

SY 23-24 School Action Plan

Campus	Yates High School
Principal	Stephanie Square
Grades Served	9 th – 12 th
Enrollment	781

The timeline for School Action Plan submission can be found below:

Now-July 15: Principals work with campus teams to complete the first version

July 15: Submit draft to Division Superintendent and/or ED via email

July 15-August 15: Work with ED to solicit and incorporate feedback and finalize version for submission **August**

15: Final submission for SY 23-24

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

Increase high quality Tier 1 instruction to increase student performance on campus, district and state assessments.

Indicators of success *(Measurable results that describe success.)*

- By January 2024, student performance at the approaches level on campus English I and II common and district level assessments will increase from 40% to 52%; Algebra common and district assessments will increase from 52% to 60%
- By May 2024, the percentage of students reaching the meets level on the English EOC will increase from 24% to 30%. The number of students reaching the meets level on Algebra EOC will increase from 13% to 18%.
- By May 2024, the percentage of students reaching the masters level on the English EOC will increase from 2% to 5%. The number of students reaching the masters level on Algebra EOC will increase from 5% to 10%.

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

- School instructional team will conduct frequent calibration walks with English and Math teachers twice a month focusing on the following dimensions: Content Knowledge and Expertise, Achieving Expectations, Communication, Demonstration of Learning (Monitor and Adjust) and Differentiation using the teacher evaluation rubric. Coaching sessions will follow all calibration walks.
- School instructional team will collaborate with district level curriculum and data specialists to establish a PLC calendar and execute ongoing professional learning communities (PLCs) in which recent student data is analyzed to drive student learning goals and demonstration of learning.
- School instructional team will ensure lesson plans are submitted, reviewed, and provide feedback weekly to ensure lesson plans align to lesson objectives, demonstration of learning, and authentic student engagement.
- School instructional team will attend professional development aligned to the LSAE model to ensure teachers are implementing the model daily in class with fidelity.
- School instructional team will meet with district data specialists to implement campus Data Driven Instructional (DDI) plan. This plan includes analyzing data and developing an action plan to improve daily demonstrations of learning and authentic student engagement.

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

- Teachers will participate in coaching sessions and implement feedback provided by the leadership team.
- Teachers will engage in weekly PLCs through collaborative department planning. Based on PLC focus learning, teachers will adjust lessons to improve demonstrations of learning and authentic student engagement.
- Teachers will utilize feedback from lesson plans to adjust lessons to address alignment, demonstrations of learning and authentic student engagement. Teachers will ensure instructional strategies are implemented to improve student performance on campus, district and state assessments.
- Teachers will attend and engage in all professional development sessions aligned to LSAE model, curriculum implementation, demonstrations of learning and authentic student engagement.
- As a result of the data analysis PLCs, teachers will use the data to track whole class/student data to identify instructional deficits and create action plans to reteach target standards.

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

Increase the campus attendance rate from 84% to 90% to meet both district and state requirements.

Indicators of success *(Measurable results that describe success.)*

- Decrease the number of students whose attendance rate is currently below 80% from 93 to 47 students by December 2023
- Increase 9th grade attendance from 79% to 85% by December 2023(2022-2023 SY data)

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

- Develop and manage an attendance tracker which monitors progress to clarify if students are meeting goals and adjust accordingly.
- Facilitate weekly Graduation Support (DRIP) meetings to review attendance tracker and discuss action plans that include strategic intervention to address student needs and improve attendance.
- 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 and placing the student on an attendance contract.

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

- Teachers will take accurate attendance during every class period.
- Clerical Staff and leadership team members will make calls to the students' parents/guardian when students are absent during the first period of each day.
- 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.
- Campus SIR will generate attendance reports to ensure that attendance is being taken correctly and in a timely manner by the teach

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

Implement high-quality campus CCMR tracking system to ensure 80% of all seniors earn the required CCMR point.

Indicators of success *(Measurable results that describe success.)*

- By September 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.
- 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.
- By December 2023, we will evaluate the CTE academic programs and make the necessary adjustments to ensure success in earning a CCMR point for at least 80% of our students.
- By March 2024, we will conduct a comprehensive evaluation of CCMR initiatives implemented throughout the year. We will review individual students' progress toward achieving our goal of 80% and provide the necessary support where needed.
- By May 2024, the number of students that earn a CCMR point will increase by ten points from 70% in 2023 to 80%.

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

- School instructional team 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.
- School instructional team 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.
- School instructional team will create a detailed plan that outlines specific strategies, objectives, and timelines for improving CCMR outcomes. The plan will include a roadmap for implementation.
- School instructional team 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)
- Tracking the number of special education students who earn a CCMR point through 26 + endorsement plan.
- Align IBCs to the appropriate career pathways (Maritime, Digital Communications, Commercial Photography, and Entrepreneurship)
- Students who are not on track to earning a CCMR indicator through a career pathway, will receive a CCMR indicator through Texas College Bridge.

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

- 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 *(Briefly state the specific goal or objective.)*

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

Indicators of success *(Measurable results that describe success.)*

- By January 2024, all campus teachers will participate in Content-Based Language Instruction professional learning to learn and implement EB best practices such as: understanding the Proficiency Level Descriptors (PLDs), language objectives, structured conversations, sentence stems, visuals, etc.
- By June 2024, the percentage of EBs that progress at least one proficiency level will increase from 32% to 40%, as measured by the state TELPAS assessment.
- By June 2024, the percentage of EBs performing at the Beginning proficiency level will decrease from 14% in 2023 to 0%, as measured by the state TELPAS assessment. Ultimately, advancing 100% of Beginner EBs to the Intermediate proficiency level.
- By June 2024, the percentage of EBs performing at the Intermediate proficiency level will decrease from 35% in 2023 to 19%, as measured by the state TELPAS assessment. Ultimately, advancing 50% of Intermediate EBs to the Advanced proficiency level.

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

- School instructional team will collaborate with teachers of EBs twice a month focusing on the best practices for EBs such as: language objectives, sentence stems, structured conversations, visuals, dictionary usage, etc.
- School instructional team will collaborate with district level Multilingual Programs, curriculum, and data specialists to establish PLC calendar and execute ongoing professional learning communities (PLCs) in which recent EB student data is analyzed to drive student learning goals and demonstration of learning.
- School instructional team will ensure lesson plans are submitted, reviewed, and provide feedback weekly to ensure lesson plans align to EB needs, lesson objectives, demonstration of learning, and authentic student engagement.
- School instructional team will conduct frequent calibration walks with teachers twice a month to ensure learning from PLC is implemented. Coaching sessions will follow all calibration walks.
- School instructional team will offer professional development and monitor implementation of Summit K12 as the digital tool for English language acquisition for EBs.

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

- Teachers will participate in Content-Based Language Instruction professional learning to learn and implement EB best practices such as: understanding the Proficiency Level Descriptors (PLDs), language objectives, structured conversations, sentence stems, visuals, etc.
- Teachers will participate in weekly professional learning communities, where the needs of EBs will be considered while lesson planning and discussing next steps of support.
- Teachers will implement strategies and supports to scaffold EBs language acquisition.
- Teachers will encourage usage, progress monitor, and track Summit K12 data.
- Teachers will seek ESL Certification by attending available TExES ESL Supplemental Exam (154), preparation training through district offerings (primarily ELA teachers but encouraged through all content areas).