2024-2025 Action Plan

Westbury High School

Yolanda Bruce

District Core Values

OUR CORE VALUES

CORE VALUE #6
We value equity and commit to reducing inequities inherent in the education system

CORE VALUE #5
We rely on clearly defined outcomes to guide our work and to which we hold ourselves accountable

CORE VALUE #4
We value parent engagement and community support

CORE VALUE #1
All students can learn and reach his or her potential

CORE VALUE #2
Effective teachers make the most difference in student academic performance

CORE VALUE #3
For every child to succeed, we must hold students and ourselves to high expectations

HOUSTON INDEPENDENT SCHOOL DISTRICT

School Action Plan – Needs Assessment

Needs related to student achievement data – Current from Powerschool:

At Risk Students: 64.5%

Economically Disadvantaged: 90.19%

Emergent Bilingual Students: 41.75%

Languages Spoken: English, Spanish, Farsi, Pashto, Korean, Vietnamese,

Attendance	
22-23	**23-24**
91.64%	93.95%

Enrollment Count		Ethnicity		Special Populations	
9th	519	**Black or African American**	24.8%	**At Risk**	64.5%
10th	531	**Hispanic**	64.8%	**Eco Dis.**	90.19%
11th	464	**White**	4.81%	**SPED**	10.5%
12th	500			**EB**	41.75%
Total	2014			**504**	3.2%
				GT	10.3%

STAAR EOC Data Comparison 22-23 SY and 23-24 SY

	English 1		English 2		Algebra 1		Biology		US History	
	2023	**2024**	**2023**	**2024**	**2023**	**2024**	**2023**	**2024**	**2023**	**2024**
Approaches or Higher	54%	48%	58%	55%	69%	73%	77%	83%	89%	91%
Meets or Higher	29%	33%	32%	35%	24%	33%	28%	40%	58%	57%

Masters or Higher	3%	6%	3%	2%	8%	16%	5%	8%	24%	21%

*2024 Spring EOC Data is compared to 2023 EOC TAPR Data

CCMR Data 2022 & 2023 Graduates

	22-23 SY 2022 Graduates		23-24 SY *Estimated on Current Data 2023 Graduates	
	Count	Percentage	Count	Percentage
Total Graduates	473		493	
College				
Texas Success Initiative (TSI) Criteria				
Met TSI criteria in both RLA and Mathematics	118	25%	92	18.7%
TSI Criteria - Reading/Language Arts (RLA)				
Met TSI Criteria for ELA/Reading	239	50.5%	224	45.4%
Met TSI assessment criteria	14	3.0%	7	1.4%
Met ACT criteria	0	0%	0	0%
Met SAT criteria	129	27.3%	115	23.3%
Earned credit for a college prep course	127	26.8	131	26.6
TSI Criteria - Mathematics				
Met TSI criteria for Mathematics	150	31.7%	125	25.4
Met TSI assessment criteria	50	10.6%	53	10.8%
Met ACT criteria	0	0%	0	0%
Met SAT criteria	56	11.8%	26	5.3%
Earned credit for a college prep course	55	11.6%	63	12.8%
AP/IB Examination				
Met criterion score on an AP/IB exam in any subject	101	21.4%	89	18.1%
Dual Course Credits				
Earned credit for at least 3 hours in RLA or Mathematics or 9 hours in any subject	72	15.2%	48	9.7%
OnRamps Course Credit				
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	12	2.5%	20	4.1%
Associate's Degree				
Earning an associate degree by August 31 immediately following high school graduation	0	0%	0	0%
Special Ed with Advanced Degree Plan				

Received special education services and earned an advanced diploma plan	28	6%	35	7.1%
Career				
Industry-Based Certifications (IBC)				
Earned an IBC	117	24.7%	127	25.8%
Level I or Level II Certificate				
Earned a level I or level II certificate in any workforce education area	0	0%	0	0%
Graduate with Completed IEP and Workforce Readiness				
Received graduation type code of 04, 05, 54, or 55	5	1%	3	0.6%
Military				
U.S. Armed Forces**				
Enlisted in the U.S. Armed Forces	N/A	N/A	Awaiting data	Awaiting data
Overall CCMR				
Met at least one CCMR criterion above	280	59.2%	271	55%

