

2024-2025 Action Plan

Yates High School

Stephanie Square

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

During the 2023-2024 school year, Jack Yates HS improved from an “F” score in 2022-2023 to a “B” (84/100). Previously, 2021-2022, Jack Yates was “not rated” due to the Covid pandemic. The growth was the result of gains made on EOC exams, particularly in the “approaches” and “meets” categories of STAAR.

YATES EOC- 2022, 2023, 2024						
	YATES DATA	Number Tested	STAAR - Did Not Meet - %	STAAR - App - %	STAAR - Meets - %	STAAR - Masters - %
Alg 1	Spring 2022	299	60	40	12	6
	Spring 2023	265	48	52	13	5
	Spring 2024	233	32	68 (+16)	25 (+12)	9 (+4)
Biology	Spring 2022	292	44	56	21	5
	Spring 2023	241	35	65	21	2
	Spring 2024	78	31	69 (+4)	34 (+13)	8 (+6)
ELA 1	Spring 2022	327	62	38	26	3
	Spring 2023	297	63	37	21	1
	Spring 2024	273	51	49 (+12)	30 (+9)	1 (+0)
ELA 2	Spring 2022	265	43	57	38	3
	Spring 2023	303	56	44	25	1
	Spring 2024	247	40	60 (+16)	35 (+10)	1 (+0)
US Hist	Spring 2022	177	23	77	49	20
	Spring 2023	182	11	89	50	18
	Spring 2024	203	6	94 (+5)	46 (-4)	17 (-1)

Despite the growth in our state accountability data, there are still gaps in student achievement. Specifically, we see gaps in our Special Education population. We currently serve 697 students, out of which 105 receive special education support (15%). That is a slight increase from 2022-2023 when 14% of our student population was under the special education umbrella.

Yates SPED EOC Data 2023:

2024	Alg 1 EOC	ELA 1 EOC	ELA 2 EOC	Biology EOC	US History EOC
Campus	App- 68% Meets- 25% Masters- 9%	App- 49% Meets- 30% Masters- 1%	App- 60% Meets- 35% Masters- 1%	App- 69% Meets- 34% Masters- 8%	App- 94% Meets- 46% Masters- 17%
SPED (not including STAAR ALT)	App- 24% Meets- 4% Masters- 0%	App- 19% Meets- 11% Masters- 0%	App- 44% Meets- 25% Masters- 1%	App- 65% Meets- 21% Masters- 2%	App- 89% Meets- 50% Masters- 18%

Yates SPED EOC Data from Spring 2024:

2024	Alg 1 EOC	ELA 1 EOC	ELA 2 EOC	Biology EOC	US History EOC
Campus	App- 68% Meets- 25% Masters- 9%	App- 49% Meets- 30% Masters- 1%	App- 60% Meets- 35% Masters- 1%	App- 69% Meets- 34% Masters- 8%	App- 94% Meets- 46% Masters- 17%
SPED (not including STAAR ALT)	App- 41% Meets- 14% Masters- 0%	App- 21% Meets- 12% Masters- 0%	App- 24% Meets- 12% Masters- 0%	App- 75% Meets- 50% Masters- 0%	App- 89% Meets- 17% Masters- 6%

Writing is also an area of focus for 2024-2025. We want to prepare our students to not only be successful on state assessment but also to prepare them for college. Students must be able to write proficiently to get accepted into a university. In 2022-2023, 71% of our ELA 1 and 71% of our ELA 2 students scored between 0 and 2 points out of a total of 10 points. The scores worsened in ELA 1 during the 2023-2024 school year. 76% scored between 0 and 2 points where ELA 2 made progress. In the 2023-2024 school year, 63% scored between 0 and 2 points. Not only was EOC writing a concern, there is also a concern regarding our TELPAS writing data. In 2022- 2023, 50% of our 12th grade EB students scored advanced high. We saw a decrease in our 12th graders during 2023-2024; 29% scored advanced high on the writing portion of TELPAS.

Needs related to improving the quality of instruction

During the 2023-2024 school year, Jack Yates received 4 Independent Review Team (IRT) instructional walks. The scores were 4.9, 5.13, 10.75, and 10.5 respectively. There was growth in tier 1 instruction throughout the school year. However, coming into the 2024-2025 school year, we have 18 new teachers on campus. We have a total of 60 teachers (this includes teachers, apprentices, and learning coaches). There is a need to build capacity in our new teachers and returning teachers.

We plan to build capacity in teachers during PLCs and during professional development that are specifically targeted to improve tier 1 instruction. Collaborative PLC's- out master schedule will include common planning opportunities for grade level professional development as well as department/content professional development and collaboration. Implement systems to better support students receiving 504, special education, EB, and dyslexia services.

Implement systems to provide differentiated supports for teachers who internalize vs develop lesson plans and assessments. Use data to make instructional decisions. Teachers will be given an opportunity to demo their lessons and receive feedback from the administrators and from their peers. The district spot observation form will be utilized to target the different domains- planning, engage and deliver, and monitor and adjust.

