership; (5) Improve instruction and service delivery for students with disabilities.
Indicators of Success	● From August 2024-June 2025, the principal will ensure 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. ● From August 2024-June 2025, 100% of staff members receive the relevant portions of the IEP within three days of its finalization as demonstrated by campus record keeping. ● 100% of every grading period (every six weeks) audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool. ● 100% of identified students will complete the evaluation process and be assigned to the correct placement based on their needs. ● By September 23rd, the campus will establish an effective RtI process that increases the number of identified students and tiers students appropriately. Teachers will be trained on the process during the campus' August PD and engage in refresher sessions throughout the year. ● By the end of the 2024-2025 school year, the principal and assistant principal(s) will ensure that 100% of IEP progress reports are delivered without delay. ● The percentage of "instructionally proficient" IEPs, as measured by a rubric and reviewed by an independent team from the Special Education Department, will increase to 100% by May 2025.

Key Action 2	Improve English proficiency for Emergent Bilingual students. **HISD Action Plan Alignment:** (3) Grow staff capacity to provide the highest quality instruction; (4) Strengthen principal and executive director leadership; (7) Improve reading proficiency in grades K through 8.
Indicators of Success	● By June 2025, the campus will improve from 27% to 40% of students who grow one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS. ● By January 2025, 40% of Emergent Bilingual students will meet their individual growth target on 2-5 NWEA MAP Reading. This rate will increase to 60% by June 2025 EOY 2-5 NWEA MAP Reading. ● By January 2025, 90% of EB students will reach or exceed their Domain 2 growth target on reading unit assessments 50% of the time. By June 2025, this rate will increase to 80% of the time.

	• 90% of EB Students will reach or exceed their Domain 2 growth target for Spring 2025 STAAR Reading exam *(criteria- must test in 2024 language)*

Key Action 3	Improve math and reading proficiency in Kinder-5th grades. **HISD Action Plan Alignment:** (3) Grow staff capacity to provide the highest quality instruction; (4) Strengthen principal and Executive Director leadership; (7) Improve reading proficiency in grades K through 8
Indicators of Success	• By January 2025, 50% (43% at MOY 2024) of teachers will achieve the 61st growth percentile, or higher on the reading and math M.A.P. tests. By June 2025 this rate will increase to 75%. • Students in 3rd-5th grades will move from 31% meets in June 2024 to 40% meets by June 2025, on the math STAAR exam. • Students in 3rd-5th grades will move from 33% meets in June 2024 to 42% meets by June 2025, on the reading STAAR exam. • By December 2024, K-2nd grade students will earn an average achievement score on reading and math assessments that will meet or exceed 50%, 60% of the time; this rate will increase to 80% of the time by June 2025.

Key Action 4	The principal and assistant principals will consistently provide on-the-job coaching and feedback to teachers at least once a month. **HISD Action Plan Alignment:** (3) Grow staff capacity to provide the highest quality instruction; (4) Strengthen principal and Executive Director leadership; and (5) Improve instruction and service delivery for students with disabilities.
Indicators of Success	● A structured weekly schedule will be developed and implemented to ensure each teacher, including special education teachers, receives at least one dedicated coaching session no less than bi-weekly. Coaching sessions will result in 1-2 action steps agreed upon between the teacher and administrator. ● By the end of the 2024-2025 school year, each teacher, including special education teachers, will receive the equivalent of at least one classroom observation per week. Feedback will align with the previous coaching action step(s). ● By June 2025, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers, including special education teachers, implement actionable recommendations at least 80% of the time, thereby promoting effective application of feedback and continuous instructional improvement.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Grow staff capacity to provide the highest quality instruction
Indicators of Success	• 70% of scores on spot form will be 4/6 or higher on Engage & Deliver in December 2024; that will increase to 5/6 in May 2025. • By May of 2025, increase the proficiency levels of 90% of emergent bilingual students in grades K-5 (beginner through advanced), as measured by TELPAS, by 1 proficiency level • By December 2024, increase by 50% the number of Tier 3, SPED and EB students achieving daily DOL mastery at 4 out of 5; that number to increase again by 50% by May 2025.

Key Action 2	Campus improves English proficiency for Emergent Bilingual students.
Indicators of Success	• By June 2025, campus will see 12% increase in percent of total students who hit composite score benchmark from BOY to MOY to EOY as compared to SY23-24. • By May 2025, 60% of EB teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score in December, and May 2025.