CCMR 2024 Graduates Projection from A4E

Westbury CCMR Tracker

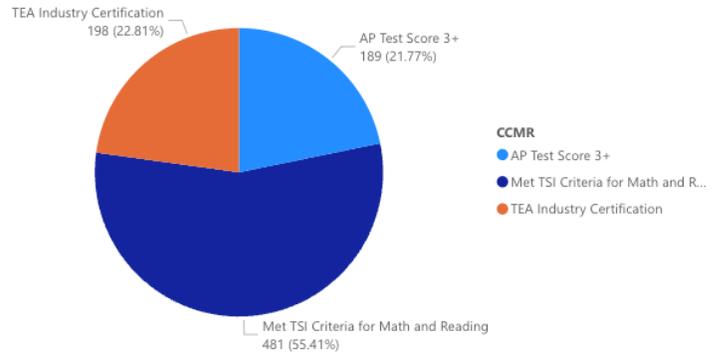Cohort: 2024
Grade Level: 12

CCMR Earned
- No 87 (18.09%)
- Yes 394 (81.91%)

CCMR
- Yes
- No

CCMR Earned Categories
- TEA Industry Certification 198 (22.81%)
- AP Test Score 3+ 189 (21.77%)
- Met TSI Criteria for Math and Reading 481 (55.41%)

CCMR
- AP Test Score 3+
- Met TSI Criteria for Math and R...
- TEA Industry Certification
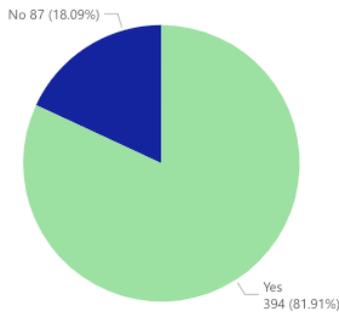
*Data from July 2024 A4E CCMR Analyzer - No disaggregated data available for OnRamps completion or SPED indicator. They are added to overall total

IRT Data

	IRT1	IRT2	IRT3	IRT4		1ST 3wk SPOT AVG
	7.5	6.13	8.75	10.8	3.3	8.83

Needs related to student achievement data

Subject/Year	Approaches	Meets	Masters	Did Not Meet
English I 2023-2024	48.0	33.0	6.0	52.0
English I 2022-2023	54.0	29.0	3.0	46.0
English I 2021-2022	49.0	31.0	5.0	51.0
English II 2023-2024	45.0	55.0	35.0	55.0
English II 2022-2023	58.0	32.0	7.0	42.0
English II 2021-2022	59.0	39.0	9.0	41.0
Algebra I 2023-2024	73.0	33.0	16.0	27.0
Alegbra I 2022-2023	69.0	24.0	8.0	31.0
Algebra I 2021-2022	64.0	26.0	13.0	36.0
Biology 2023-2024	83.0	40.0	8.0	17.0
Biology 2022-2023	77.0	28.0	5.0	23.0
Biology 2021-2022	66.0	27.0	6.0	34.0
US History 2023-2024	91.0	57.0	21.0	9.0
US History 2022-2023	89.0	58.0	24.0	11.0
US History 2021-2022	82.0	49.0	21.0	18.0

Westbury High School has three key areas of concern that contributed to our change in accountability ratings from 79 (C) in 2022-2023 rating to a 66 (D) rating in 2023-2024. To address the first area of concern our aim is to continue to increase STAAR scores of English I, English II, and Algebra I first time testers. The Second area of concern is students earning CCMR within four years. Our target is to have 75% or more of our students meet CCMR at graduation via SAT, TSIA, industry-based certification, and/or college credits from dual credit courses or AP testing. According to A4E efforts from last year with Texas College Bridge show that we should exceed that target. Westbury's 4-year graduation rate is the third area of concern. The goal is achieve and maintain a graduation rate of 90% or higher.