System evaluation (philosophy, processes, implementation, capacity)

- PLC minutes
- Calibration
- Targeted campus initiatives
- Threshold
 - Do Now
 - Effective lesson plans/Internalization plans

School Action Plan Template

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

Improve instructional capacity in our teaching staff.

Indicators of success *(Measurable results that describe 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

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

- School instructional leadership team will conduct calibration walks which can and will include any and all teachers, apprentices, and learning coaches.
- School instructional leadership will plan campus professional development based on patterns and trends observed during the calibration walks as a team.
- School instructional leadership team will facilitate PLCs twice a week for all core courses. Tuesdays will focus on lesson internalization or lesson design depending on the subject. Thursdays will focus on demonstration of lessons. After each demonstration, the teacher will receive feedback from the administrator and peers. The goal is 100% alignment and student engagement.
- School instructional leadership team will provide feedback after every spot observation with specific strategies to improve instruction.
- School instructional leadership team will provide weekly on-the-spot coaching during tier 1 instruction time.

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

- Teachers will internalize lessons and create exemplar student responses.
- Teachers will rehearse lessons prior to teaching the lesson in front of students.
- Teachers will respect the time of others by being on time and prepared for all meetings. These meetings include but are not limited to weekly PLCs that are held twice a week.
- Teachers will follow through and implement feedback provided by the leadership team.
- Teachers will ask questions, ask for support, and be open to learning new ideas and new teaching strategies.
- Teachers will actively participate during all campus professional development.

Key Action One: Improve instructional capacity in our teaching staff

Who: All administration, all instructional staff

What:

Improve and increase student achievement by focusing on teacher capacity (lesson internalization, at-bats, provide on-the-spot coaching) and intentional professional development.

When:

- Weekly PLCs
 - PLCs- Every Tuesday and Thursday
 - On-the-Spot Coaching
- District Professional Development:
 - August 1
 - August 2
 - August 5
 - August 6
 - August 7
 - August 8
 - August 9
- Campus and South Division Professional Development:
 - June 14
 - September 3
 - October 3
 - November 8
 - January 6
 - February 14
 - May 2

Where:

- PLC rooms
- Classrooms
- Whole Staff Trainings in Cafe or Auditorium

B u d g e t	Proposed item	Description	Amount
	Staff development	<ul style="list-style-type: none">• Engaging Strategies• Spot Form Look-Fors• On-the-Spot Coaching• Lesson Internalization• Lesson Rehearsal	
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		NES Budget
	Funding sources:		

KEY E Y A C T I O N T W O	<p>Key Action <i>(Briefly state the specific goal or objective.)</i></p> <p>Increase the percentage of students that earn a CCMR point.</p>
	<p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> • 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.
	<p>Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> • Communicate the expectation that counselors use the provided 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 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 April 2025, review student data provided by CCMR to identify the advanced courses that will be offered in the 25-26 academic year. • By May 2025, identify teachers who are eligible to teach the courses and hire for any advanced course vacancies. • Ensure all advanced courses teachers are registered for the required summer professional development.

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

- OnRamps, AP, and Dual Credit teachers will obtain proper state certification to teach their respective courses.
- CTE, On-Ramps, AP, and Dual Credit teachers will ensure all students are properly taught and reviewed prior to taking their exams.

Key Action Two: Prepare students to be college ready**Who:**

- Administrators
- Counselors
- College Career Center Staff
- Senior Math and Language Arts Teachers
- CTE Teachers
- Dual Language Teachers
- Advanced Placement Teachers
- UT On-Ramps Teachers

What:

- Prepare students to be college and career ready by ensuring they earn a CCMR point by completing Texas College Bridge, passing TSI, earning a certification through a CTE pathway, earning a point of 3 or more on an AP exam, passing the UT On-Ramps criteria, or receiving the dual language credit.

When:

- On-going tracking system of seniors in their respective pathways and different opportunities to receive a CCMR point.

Where:

- On-going instruction, activities and learning opportunities inside and outside of CTE, AP, UT On-Ramp, and Dual Language classes.

**B
u
d****Proposed item****Description****Amount**

Staff development

- TSI Test Security
- Texas College Bridge
- Advanced Placement Training
- UT On-Ramps Certification

Materials/resources

g e t	Purchased services		
	Other		
	Other		
	TOTAL		NES Budget
	Funding sources:		

K E Y A C T I O N T H R	Key Action <i>(Briefly state the specific goal or objective.)</i> IEPs are written effectively, staff are provided relevant portions of the IEP and accommodations/modifications are documented in PowerSchool.
	Indicators of success <i>(Measurable results that describe success.)</i> <ul style="list-style-type: none"> 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.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> <ul style="list-style-type: none"> Monitor the Campus Compliance Dashboard in EasyIEP Utilize Outlook Calendar for all scheduled ARD meetings to include all Principals, Assistant Principals, and Counselors Schedule grade level and department PLC's to provide professional development for teachers

E E	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> • Staff will incorporate visual examples during tier 1 instruction. • Staff will embed listening, speaking, reading, and writing opportunities into every lesson through the use of MRS (turn and talk, table discussions, short constructed responses). • Staff will allow implement IEP’s and enter provided accommodations into PowerSchool.