Key Action 3	The principal consistently provides on-the-job coaching and feedback at a minimum monthly.
Indicators of Success	• A structured weekly schedule will be developed and implemented to ensure each special education teacher receives at least one dedicated coaching session per week. Coaching sessions will result in 1-2 action steps agreed upon between teacher and administrator. • By the end of the 2024-2025 school year, each special education teacher will receive at least one classroom observation per week, and feedback will align in part with the previous week's coaching action step(s). • By June 2024-2025, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations a minimum of 80%, thereby promoting the effective application of feedback and continuous instructional improvement.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Ensure a high-performance culture for both students and staff.
Indicators of Success	• 80% will meet staff attendance requirements of no absences beyond 10 days and no unpaid days throughout the end of December 2024. 80% of staff will meet attendance requirements of no absences beyond 15 days and no unpaid days throughout the end of the 24-25 school year. • 100% of all school leaders will meet AM & PM spot observation requirements on a weekly basis throughout the 24-25 school year. • By MOY(January) student attendance percentage will be at 92%. By EOY(May) student attendance rate will increase to 95%. • By May 2025, all Tier II leaders will achieve a score of 19/25 or higher on the LEAD Dayto-Day Coaching Rubric and will be rated Effective (22+) on the LEAD Executive Leadership Rubric.

Key Action 2	Increase academic achievement for students in Special Education.
Indicators of Success	M. White ES will achieve a score of “Proficient” and above in Quality of Instruction and as outlined in district Special Education Compliance Rubric. This was an area recommended by our school district. • The principal/assistant principal will ensure timely and full attendance at 100% of ARD meetings, actively participating in discussions to enhance student support as evidenced by the ARD minutes and ARD participation. **Yearly Goals:** • By the end of the first semester, 100% of campus ARDs are held on or before the deadline. By MOY (January) 35% of Special Education students will show 0.6% years growth on NWEA Reading and Math. By EOY (May), 45% of Special Education students will show 1.2% years growth on NWEA. • By MOY (January) 95% of parent notifications will be completed during the 10-day notification period. By EOY (May) 100% of parent communications will be completed during the 10-day notification period.

Key Action 3	Ensure High Quality Instruction across all grade levels and disciplines.
Indicators of Success	• By January (MOY), SPOT observations will indicate that 70% of teachers will receive a rating of Proficient I (9) or higher. By May (EOY), SPOT observations will indicate that 60% of teachers will receive a rating of Proficient II (11) or higher. • By the end of the 2024-2025 school year, each special education teacher will receive at least one classroom observation per week and feedback will align in part to the previous week's coaching action step(s). • By January (MOY), IRT scores will reflect alignment to the teacher's average internal campus SPOT score within a range of 2-3 points. By (EOY) May, IRT scores will reflect alignment to the teacher's average internal campus SPOT score within a range of 1-2 points.

Key Action 4	M. White will improve growth performance for Hispanic students on STAAR Math.
Indicators of Success	• By June 2025, 35% of Hispanic students will reach the growth target in Math as determined by TEA Domain 3 accountability. • By June 2025, the gap between Hispanic and White student will be narrowed to less than 30 points as indicated on recent STAAR exams. • By the end of the first semester, Hispanic students who met expected growth from BOY to MOY on NWEA MAP will increase by 10% from the previous year.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Increase the percentage of students that are CCMR by the time they graduate.
Indicators of Success	• By December 2025, at least 70% of seniors will successfully complete the 1st semester of Texas College Bridge Math and ELA requirements. By May 2025, 80% of seniors will successfully meet Texas College Bridge Math and ELA requirements. • Increase the number of students earning TSI proficiency in Math in English to 30% by May 2025 from 15% in 20224. • By January 2025, increase CCMR score by 5 points from previous score of 41 points. By May 2025, increase CCMR score by 15 points from previous score of 41 points.

Key Action 2	Grow staff capacity to provide the highest quality instruction
Indicators of Success	• By December (MOY), SPOT observations will indicate that 3 out of 7 teachers will receive a rating of progressing II (8) or higher. By May (EOY), SPOT observations will indicate that 5 out of 7 teachers will receive a rating of Proficient I (9) or higher. • By December (MOY), SPOT observations will indicate that 3 out of 7 teachers are scoring (3) or more points engage and deliver. By May (EOY) SPOT observations will indicate that 5 out of 7 teachers will receive a score of (4) or higher on engage and deliver. • By December (MOY), SPOT observations will indicate that 3 out of 7 teachers are scoring 2 or more points monitor and adjust. By May (EOY) SPOT observations will indicate that 5 out of 7 teachers will receive a score of (3) or higher on monitor and adjust.

