Houston Independent School District

020 Yates High School

2023-2024 Improvement Plan

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Yates High School received an overall rating of "Not Rated" for most recent accountability data. To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70. Yates was assigned a score of 67 out of 100. This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military. In 2021-2022, 33% of senior graduated with a CCMR point. That percentage decreased in 2022-2023. During the 2022-2023 school year, 19% of seniors earned a CCMR point. Below shows the EOC historical data:

YATES EOC- 2019, 2021, 2022, 2023						
	YATES DATA	Number Tested	STAAR - Did Not Meet - %	STAAR - App - %	STAAR - Meets - %	STAAR - Masters - %
Alg 1	Spring 2019	237	44	56	22	5
	Spring 2021	161	69	31	6	3
	Spring 2022	299	60	40	12	6
	Spring 2023	265	48	52	13	5
Biology	YATES DATA	Number Tested	STAAR - Did Not Meet - %	STAAR - App - %	STAAR - Meets - %	STAAR - Masters - %
	Spring 2019	253	30	70	28	2
	Spring 2021	198	41	59	19	6
	Spring 2022	292	44	56	21	5
	Spring 2023	241	35	65	21	2
ELA 1	YATES DATA	Number Tested	STAAR - Did Not Meet - %	STAAR - App - %	STAAR - Meets - %	STAAR - Masters - %
	Spring 2019	348	68	32	14	0
	Spring 2021	229	58	42	22	2
	Spring 2022	327	62	38	26	3
	Spring 2023	297	63	37	21	1
ELA 2	YATES DATA	Number Tested	STAAR - Did Not Meet - %	STAAR - App - %	STAAR - Meets - %	STAAR - Masters - %
	Spring 2019	300	61	39	19	2
	Spring 2021	219	61	39	26	0
	Spring 2022	265	43	57	38	3
	Spring 2023	303	56	44	25	1

YATES EOC- 2019, 2021, 2022, 2023

	YATES DATA	Number Tested	STAAR - Did Not Meet - %	STAAR - App - %	STAAR - Meets - %	STAAR - Masters - %
US Hist	Spring 2019	179	13	87	62	32
	Spring 2021	184	29	71	35	10
	Spring 2022	177	23	77	49	20
	Spring 2023	182	11	89	50	18

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

89% of students were at approaches for US History. Hispanic students were at 90% and African American students were at

89%. The gap is minimal.

Our current EB (emergent bilingual) students out performed the total population in Algebra 1 at approaches. 63% of EBs were at approaches while the overall campus was at 52%

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: Based on EOC data, there is a need to significantly improve Tier I instruction (Student Achievement rating "Not Rated" for most recent accountability data).
Root Cause: Almost half of the faculty has five or less years of teaching experience and need more support through proper professional development.

School Culture and Climate

School Culture and Climate Summary

Despite the unity among the campus staff, the attendance rate for students has been low and discipline data continues to be high. Yates is a multigenerational school. One of the disadvantages of this is when families have disagreements in the neighborhood, students bring it with them to the campus. Attendance for the 2022-2023 school year was at 86.4%. In 2021-2022, there were 586 in-school-suspensions. It did decrease to 217 in-school-suspensions in 2022-2023. In 2021-2022, there were 1,216 out of school suspensions. It decreased to 575 in 2022-2023. In 2021-2022, there were 2 alternative placements but that increased in 2022-2023. In 2022-2023, it increased to 50.

School Culture and Climate Strengths

Over 80% of the students at Yates are multigenerational students meaning they have an older family member that also attended Yates. The Yates Alumni Association are very visible during campus events and help contribute to current students having a positive school experience.

The following strengths were identified based on a review of the 2022-2023 data:

- Student participation at home football games, basketball games, and pep rallies.
- Choices in academic programs for students include dual credit classes and AP programs

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: Based on past stakeholder surveys, over 60% of the community was unsatisfied with the campus overall. **Root Cause:** Lack of social emotional support for teachers and students was a concern. Lack of communication distributed to the community in a timely fashion led to frustration.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The summer of 2023, the admin staff worked on recruiting certified teachers to contribute to a highly effective staff. Training on the NES-A was provided with on-going observation and feedback. There is a strong emphasize in the 2023-2024 school year to build capacity among the admin team by providing on-going professional development of lesson internalization and lesson rehearsal to help them better facilitate PLCs. The teaching staff at Yates for the 2023-2024 school year looks like the following:

- Waivers- 10 out of 70 teachers are on a waiver
- 1st Year teachers- 12 out of 70 teachers are new to the teaching profession
- 1st Year at Yates- 22 out of 70 teachers are new to the campus but not to the profession

For the 2023-2024 school year, core content teachers will meet for 180 minutes a week. This time will allow teachers to collaborate on lesson internalizations (lessons provided by the district) and to rehearse upcoming lessons. The demo lessons will allow teachers to practice multiple response strategies, prepare for student misconceptions and an opportunity to get feedback from peers. Teachers can then adjust their lesson to ensure students get the best version of their teacher.

