Houston Independent School District

024 Scarborough High School

2022-2023 Campus Improvement Plan

Accountability Rating: C

Public Presentation Date: September 9, 2022

Mission Statement

Scarborough High School encourages all students to be inquiring and knowledgeable individuals who can achieve their highest potentional within an atmosphere of shared responsibilty, acdemic challenge, intercultural understanding, and mutual respect.

Vision

To create an environment where parents want to send their children, students want to learn, teachers want to teach, and employees want to work.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary Scarborough High School's student body, which has a current enrollment of 745 students (Powerschool, 09/01/0222), is characterized as 77% Hispanic, 18% African American, 1% Asian, 3% White, 14% Special Education, 30.6% Emergent Bilinguals, 96% Free and Reduced Lunch (PEIMS, October 2021). Our campus is made up of 87 total staff members, including 40 teachers, 4 grade level assistant principals, 1 teacher specialist, and many supportive staff members. Besides academics, our campus has a focus on supporting student social emotional needs. As a result, we have restructured our administrative team to include two counselors, as well as have the support of a district Wrap Around Specialist and a partnership with Communities in Schools.

Demographics Strengths

Demographics Strengths Scarborough High School demographics have many strengths including a strong work ethic, the desire to succeed, a strong performance in accelerated classes, and a focus to prepare for post-secondary classes. Our community is made up of hard working, blue collar families that desire the best for their children and want to be an integral component of their education. As a result, our campus focuses on building strong parent partnerships, as well as parent education and engagement opportunities through our district FACE liaison as well as establishing a PTO, a newly formed Alumni Association, monthly in person/virtual hybrid and recorded, Coffee with the Principal sessions, and additional community meetings. As many of our families come from various countries, we believe the majority of our students are benefited in being bilingual. Likewise, many of our students take advanced coursework and have performed extremely well on Futures Academy Program work that allows them to complete dual credit courses and Advanced Placement (AP) exams. Over 77 students this year will participate in the Scarborough's Futures Academy. Students in Futures complete dual credit courses while working towards an associate degree paired with their high school diploma. Additionally, our students are making progress towards being better prepared for the workforce by attaining supportive certifications.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Problem of Practice 2: Based on 21-22 STAAR scores, ENG students performed at 32% Approaches, 19% Meets, and 2% Masters, Algebra I students performed at 29% Approaches, 8% Meets, and 3% Masters level, Biology students scored at 48% Approaches, 19% Meets, and 3% Masters level, and US History students scored at 75%, 46% Meets, and 22% Masters. **Root Cause:** Root Cause: Teachers lack a solid understanding of instructional best practices as it pertains to effective lesson planning, being data driven, and differentiation. Appraisers have not had a consistent tool to monitor and provide effective feedback to teachers.

Problem of Practice 2: Problems of Practice Identifying Demographics Needs Problem of Practice 1 (Prioritized): Students are testing below reading level on the BOY Renaissance Screener (64% are at Urgent Intervention). **Root Cause:** Root Cause: Effective systems for facilitating the R360 screener are lacking. Teachers are not communicating the importance/relevance of this data point.

Problem of Practice 3: Problem of Practice 3: TELPAS scores from 21-22, which show a student's English acquisition, indicate 23% of Emergent Bilingual students made a year's worth of progress in language acquisition. TEA target was 36%. **Root Cause:** Root Cause: A variety of root causes contribute to this performance including not enough practice in taking the exam, a lack of focus on the exam and instructional supports that are needed for all staff members. Likewise, purposeful planning to support English skills are needed for all learners in all content areas.

Problem of Practice 4 (Prioritized): Based on 21-22 CCMR results, 53% of total graduates received credit for CCMR criteria. **Root Cause:** Lack of effective tracking and progress

monitoring of students in 9th - 12th grades attaining CCMR requirements; availability and options for AP courses; HCC courses/professors, Industry Based Certifications alignment and tracking.