Needs related to improving quality instruction

Westbury received a 7.5 on IRT 1, 6.13 on IRT 2, and 8.75 on IRT 3. Despite showing growth at each visit, the scores were at or below 50% given 15 points could be earned on each IRT visit. Our 2023-2024 campus average for spot observations is 10.8 indicating that teachers demonstrate capacity to deliver High-Quality Instruction yet need to be provided with additional coaching and practice opportunities. Our greatest opportunity for improvement is in Domain II: Instruction. This year Westbury's core classes implemented key components of the NES instructional model. Observations and feedback indicate that student engagement, scaffolding/differentiation, and maximizing instructional time are areas that need additional reinforcement and refinement. Conducting weekly spot observations, instructional coaching, and building Tier II leader capacity contributed to improvements in instruction. With the continuation of calibrating, observing, coaching, and modeling, we will increase teacher and leadership capacity in content knowledge and data-driven instructional practices to earn an average of 12 for spots observations and an average of 11 for IRT visits.

System evaluation (philosophy, processes, implementation, capacity)

Westbury has strong systems for collecting and tracking pertinent student information such as; PEIMS, LEP, Special Education, testing, graduation progress, CCMR, attendance/NG, and Credit Recovery. We have a strong group of campus leaders, appraisers, and support staff that are highly trained. As a campus of over 2000 students, Westbury is 90.19% economically disadvantaged, 64.5% at-risk, 41% EB, 10% SPED, 10% GT, and has

approximately a 30% mobility rate. Despite our systems it has been challenging to consistently increase student achievement on assessments and the percentage of students that demonstrate College and Career Readiness according to TEA requirements. Operating with the adapted NES model last has transformed the campus culture and accelerated teaching and learning gains which have been reflected in student and teacher performance data. Fully implementing the NES model this year with LSAE, additional trainings, campus wide NES operations structure, and support for instruction and student performance will help us ensure that we meet our goals for the 2024-2025 school year.

Key Actions Summary

1. Improving educational outcomes for all Special Education students by ensuring compliance in all areas and improving services for students.
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.
3. College Coursework: Increase enrollment and successful completion of advanced coursework.
4. Ensure successful implementation and completion of CTE Program of Study to support CCMR outcomes, with a focus on FPOS programs.
5. Campus improves English proficiency for Emergent Bilingual students

School Action Plan Template
[Action Plan Artifacts Folder](#)

KEY ACTION ONE	**Key Action** *(Briefly state the specific goal or objective.)* Improving educational outcomes for all Special Education students by ensuring compliance in all areas and improving services for students.
	Indicators of success *(Measurable results that describe 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. 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. 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. 90% of IEPs have been delivered within 3 school/business days after finalization by ARD committee as demonstrated in the IEP delivery tracker. **Total: 12pts.**

6 pts.	8 pts.	10 pts.	12 pts.	15 pts.
Indicator less than 70% accomplished	Indicator between 70% and 80% accomplished	Indicator between 80% and 90% accomplished	Indicator between 90% and 100% accomplished	Indicator 100% accomplished

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

objective?)

Monitor the Campus Compliance Dashboard in EasyIEP.

Maintain campus ARD tracker to ensure all ARDs are held on time and with required members.

Work with Special Education Division Unit team to provide teachers training on how to document accommodations and modifications in PowerSchool.

Principal/Assistant Principal conduct random checks of accommodations and modifications in PowerSchool and during classroom walkthroughs.

Ensure special education teachers set up IEP goals in Easy IEP progress track.

Establish a system to ensure progress reports are distributed with report cards.

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

The Westbury HS SPED staff will calendar all meetings, PLCs, and PD by October 2024, to avoid any out-of-date ARDs, create high-quality ARD documents, and ensure WHS remain at or near 100% compliance across all categories.
Hold a PLC every grading cycle with the case load manager to ensure IEPs are being strictly met, including all accommodations and modifications needed with curriculum, assessments, and/or daily assignments.
Know their IEP students and implement the IEP daily as required by law.
Complete all required paperwork for ARD meetings and documentation of IEP Implementation
Attend ARD meetings as required

	Key Action One:
Staff Devel.	Who: All Faculty – General Education & Special Education
	What: All faculty will receive a minimum of 3 hours of campus-based co-teaching, differentiation, and accommodations training to support the delivery of consistent and effective special education services and co-teaching instructional practices during district professional development days.