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified based on a review of the 2022-2023 data:

- 20 out of 70 teachers have been at Yates for 5 plus years and are familiar with the community traditions

For the 2023-2024 school year, teachers will be shown appreciation in the form of hand written notes, shout outs during faculty meetings, receive incentives such as gift cards, and will always be treated with respect. Administrators over LSAE will receive special training on unit and lesson internalization to turn key it with their group of teachers. This will help cascade the learning while increasing the level of support.

Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs

Problem of Practice 1: The campus had a high turnover rate. There are 34 new teachers (out of 70) for the 2023-2024 school year. **Root Cause:** There were a lack of systems in the 2022-2023 school year to support and retain teachers.

Parent and Community Engagement

Parent and Community Engagement Summary

Families and community members are visible at Open House events, sport events. There is an alumni association that helps cook special dinner for the athletes prior to traditional football games- Fish Fry (Yates vs Madison), Turkey Legs (Yates vs Wheatley).

One of the barriers for parent attendance is transportation. There are several students that ride the Metro bus (sometimes two) to get to school.

Our Hispanic families have a language barrier when communicating with school staff. For the 2023-2024 school year, a bilingual secretary was added to the front office staff. Prior to this school year, there was not a bilingual staff member.

In addition to a bilingual secretary, Yates also has a Wrap Around Coordinator for the 2023-2024 school year. The coordinator is helping families get backpacks, uniforms, and other services to ensure students get to Yates on time and their needs are met.

Parent and Community Engagement Strengths

In the 2023-2024 school year, we have intentionally trained the front office staff on customer service. This is the first stop for our parents and we want to ensure their questions are answered in a friendly and positive way. Many parents have taken the time to compliment the front office staff and to inform the admin staff of the noticeable difference. Having a bilingual secretary helps facilitate many conversations.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: Low turnout to school activities associated with student achievement or instruction. **Root Cause:** There are not enough opportunities for parents to attend academic activities.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Study of best practices

Key Actions

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

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: By December 2023, 70% of Yates teachers will be at proficient or higher based on monthly spot observations. By May 2024, 80% of Yates teachers will be at proficient or higher based on monthly spot observations.

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

Indicator 2: By May 2024, the percentage of students reaching approaches for ELA 1 EOC will increase from 37% to 47%. The percentage of students reaching approaches for ELA 2 EOC will increase from 44% to 54%. The percentage of Algebra 1 students reaching approaches will increase from 52% to 62%.

Indicator 3: By May 2024, the percentage of students reaching the meets level on the English 1 EOC will increase from 21 % to 31%. The number of students reaching the meets level on Algebra 1 EOC will increase from 13% to 23%.

Specific Action 1 Details	Reviews			
Specific Action 1: Teacher Capacity	Formative			Summative
School Leaders' Actions	Feb	Mar	Apr	June
Campus leaders will collaborate to establish a PLC calendar and execute ongoing professional learning communities (PLCs) in which recent student data is analyzed to drive student learning goals.				
Campus leaders will attend professional development aligned to the LSAE model to ensure teachers are implementing the model daily in class with fidelity.				
During pre-service weeks, campus leaders will provide training to include T-TESS update with an emphasis on 2.2 Content Knowledge and Expertise and HISD's On Spot Observation form and expectations.				
Campus leaders will monitor and provide teachers weekly feedback using on spot observation form. Campus leaders will provide regular (at least weekly) targeted coaching on Content Knowledge and Expertise indicators and professional development based on teacher needs.				
Staff Actions				
Teachers will attend and engage in all professional development sessions aligned to LSAE model, curriculum implementation, demonstrations of learning and authentic student engagement.				
Teachers will use the data to track whole class/student data to identify instructional deficits and create action plans to reteach target standards.				
Staff will be trained by August 18, 2023, in T-TESS with an emphasis on 2.2 Content Knowledge and Expertise and HISD's On Spot Observation form and expectations.				
Teachers will participate in weekly targeted feedback/coaching sessions and professional development as prescribed by the campus leader. Staff will effectively implement the suggested coaching strategies and achieve a proficient rating based on 2.2 Content Knowledge and Expertise indicators by December 2023.				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Key Action 2: Increase average daily attendance rate from 84% to 90%
Strategic Priorities:
Expanding Educational Opportunities