Problem of Practice 5 (Prioritized): 23% of Emerging Bilinguals met TELPAS progress. **Root Cause:** Teachers are not equipped with ESL instructional best practices that can support and shelter instruction for English learners.

Problem of Practice 6: Student Attendance rate for SY 2021-2022 was 85.4%. This was a 10% decrease from the previous school year. **Root Cause:** COVID Health and Medical guidelines required 5-10 day isolation/quarantine periods for students who were positive, symptomatic or presumed positive. Master Schedule included an Advocacy period at the beginning of the day where teachers did not closely monitor student attendance.

Student Learning

Student Learning Summary

Based on the most recent TEA accountability ratings, the following reflects the campus' domain scale score ratings: Domain 1=69; Domain 2A=57; Domain 2B=73; Domain 3=68; Overal Rating=72. There was a slight decrease in Student Achievement (-1) ; School Progress was maintained with no change, and Closing the Gaps increased (+2) from the previous year performance.   Student Group performance analyzed by Race/Ethnicity evidinces the strongest student performance as follows for All Tests: Approaches: 50% African American and Asian, Meets: 22% African American, Masters: 6% African American. White subgroups demonstrates the lowest student performance across all tests and performance levels Approaches: 32%, Meets: 18%, Masters 5%.   When focusing on EL students, TELPAS progress target was not met. 23% of students met TELPAS progress. Special Education students demonstrate stronger performance when meeting performance standards for USHIS EOC; however, they are struggling in ENG EOC with only 21% meeting standard. The campus does not have any identified distinctions, based on most recent accountability data. The class of 2021 4 year graduation rate is 88.5%. The longitudinal graduation rate (6-year) is 93.6%. This demonstrates that students are tracked and monitored in order to fullfill graduation requirements. The annual drop out rate for SY 20-21 is 1.5%. 16% of students earned credit for AP exams. 9% of students met TSI criteria for both Reading and Math. 30% of students earned an Industry Based Certification. 53% of graduates received total credit for CCMR criteria.

Student Learning Strengths

Students at Scarborough have demonstrated learning strengths in EOC US History with 77% reaching Approaches performance level, 44% Meets performance level, and 20% at a Masters performance level. Students have demonstrated a stronger peformance in meeting TSI criteria for ELA/Reading with 29%. 4% of students earned SAT credit. Industry based certifications increased by 5% points from the previous data year. 8% of students earned their Associates Degree via the dual credit HCC program.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): Based on 21-22 CCMR results, 53% of total graduates received credit for CCMR criteria. **Root Cause:** Lack of effective tracking and progress monitoring of students in 9th - 12th grades attaining CCMR requirements; availability and options for AP courses; HCC courses/professors, Industry Based Certifications alignment and tracking.

Problem of Practice 2 (Prioritized): 23% of Emerging Bilinguals met TELPAS progress. **Root Cause:** Teachers are not equipped with ESL instructional best practices that can support and shelter instruction for English learners.

Problem of Practice 3 (Prioritized): 37% of all English EOC testers attained Approaches Performance level on 21-22 STAAR scores, with only 18% reaching a Meets performance and 2% a Masters performance level. **Root Cause:** A lack of data-driven instruction with personalized scaffolds and supports in content and literacy development. Content and literacy development opportunities need to be prioritized across all discipline areas.

Problem of Practice 4: Emergent Bilingual students experienced the lowest performance in EOC performance across all tested areas as compared to other subgroups. **Root Cause:** Teachers are not equipped with effective Sheltered Instruction practices, especially targeting Newcomer students. Long Term EBs have not been scheduled into appropriate ESL courses that will push them to grow their language performance.

Problem of Practice 5: Based on 21-22 STAAR scores, ENG students performed at 32% Approaches, 19% Meets, and 2% Masters, Algebra I students performed at 29% Approaches, 8% Meets, and 3% Masters level, Biology students scored at 48% Approaches, 19% Meets, and 3% Masters level, and US History students scored at 75%, 46% Meets, and 22% Masters. **Root Cause:** Though there are some areas of strengths in these scores, reading and writing skills impact the performance on all disciplines ; thus, a lack or inconsistent focus on developing these skills in non-ELA courses is a cause for growth needed. The lack of consistent data-driven instruction with personalized scaffolds and supports also contribute to growth in these areas.