Key Action 3	Increase achievement level of Emergent Bilingual (EB) Students.
Indicators of Success	• During January (MOY) for K-12 Summit, 25% of EB students will advance one writing proficiency level and on TELPAS administration (EOY), 40% of EB students will advance one writing proficiency level. • During January (MOY) for K-12 Summit, 25% of EB students will advance one language proficiency level and on TELPAS administration (EOY), 40% of EB students will advance one language proficiency level. • During January (MOY) for K-12 Summit, 25% of EB students will advance one speaking proficiency level and on TELPAS administration (EOY), 40% of EB students will advance one speaking proficiency level.

2024-2025 School Action Plan: Key Actions	
Key Action 1	Grow staff capacity to provide high-quality instruction.
Indicators of Success	● By January 2025, 75% of teachers will average equal or more than 6 out of 10 points from the ENGAGE & DELIVER and the MONITOR & ADJUST sections of their SPOT forms. ● By May 2025, 80% of teachers will average equal or more than 7 out of 10 points from the ENGAGE & DELIVER and the MONITOR & ADJUST sections of their SPOT forms.

Key Action 2	Emerging Bilinguals
Indicators of Success	**By January 2025:** • All EB students will be identified and as a campus, we will have informal data regarding their progress in English towards completion of TELPAS (All EBs students will receive support in preparedness for TELPAS, directly (tutorials and extra support) and from every teacher, embedding support in their curriculum.) **By April 2025:** • Our TELPAS passing rate will be at least 34%, compared to 16.7% in the schoolyear 2023-2024

Key Action 3	Increase the percentage of students at MC at HCC Fraga who score a “Meets” and/or “Masters” in EOC assessments.
Indicators of Success	• In the Fall makeup sessions of STAAR EOC, our students will increase the percentage of Meets/Masters by **10%** compared to the results of the Fall 2023 • In the 2025 Spring administration of STAAR, our students will increase the percentage of Meets/Masters by **20%** compared to the results of the Spring 2024

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2024-2025 School Action Plan: Key Actions	
Key Action 1	*The principal will develop staff capacity in delivering high quality Tier 1 instruction.* We will implement a comprehensive approach which includes regular Spot Observations and frequent and timely feedback on their instructional practices. Additionally, the Instructional Rounds Team (IRT) will provide a collaborative, in-depth analysis of teaching practices and student learning. Furthermore, targeted instruction will be provided to address specific areas of growth identified through these processes. Together, these initiatives will empower our staff to consistently deliver the highest quality instruction, ensuring optimal learning experiences for all students
Indicators of Success	● 80% of teachers will score an average of 10 or higher on the spot observation walk through form from October 1, 2024 to January, 31 2025 and score an average of 12 or higher from Feb 1, 2025 to May 9, 2025. ● The average of Highest 2 IRT campus scores will improve from a 10.79 (Proficient 1) to 12 (Proficient II). ● 80% of the teachers will score an average of 4 out of 6 points on the Engage and Deliver section of SPOT observation from Oct 1, 2024 to May 9, 2025.

Key Action 2	*The principal ensures IEPS are written effectively, staff are provided relevant portions of the IEP and accommodations/modifications are documented in PowerSchools.* We are committed to improving our campus SPED report card score from 72.4% rating of "C" at the Spring Folder review to 100% for a rating of "A" with a focus on creating and implementing high quality IEPs that are student focused, evidence of accommodations in Power School and service logs and schedules of services match. The principal will ensure that IEPs are well written, understood and received by staff and properly documented in PowerSchool so that students with disabilities can thrive and achieve their IEP goals
Indicators of Success	● 100% of IEPs include specific, clear and measurable goals tailored to each students' unique needs, as verified by monitoring Section 4, Quality of IEPS from Fall 2024 Folder Review to Spring 2025 folder review. ● 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping.

	• 100% of PowerSchool records show documentation of accommodations and modifications in Power Schools at every six weeks cycle.