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

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

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

Specific Action 1 Details	Reviews			
Specific Action 1: Attendance	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Leaders will facilitate process for families to initiate attendance appeal process				
Leaders will discuss attendance concerns in grade level PLC's				
Collaborate with community services and service providers, such as Wraparound and Communities in Schools, to ensure students receive support that extends beyond school capacity.				
Implement campus communication system to increase student-parent engagement (parent/student attendance conferences, call outs, distribution of attendance letters) Identify and target "9th grade repeaters" with chronic absences through attendance conferences to determine if student should be placed on an attendance contract or referred to program				
Staff Actions				
Teachers will take accurate attendance during every class period.				
Staff will contact students' parents/guardian when students are absent during the first and/or second period of each day.				
Students with excessive Members of the leadership team, along with the support of Wraparound Specialist and Community in Schools, will conduct home visits for students with chronic absences.				
Support staff will mail truancy warning letters each grading cycle				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: By October 2023, we will conduct a baseline assessment of CCMR metrics to identify where all seniors stand regarding obtaining a CCMR point and create an excel tracking spreadsheet with all seniors.

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

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

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

Specific Action 1 Details		Reviews			
Specific Action 1: Improve CCMR		**Formative**			**Summative**
School Leaders' Actions		**Feb**	**Mar**	**Apr**	**June**

Campus leaders will establish a CCMR committee that consists of school administrators, teachers, counselors, special education department, and the registrar. This committee is responsible for the planning, implementation, and evaluation of the CCMR standards.

Campus leaders will review existing data on CCMR metrics. The team will identify students that have earned a CCMR point and which students need to earn a point.

Campus leaders will create a detailed plan that outlines specific strategies, objectives, and timelines for improving CCMR outcomes. The plan will include a roadmap for implementation.

Campus leaders will implement a tracking system in excel to track individual students' progress toward CCMR goals. The team will regularly assess and update student plans, provide feedback to students and teachers, and offer interventions as needed.

School instructional team will recognize and celebrate student achievements related to CCMR. Increase dual credit course enrollment through Houston Community College in Maritime, Audio Visual Production Pathways, and Academic courses (EDCU, Humanities, Public Speaking, etc.). Increase the number of students who earn an industry-based certification (OSHA, Photojournalism Broadcasting, Small Business Entrepreneurship, and Barbara Jordan CTE programs)

Staff Actions

CTE teachers will deliver high-quality instruction that aligns with college and career readiness standards. CTE teachers will use instructional strategies that promote critical thinking, problem-solving, and collaboration. CTE teachers will relate classroom content to real-world applications.

CTE teachers will offer test preparation support for college entrance exams such as the SAT, ACT, and TSI, and the Industry Based Certification exams.

CTE teachers will incorporate career exploration activities into the curriculum. CTE teachers will invite guest speakers from different professions, organize field trips to local businesses, and facilitate discussions about career pathways and opportunities.

Incorporating Texas College Bridge into Algebraic Reasoning and English 4 classes. The teacher of record for both classes will dedicate time each week, ensuring that students are successfully completing the course, scoring a minimum of 90%.

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

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

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

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

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

Specific Action 1 Details	Reviews			
Specific Action 1: Student and staff safety and well-being	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**

By October 2023, campus website will be updated with current events and dates.				
Once every quarter, family engagement events will be hosted in the evenings. Examples of the events include pizza with the principal, Senior Parent Mixer, etc.				
Principal will have monthly meetings with the Dean of Students to discuss discipline infractions.				
Campus leaders will ensure there is at least one adult in the hallway throughout the class period.				
By October 2023, teachers will be trained on how to properly fill out a student discipline referral.				
Staff Actions				
Nurse will send out a daily text message to parents whose child is absent.				
Teachers will establish structured classroom systems such as Do Nows, DOLs, and the use of Multiple Response Strategies.				
Teachers will stand at their door in between class changes.				
Teachers will have 75 minutes of weekly duty.				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

State Compensatory

Budget for 020 Yates High School

Total SCE Funds: $17,525.00
Total FTEs Funded by SCE: 0.25
Brief Description of SCE Services and/or Programs

Personnel for 020 Yates High School

Name	Position	FTE
BROWN, RENNETTE ELLISE	NES-A ENG I and II ESOL Teacher	0.2
SIMMONS, TAMLA D	NES-A Environmental Systems Teacher	0.05