Problem of Practice 6: Student Attendance rate for SY 2021-2022 was 85.4%. This was a 10% decrease from the previous school year. **Root Cause:** COVID Health and Medical guidelines required 5-10 day isolation/quarantine periods for students who were positive, symptomatic or presumed positive. Master Schedule included an Advocacy period at the beginning of the day where teachers did not closely monitor student attendance.

School Processes & Programs

School Processes & Programs Summary

Scarborough High School has many programs that support our vision to create an environment where parents want to send their children, students want to learn, teachers want to teach, and students are prepared for post-secondary success while being of service to our community", and mission to, "encourage all students to be inquiring and knowledgeable individuals who can achieve their highest potentional within an atmosphere of shared responsibilty, acdemic challenge, intercultural understanding, and mutual respect. Scarborough High School provides support classes in English and math, where both core contents are double blocked for freshmen who were not successful in 8th grade. Additional support classes for English II and English Language Learners are also offered. A Dyslexia Teacher Lead is committed to supporting our students with dyslexia's needs via the Reading Interpretation I and II classes. Furthermore, all students requiring special education services are
provided with in-class support facilitatirs for academic support. Lastly, both in-school and weekend tutorials are offered, as well as the use of APEX to assist students with original and credit recovery. As we aim to support students socially, our campus offers clubs and extracurricular activities. Some of these clubs include National Honor Society (service oriented club), Name that Book, Art Club, Yearbook, and cultural based clubs. Scarborough High School also aspires to support students' emotional needs through our counselor, one Wrap Around Specialist, and Community in School representative. Resources included assistance for mental health, basic needs, and employment assistance. As we possess a core value of service, we aim to support our community and parents with resources and various family needs, and as a result have partnered with various organizations
such as the Houston Food Bank to assist our neighboring families.

School Processes & Programs Strengths

Scarborough High School programs have many strengths. Our Future's program is growing yearly and students are receiving an associate's degree that is transferable to all Texas universities. Our HVAC program has expanded its certifications to include NCCER CORE, EPA 608, Educational Aide I, and MOS Word Expert, MOS Excel Expert, Entrepreneurship and Small Business, which prepares students to be career ready upon completion. As we have added a Dyslexia Teacher Lead to our campus, we anticipate seeing academic growth in all our dyslexic students.
Additionally, our focus in building instructional capacity in our support facilitators will benefit our special education students. Campus culture as well as students' social skills are supported by the various clubs offered at Scarborough High School. Some of clubs include service, academic, professional, and cultural based clubs that provide students an opportunity to meet others with similar interests. Students' social emotional needs are being met by our counselor, the district Wrap Around Specialists, and our Community in Schools representative. Our initiative to serve our families is further supported by our campus' focus on building parent engagement to support student and parent education.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Based on 21-22 STAAR scores, ENG students performed at 32% Approaches, 19% Meets, and 2% Masters, Algebra I students performed at 29% Approaches, 8% Meets, and 3% Masters level, Biology students scored at 48% Approaches, 19% Meets, and 3% Masters level, and US History students scored at 75%, 46% Meets, and 22% Masters. **Root Cause:** Though there are some areas of strengths in these scores, reading and writing skills impact the performance on all disciplines ; thus, a lack or inconsistent focus on developing these skills in non-ELA courses is a cause for growth needed. The lack of consistent data-driven instruction with personalized scaffolds and supports also contribute to growth in these areas.

Problem of Practice 2: Student Attendance rate for SY 2021-2022 was 85.4%. This was a 10% decrease from the previous school year. **Root Cause:** COVID Health and Medical guidelines required 5-10 day isolation/quarantine periods for students who were positive, symptomatic or presumed positive. Master Schedule included an Advocacy period at the beginning of the day where teachers did not closely monitor student attendance.