	Key Action Three: ARDs for students with IEPs will be held on time and principal/assistant principal will participate in ARDs.		
	Who: <ul style="list-style-type: none"> • Administration • Counselors • Special Education Chair • Teachers • Parents • Students 		
	What: <ul style="list-style-type: none"> • Increase overall compliance with ARDs for students with IEPs by ensuring meetings be held on time and principal/assistant principal will participate in ARDs. 		
	When: <ul style="list-style-type: none"> • All school year (August 2024 - May 2025) 		
	Where: <ul style="list-style-type: none"> • Campus 		
B u d	Proposed item	Description	Amount
	Staff development		
	Materials/resources		

g e t	Purchased services		
	Other		
	Other		
	TOTAL		NES Budget
	Funding sources:		

K E Y A C T I O N F O U	Key Action <i>(Briefly state the specific goal or objective.)</i> Improve English language proficiency for Emergent Bilingual students.
	Indicators of success <i>(Measurable results that describe success.)</i> <ul style="list-style-type: none"> 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 teachers will collect at least two writing samples per grading cycle and provide students with individualized feedback
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish</i>

R*the objective?)*

- School leaders will ensure all EB students have an opportunity to engage in Summit K12 at least 45 minutes a week.
- School leaders will provide training for all staff on best practices to support EB students, including the use of English Language Proficiency Standards provided in curriculum documents.
- School leaders will provide TELPAS training for all staff.
- School leaders will provide a list of EB students to each teacher that helps serve the students.
- School leaders will collaborate with teachers during PLCs to discuss data and interventions for individual students.

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

- Staff will incorporate visual examples during tier 1 instruction.
- Staff will embed cognates when appropriate into tier 1 instruction.
- Staff will embed listening, speaking, reading, and writing opportunities into every lesson through the use of MRS (turn and talk, table discussions, short constructed responses)
- Staff will allow EBs longer wait time to respond to questions as needed.

Key Action Four: Improve English language proficiency for Emergent Bilingual students

Who:

- Administrators
- Instructional Staff

What:

- Monitor and track EB data to provide data-driven instruction and ensure teachers are providing accommodations and designated supports (ELPS).

When:

- Weekly PLCs
- Campus and South Division Professional Development:
 - September 3
 - October 3
 - November 8
 - January 6

Where:

- PLC rooms
- Classrooms
- Whole Staff Trainings in Cafe or Auditorium

Budget	Proposed item	Description	Amount
	Staff development	Summit K-12	
	Materials/resources	Summit K-12	
	Purchased services		
	Other		
	Other		
	TOTAL		NES Budget
	Funding sources:		

K E Y A C T I O N	Key Action <i>(Briefly state the specific goal or objective.)</i> Improve students' writing proficiency in ELA 1 and ELA 2.
	Indicators of success <i>(Measurable results that describe success.)</i> <ul style="list-style-type: none"> 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
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to</i>

F I V E	<p><i>accomplish the objective?)</i></p> <ul style="list-style-type: none"> • Conduct professional development to all teachers to increase teacher capacity to interpret the TEA rubrics for short constructed responses and extended constructed responses. • Implement several opportunities for teachers to analyze student work samples to calibrate on grading. • Create a schedule to provide weekly ongoing in-the-moment coaching for all teachers.
	<p>Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> • ELR teachers will participate in planning to implement opportunities for students to practice short and extended responses during tier 1 instruction. • All teachers will participate in professional development to learn more about short constructed response rubrics. • Art of Thinking, ELR, Biology, and US History teachers will participate in PLCs to share student short constructed response samples to calibrate on grading. • ELR teachers will track student growth throughout the year to set specific targets for students with action steps.

	<p>Key Action Six: Improve students' writing proficiency in ELA 1 and ELA 2.</p>
	<p>Who:</p> <ul style="list-style-type: none"> • Administrators • Instructional Staff
	<p>What:</p> <ul style="list-style-type: none"> • Monitor and track EB data to provide data-driven instruction and ensure teachers are providing accommodations and designated supports (ELPS).
	<p>When:</p> <ul style="list-style-type: none"> • Weekly PLCs • Campus and South Division Professional Development: <ul style="list-style-type: none"> ○ September 3

	<ul style="list-style-type: none"> ○ October 3 ○ November 8 ○ January 6 		
	Where: <ul style="list-style-type: none"> ● PLC rooms ● Classrooms ● Whole Staff Trainings in Cafe or Auditorium 		
B u d g e t	Proposed item	Description	Amount
	Staff development	Rubric Interpretation	
	Materials/resources	Notebooks, Card Stock, highlighters, pencils	
	Purchased services		
	Other		
	Other		
	TOTAL		NES Budget
	Funding sources:		