	When: Training will be completed by December 2024		
	Where: Campus-based training provided by Westbury HS, West Division or HISD staff.		
Budget	**Proposed item**	**Description**	**Amount**
	Staff development	District and campus training	N/A
	Materials/resources	N/A	N/A
	Purchased services	N/A	N/A
	Other		
	Other		
		TOTAL	0
	Funding sources: SPED		

KEY ACTION TWO	**Key Action** *(Briefly state the specific goal or objective.)* 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 *(Measurable results that describe success.)* 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. 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. • In December 109 out of 135 (80%) of Teachers had a SPOT Average of Proficient I or Higher. • In May 99 out of 127 (77%) of Teachers had a SPOT Average of Proficient I or Higher. Link to Evidence **Total: 15pts.**

6 pts.	8 pts.	10 pts.	12 pts.	15 pts.
Indicator less than 70% accomplished	Indicator between 70% and 80% accomplished	Indicator between 80% and 90% accomplished	Indicator between 90% and 100% accomplished	Indicator 100% accomplished

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

the objective?)

> Train teachers on the HISD-Ready characteristics during campus teacher induction and professional development days
>
> Professional development is tied to HISD Ready characteristics and includes effective lesson objectives and demonstrations of learning, multiple response strategies, "first, good instruction," differentiating instruction, and the use of technology to improve instruction
>
> Train teachers on HISD-specific student engagement strategies (MRS) including: Think-Pair-Share, White Board, Table Talk, Response Card, Whip Around, Modified Whip Around, Oral-Choral Response, and Quick Response
>
> Provide instructional coaching daily and written feedback monthly for every teacher using the district spot observation form.
>
> Facilitate core content PLCs that are aligned to district data-driven protocols.
>
> Train and model for teachers updated SPOT observation form as indicators to internalize lessons.

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

> Attend on-going training sessions on the LSAE lesson cycle throughout the school year.
>
> Engage in weekly collaborative planning sessions with colleagues to develop lesson plans aligned with the LSAE cycle.
>
> Participate weekly in DEMO Day peer observations and provide constructive feedback to colleagues to ensure high-quality implementation of the LSAE lesson cycle.
>
> Implement the District lesson cycle consistently in all classes, ensuring that lessons are aligned with high-quality instructional practices.
>
> Collect and analyze student LSAE and DOL performance data weekly to evaluate the effectiveness of instructional implementation and adjust as needed.
>
> Use updated SPOT Rubric: Planning Indicators to internalize lessons.

	Key Action Two:
	Who: Campus teachers and instructional leadership team

Staff Devel.	**What:** All designated faculty will attend on-going campus-based and content-specific training to build capacity and model best practices with peers		
	When: Trainings will occur once per month as a minimum.		
	Who: Campus teachers and instructional leadership team		
Budget	**Proposed item**	**Description**	**Amount**

	Proposed item	Description	Amount
	Staff development	Campus and District Training: NES, MRS, LSAE, Lesson Internalization, Data Driven Instruction	N/A
	Materials/resources	TBD based on training provided.	N/A
	Purchased services	N/A	N/A
	Other		N/A
	Other		
		TOTAL	
	Funding sources:		

KEY ACTION THREE	**Key Action** *(Briefly state the specific goal or objective.)* College Coursework: Increase enrollment and successful completion of advanced coursework.
	Indicators of success *(Measurable results that describe 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. 83% of seniors students self-identified they have either been accepted to college or will be joining a branch of the military Link to Evidence **Total: 15pts.** | 6 pts.	8 pts.	10 pts.	12 pts.	15 pts.
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Indicator less than 70% accomplished	Indicator between 70% and 80% accomplished	Indicator between 80% and 90% accomplished	Indicator between 90% and 100% accomplished	Indicator 100% accomplished	
	Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish*

the objective?)

- Communicate the expectation that counselors use the provided CCMR data and student lists to appropriately schedule students into advanced courses.
- Identify personnel to monitor students' schedules to ensure students are scheduled appropriately based upon students' data.
- Set clear expectations on to use spot form with specialty guidance in advanced courses to look for the appropriate curriculum, resources, and rigor required for student success
- Routinely monitor spot form data to identify and provide professional development and on-the-job coaching to advanced academic teachers.
- By July 2025, identify teachers who are eligible to teach the courses and hire for any advanced course vacancies
- Ensure all identified advanced courses teachers for the following academic year are registered for the required summer professional development.