Problem of Practice 3 (Prioritized): Based on 21-22 CCMR results, 53% of total graduates received credit for CCMR criteria. **Root Cause:** Lack of effective tracking and progress monitoring of students in 9th - 12th grades attaining CCMR requirements; availability and options for AP courses; HCC courses/professors, Industry Based Certifications alignment and tracking.

Problem of Practice 4 (Prioritized): 23% of Emerging Bilinguals met TELPAS progress. **Root Cause:** Teachers are not equipped with ESL instructional best practices that can support and shelter instruction for English learners.

Perceptions

Perceptions Summary

Scarborough High School's core values include service, unity, respect, and excellence in all endeavors. Following the foundation of our values, we aim to be of service to all our students and ensure everyone's success regardless of race, sex, and learning ability. As result, our campus gives active efforts to supporting all our students academically, socially, and emotionally. Based on our last official School Report Card, we do need to give added efforts to ensure our African American and Asian students make adequate yearly progress as we just missed our target in the Closing the Gaps domain with both sub-populations. These data, however, did indicate that growth was made by both Hispanic, not labeled as English Language Learners, and Special Education students. As previously mentioned, English Language Learners also need focused attention, 31%, made adequate yearly growth in English acquisition this last school year. When looking at our discipline data, a dramatic decrease of over 95% in discipline infractions was seen in both ISS and OSS when compared to the previous school year. In looking at two consecutive years of discipline data there are no discrepancies in over suspension of any sub-population, indicating that we are aiming to be fair and consistent with our practices. Scarborough High did have noticeable suspensions of special education students in 2018-2019. Because of this data, our campus engaged in professional development throughout the last school year to be more informed of previous suspension patterns and provide alternatives to suspension. Our campus is continually redefining itself, especially as we come back face to face, but our ultimate goal, again, is to make sure all students and staff are supported. We believe - based on feedback from staff, parents, and community members- that we are making progress in creating a positive environment that holds high values, cares, and is conducive to student learning.

Perceptions Strengths

Scarborough High School has many perception strengths. Last year, we have been able to offer the TSIA to our out going senior students increasing the likelihood of meeting college entrance qualifications. We will increase exposure to our junior class by offering the ASVAB to promote career and college readiness. In addition, our HVAC program continues to grow it's numbers of students receiving NCCER certifications that allow students to be workforce ready upon graduation. We believe this supports aspects of a positive school culture and real work application. As a school, discipline issues, are being handled with a restorative mindset; we are providing alternatives to suspension among other strategies such as parent conferencing, counseling, relationship building and referrals for SAFs. As we move forward, Scarborough High School aims to provide a positive environment that holds learning as a priority while also meeting the social emotional needs of our students and staff.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Based on 21-22 STAAR scores, ENG students performed at 32% Approaches, 19% Meets, and 2% Masters, Algebra I students performed at 29% Approaches, 8% Meets, and 3% Masters level, Biology students scored at 48% Approaches, 19% Meets, and 3% Masters level, and US History students scored at 75%, 46% Meets, and 22% Masters. **Root Cause:** Though there are some areas of strengths in these scores, reading and writing skills impact the performance on all disciplines and thus, a lack or inconsistent focus on developing these skills in non-ELA courses could be a cause for growth needed. A lack of data-driven instruction with personalized scaffolds and supports also contribute to growth in these areas.

Problem of Practice 2: TELPAS scores from 21-22, which show a student's English acquisition, indicate a minority of English Language Learners, less than 25%, are making yearly progress in English acquisition, but rather are maintaining their current level of language status. **Root Cause:** A variety of root causes contribute to this performance including not enough practice in taking the exam, a lack of focus on the exam and instructional supports that are needed for all staff members. Likewise, an upgrade to current headsets used for

testing is needed. Purposeful planning by teachers to support English skills are needed for all learners in all content areas.