Key Action 3	*The campus increases the number of students who are TSI ready in both Math and English.* As an early college high school, our goal is for our graduates to obtain their Associate's degree before high school graduation. The first step in this process is to be eligible to register for college level courses. In addition, TSI/College readiness standards are a part of the ECHS blueprint to keep our designation. In order to achieve these metrics, our school is committed to a unilateral plan to prepare, maintain and achieve college course completion to achieve the Associate's degree by student's high school graduation
Indicators of Success	• 70% students in Class of 2026 will meet TSIA2 Math score of 950 or STAAR Algebra 1 EOC criteria score of 4000 or higher in mathematics by June 6, 2025* • 80% of students in Class of 2026 will meet TSIA2 ELA minimum score of 945 and essay of 5-8 or STAAR English II EOC score of 4000 or higher criteria by June 6, 2025* • 50% of Class of 2025 will meet TSIA2 criteria in Mathematics and ELA/Reading (CCMR definition of SAT/ACT or TSIA Benchmarks) by graduation.* (*) Achievement Outcome-based Measure for Early college designation

Key Action 4	*The campus improves English proficiency for Emergent Bilingual students.* Currently, our Emergent Bilingual population is at 15% and 100% are 6+years in the country. Our students are proficient in listening, reading and writing. However, they score low on the speaking portion of TELPAS. In addition, 58% of our current Emergent Bilingual students scored Meets/Masters on all subject tests overall, with 60% Meets/Masters in RLA and 50% Meets/Masters in Mathematics, and 63% Meets/Masters in Science. Our 2024 TELPAS progress rate was 71% (target was 40%). Supporting our Emergent Bilingual students with strong linguistic support are key to overall academic achievement and closing the achievement gap as measured by Domain 3 of the federal accountability system
Indicators of Success	• By June of 2025, 75% of Emergent Bilingual students will grow one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS. • By May of 2025, 10% of Emergent Bilingual students who did not meet on STAAR English 1 and/or English II EOC in Spring of 2024, will meet passing standard.

	● By June 2025, 50% of our Emergent Bilingual students will be reclassified and exit the LEP program. ● 100% of Emergent Bilingual students will engage with Summit K12 for an average of 45 minutes per week from Oct 1, 2024 to Jan 31, 2025. the objective?) ● Campus Accountability: Principal will pull current students' composite ratings on TELPAS for 2023-2024 SYR, percent of students who met reclassification criteria and have interim target for English Language Proficiency Standard Internalized. ● Campus Accountability: Principal will pull current students' EOC scores for 23-24 SYR who did not meet passing standards and include in plan for re-testers. ● Implement Targeted Instructional Strategies: Provide professional development for teachers on effective strategies for teaching EB such as differentiated instruction, multisensory learning, and use of assistive technology. ● Enhance Collaboration Meetings: Principal will facilitate meeting(s) to share the student level data and goals with campus administrators, staff and teachers. ● Walkthroughs: Review the EB spot form guidance document and the lesson internalization protocol with all administrators and teachers to clarify all instructional expectations, set norms and calibrate. ● Accountability: Principal will ensure documentation, timelines and coding align with federal and state guidelines.

Key Action 5	*Increase Dual credit college course completion* Our school focus is the early college program where our students are expected to graduate with their college degree along with their high school diploma. Students will be able to obtain this through improvement in dual credit enrollment procedures including TSI preparation, TSI testing, registration/enrollment and progress monitoring through partnership with HCC dual credit admissions, liaison and academic coach. In addition, our school will create systems to track student attendance, grades and progress in dual credit courses during Advisory to ensure our students obtain their Associate's degree.
Indicators of Success	● By June of 2025, 75% of Emergent Bilingual students will grow one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS. ● By May of 2025, 10% of Emergent Bilingual students who did not meet on STAAR English 1 and/or English II EOC in Spring of 2024, will meet passing standard. ● By June 2025, 50% of our Emergent Bilingual students will be reclassified and exit

	the LEP program. ● 100% of Emergent Bilingual students will engage with Summit K12 for an average of 45 minutes per week from Oct 1, 2024 to Jan 31, 2025. the objective?) ● Campus Accountability: Principal will pull current students' composite ratings on TELPAS for 2023-2024 SYR, percent of students who met reclassification criteria and have interim target for English Language Proficiency Standard Internalized. ● Campus Accountability: Principal will pull current students' EOC scores for 23-24 SYR who did not meet passing standards and include in plan for re-testers. ● Implement Targeted Instructional Strategies: Provide professional development for teachers on effective strategies for teaching EB such as differentiated instruction, multisensory learning, and use of assistive technology. ● Enhance Collaboration Meetings: Principal will facilitate meeting(s) to share the student level data and goals with campus administrators, staff and teachers. ● Walkthroughs: Review the EB spot form guidance document and the lesson internalization protocol with all administrators and teachers to clarify all instructional expectations, set norms and calibrate. ● Accountability: Principal will ensure documentation, timelines and coding align with federal and state guidelines.