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

Attend comprehensive professional development sessions

Engage in weekly collaborative planning sessions with colleagues to develop lesson plans aligned to College Board, UT OnRamps and HCC

Participate weekly in DEMO Day peer observations and provide constructive feedback to colleagues to ensure high-quality implementation

Implement the lesson cycle consistently in all classes, ensuring that lessons are aligned with high-quality instructional practices.

Use updated SPOT Rubric: Planning Indicators to internalize lessons.

	Key Action Three:
Staff Devel.	Who: Counselors, Administrators, Advanced Teachers
	What: Ensure that students are scheduled into appropriate courses and offered multiple opportunities
	When: Fall 2024 and Spring 2025
	Where: Campus

Budget	Proposed item	Description	Amount
	Staff development	AP/ On Ramps/ Dual Credit Training	N/A

	Materials/resources	Supplemental learning materials as needed; student laptops	N/A
	Purchased services		N/A
	Other		
	Other		
		TOTAL	
	Funding sources:		

KEY ACTION FOUR	**Key Action** *(Briefly state the specific goal or objective.)* Ensure successful implementation and completion of CTE Program of Study to support CCMR outcomes, with a focus on FPOS programs.
	Indicators of success *(Measurable results that describe success.)* By July 2025, high schools will achieve a 90% transition rate of students continuing the course sequence in their selected program of study. **Rated 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. -363 out of 364 (99%) Class of 2025 enrolled in a CTE pathway are concentrator or completer status and 302 out of 364 (82%) have earned IBC Certifications. Link to Evidence **Total: 15pts.**

6 pts.	8 pts.	10 pts.	12 pts.	15 pts.
Indicator less than 70% accomplished	Indicator between 70% and 80% accomplished	Indicator between 80% and 90% accomplished	Indicator between 90% and 100% accomplished	Indicator 100% accomplished

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

Monitor and update the CCMR tracker with updates to all staff and administrators to include both points earned and points possible to be earned for 11th and 12th grade cohorts.

Create CTE Certification calendar and monitor implementation to make sure that students are testing for and receiving industry certifications.

Implement interventions for students at risk of not passing Industry-Based Certification (IBC) exams and ensure curriculum alignment with certification requirements.

Develop strategies to maintain high transition rates between Level I and Level II courses, including student advisement and parental engagement.

Analyze enrollment data, recruit, and retain students in FPOS programs to meet or exceed the minimum requirement of 50 students per program in Level I and Level II courses.

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

Align coursework to appropriate CTE certifications and offer multiple opportunities to earn certification at least once by December 2024, and once by May 2025 as appropriate so that all students earn at least one allowable certification that will be valid at the time of graduation.

	Key Action Four:

Staff Devel.	Who: Counselors, Administrators, CTE Coordinator, CTE Teachers
	What: Ensure that students are scheduled into appropriate courses and offered multiple opportunities
	When: Fall 2024 and Spring 2025
	Where: Campus

	Proposed item	Description	Amount
Budget	Staff development	CTE Job A-like	N/A
	Materials/resources	Supplemental learning materials as needed; student laptops	N/A
	Purchased services		N/A
	Other		
	Other		
		TOTAL	$
	Funding sources:		

KEY ACTION FIVE	**Key Action** *(Briefly state the specific goal or objective.)* *Campus improves English proficiency for Emergent Bilingual students*

Indicators of success *(Measurable results that describe 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.

<mark>·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.</mark>

All students that are identified as EB have completed and turned in the Home Language Survey 100% and have been scheduled to ESL classrooms based on their tested level following NES guidelines. If a student is advanced they were allowed to be in Pre-AP or AP classes if that was their selection out of the ESL classroom setting.

[Link to Evidence Folder](#)

Total: 15pts.

6 pts.	8 pts.	10 pts.	12 pts.	15 pts.
Indicator less than 70% accomplished	Indicator between 70% and 80% accomplished	Indicator between 80% and 90% accomplished	Indicator between 90% and 100% accomplished	Indicator 100% accomplished

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

- Facilitate meeting(s) to share the student-level data and goals with campus administrators, staff, and teachers.
- 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.
- Identify which teachers are serving EBs during which class periods to ensure they are observing teachers during instruction for EBs by reviewing class rosters.
- Establish strong and clearly defined systems on respective campus for identification, enrollment, scheduling, and monitoring coding for all EB students.