Problem of Practice 3: Based on 21-22 STAAR scores, ENG students performed at 32% Approaches, 19% Meets, and 2% Masters, Algebra I students performed at 29% Approaches, 8% Meets, and 3% Masters level, Biology students scored at 48% Approaches, 19% Meets, and 3% Masters level, and US History students scored at 75%, 46% Meets, and 22% Masters. **Root Cause:** A lack of data-driven instruction with personalized scaffolds and supports in content and literacy development, aligned with rigorous college and career readiness standards could be a root cause. Content and literacy development opportunities need to be more personalized and frequent across all disciplines to respond to the diversity of learner needs.

Problem of Practice 4: Based on 21-22 STAAR scores, ENG students performed at 32% Approaches, 19% Meets, and 2% Masters, Algebra I students performed at 29% Approaches, 8% Meets, and 3% Masters level, Biology students scored at 48% Approaches, 19% Meets, and 3% Masters level, and US History students scored at 75%, 46% Meets, and 22% Masters. **Root Cause:** Though there are some areas of strengths in these scores, reading and writing skills impact the performance on all disciplines ; thus, a lack or inconsistent focus on developing these skills in non-ELA courses is a cause for growth needed. The lack of consistent data-driven instruction with personalized scaffolds and supports also contribute to growth in these areas.

Problem of Practice 5: Student Attendance rate for SY 2021-2022 was 85.4%. This was a 10% decrease from the previous school year. **Root Cause:** COVID Health and Medical guidelines required 5-10 day isolation/quarantine periods for students who were positive, symptomatic or presumed positive. Master Schedule included an Advocacy period at the beginning of the day where teachers did not closely monitor student attendance.

Priority Problems of Practice

Problem of Practice 1: Based on 21-22 CCMR results, 53% of total graduates received credit for CCMR criteria.

Root Cause 1: Lack of effective tracking and progress monitoring of students in 9th - 12th grades attaining CCMR requirements; availability and options for AP courses; HCC courses/professors, Industry Based Certifications alignment and tracking.

Problem of Practice 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem of Practice 2: 23% of Emerging Bilinguals met TELPAS progress.

Root Cause 2: Teachers are not equipped with ESL instructional best practices that can support and shelter instruction for English learners.

Problem of Practice 2 Areas: Demographics - Student Learning - School Processes & Programs

Problem of Practice 3: 37% of all English EOC testers attained Approaches Performance level on 21-22 STAAR scores, with only 18% reaching a Meets performance and 2% a Masters performance level.

Root Cause 3: A lack of data-driven instruction with personalized scaffolds and supports in content and literacy development. Content and literacy development opportunities need to be prioritized across all discipline areas.

Problem of Practice 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- ASPIRE
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results

- State-developed online interim assessments
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: The percentage of ENG1 students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase to 18% in spring 2023.

> **Strategic Priorities:**
> Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: ENG1 students performing at Urgent Intervention levels on BOY Renaissance 360 screener will decrease by 15% when administered in EOY.

> **Evaluation Data Sources:** BOY/MOY/EOY R360 Screener; EOC Mock; DLA
>
> **HB3 Board Goal**

Strategy 1 Details	Reviews			
Strategy 1: Targeted reading interventions focusing on student feedback reports to address areas of concern.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Tailored instruction that addresses gaps and regressions from COVID slide.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Data Tracking and Assessment Specialist, English Department Chair, Administrator supporting English Department, ESSER Tutors **Action Steps:** Tracking student performance, Scheduling Reading Intervention Groups **TEA Priorities:** Build a foundation of reading and math **- Targeted Support Strategy - Additional Targeted Support Strategy**	10%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 2: ENG1 students performing at Intervention level on BOY Renaissance 360 screener will decrease by 15% when administered EOY screern

> **Evaluation Data Sources:** BOY/MOY/EOY R360 Screener
>
> **HB3 Board Goal**

Strategy 1 Details			Reviews			
Strategy 1: Targeted reading interventions focusing on student feedback reports to address areas of concern.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Tailored instruction that addresses gaps and regressions from COVID slide.			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Data Tracking and Assessment Specialist, English Department Chair, Administrator supporting English Department, ESSER Tutors **Action Steps:** Tracking student performance, Scheduling Reading Intervention Groups **Targeted Support Strategy - Additional Targeted Support Strategy**			10%			
	0% No Progress	100% Accomplished	Continue/Modify	✗ Discontinue		

Measurable Objective 3: ENG1 students performing at On Watch level on BOY Renaissance 360 screener will increase by 15% when administered EOY screenr.