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

Know their EB students and effectively and consistently implement the LPAC accommodations daily as required by law.
Complete all required paperwork for LPAC meetings and documentation of implementation
Attend LPAC meetings as requested

	Key Action Five:		
Staff Devel.	**Who:** Campus teachers and instructional leadership team		
	What: All designated faculty will attend on-going campus-based and content-specific training to build capacity and model best practices with peers		
	When: Training will occur once per month as a minimum.		
	Who: Campus teachers and instructional leadership team		
Budget	**Proposed item**	**Description**	**Amount**
	Staff development	Campus-based and District training	N/A
	Materials/resources	TBD based on training offered	N/A
	Purchased services	N/A	N/A
	Other		
	Other		

	TOTAL	
	Funding sources:	

2024-2025 Student Achievement Goals

As a result of the preceding actions, student academic proficiency will increase. Specifically, Westbury High School establishes the following student achievement goals:

Goal 1: Improving educational outcomes for all Special Education students by ensuring compliance in all areas and improving services for students.

Goal 1.1 : Increase the number of 2023 graduates with completed IEPs and Workforce Readiness from 3 (0.6%) to 5. Many eligible students remain at Westbury until age 22; we are working with parents to create life transition plans so they will move towards post-secondary options. We aim to increase our students that received special education services and earned an advanced diploma plan from 7% to 9% by August 2025.

Goal 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.

Goal 2.1 English I & English II: With increased informal coaching and professional development in STAAR EOC courses we aim to increase English 1 Meets from 33% to 35%, Masters from 6% to 8%, and approaches from 48% to 50% by May 2025. For English 2 we aim to increase the percentage of students at Meets performance level from 55% to 57%, Masters from 35% to 37%, and Approaches from 45% to 47% by Spring EOC administration May 2025.

Goal 2.2 Algebra I: With increased informal coaching and professional development in STAAR EOC courses we aim to increase Algebra 1 Meets performance level from 33% to 35%, Masters from 16% to 18%, and Approaches from 73% to 75% by Spring EOC administration by May 2025.

Goal 2.3: U.S History: With increased informal coaching and professional development in STAAR EOC courses we aim to increase U.S History Meets performance level from 57% to 59%, Masters from 21% to 23%, and Approaches from 91% to 93% by Spring EOC Administration by May 2025.

Goal 3: College Coursework: Increase enrollment and successful completion of advanced coursework.

Goal 3.1 TSI Readiness: Increase our number of students that Met TSI Criteria for RLA and Mathematics from 18% to 20% by May 2025. Increase our number of students that Met TSI Criteria for ELA/Reading from 45% to 47% by May 2025. Increase our number of students that Met TSI criteria for Mathematics from 25% to 27% by May 2025.

Goal 3.2 AP Examination: Increase the number of students that met criterion score on AP exams from 18% to 20% by May 2025.

Goal 3.3 Dual Credit Course Completion: Increase the number of students that earned credit for at least 3 hours in RLA or Mathematics or 9 hours in any subject from 9% to 11% by May 2025.

Goal 3.4 OnRamps Course Completion: Increase the number of students that qualified for at least 3 hours of UT OnRamps credit from 4% to 6% by May 2025.

Goal 4: Ensure successful implementation and completion of CTE Program of Study to support CCMR outcomes, with a focus on FPOS programs.

Goal 4.1: Increase the number of students that earned Industry Based Certification from 25% to 27% by May 2025.

Goal 4.2: Ensure the number of students retained from a Level 1 FPOS to Level 2 FPOS is maintained at the district goal of at least 50 students per pathway by May 2025.

Goal 5: Campus improves English proficiency for Emergent Bilingual students.

Goal 5.1: In the 23-24SY 33% of students progressed one proficiency level on TELPAS. We aim to increase that percentage of progression from 33% to 35% by May 2025.

Goal 5.2: Increase the number of EB first time testing students that were at meets or higher on STAAR English 1 from 30% to 32%. Increase the number of EB first time testing students that were at meets or higher on STAAR English 2 from 29% to 31% by May 2025.