Evaluation Data Sources: BOY/MOY/EOY R360 Screener

HB3 Board Goal

Strategy 1 Details			Reviews			
Strategy 1: Targeted reading interventions focusing on student feedback reports to address areas of concern.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Tailored instruction that addresses gaps and regressions from COVID slide.			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Data Tracking and Assessment Specialist, English Department Chair, Administrator supporting English Department, ESSER Tutors **Action Steps:** Tracking student performance, Scheduling Reading Intervention Groups **TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy - Additional Targeted Support Strategy**			10%			
	0% No Progress	100% Accomplished	Continue/Modify	✗ Discontinue		

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 2: The percentage of ENG2 students performing at or above grade level in reading as measured by the Meets Grade level Standard on STAAR will increase to 25% in spring 2023.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Measurable Objective 1: ENG2 students performing at Urgent Intervention levels on BOY Renaissance 360 screener will decrease by 15% when administered in EOY.

Evaluation Data Sources: BOY/MOY/EOY R360 Screener

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Targeted reading interventions focusing on student feedback reports to address areas of concern.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Tailored instruction that addresses gaps and regressions from COVID slide.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Data Tracking and Assessment Specialist, English Department Chair, Administrator supporting English Department, ESSER Tutors **Action Steps:** Tracking student performance, Scheduling Reading Intervention Groups **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy**	10%			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Measurable Objective 2: ENG2 students performing at Intervention levels on BOY Renaissance 360 screener will decrease by 15% when administered in EOY.

Evaluation Data Sources: R360 BOY/EOY

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Targeted reading interventions focusing on student feedback reports to address areas of concern.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Tailored instruction that addresses gaps and regressions from COVID slide.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Data Tracking and Assessment Specialist, English Department Chair, Administrator supporting English Department, ESSER Tutors **Action Steps:** Tracking student performance, Scheduling Reading Intervention Groups **TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy - Additional Targeted Support Strategy**	10%			

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

Measurable Objective 3: ENG2 students performing at On Watch levels on BOY Renaissance 360 screener will increase by 15% when administered in EOY.

Evaluation Data Sources: BOY/MOY/EOY R360 Screener

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Targeted reading interventions focusing on student feedback reports to address areas of concern.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Tailored instruction that addresses gaps and regressions from COVID slide.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Data Tracking and Assessment Specialist, English Department Chair, Administrator supporting English Department, ESSER Tutors **Action Steps:** Tracking student performance, Scheduling Reading Intervention Groups **Targeted Support Strategy - Additional Targeted Support Strategy**	10%			

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

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: The percentage of ALG1 students performing at or above grade level as measured by the Meets Grade Level Standard on STAAR will increase to 20% in spring 2023.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: ALG1 students performing at Urgent Intervention levels on BOY Renaissance 360 screener will decrease by 15% when administered in MOY.

Evaluation Data Sources: BOY R360 Screener

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Targeted math interventions focusing on student feedback reports to address areas of concern.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Tailored instruction that addresses gaps and regressions from COVID slide.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Data Tracking and Assessment Specialist, Math Department Chair, Administrator supporting Math Department, Formative Assessment Coordinator **Action Steps:** Tracking student performance, Scheduling Math Intervention Groups **Targeted Support Strategy - Additional Targeted Support Strategy**	10%			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Measurable Objective 2: ALG1 students performing at Intervention levels on BOY Renaissance 360 screener will decrease by 15% when administered in EOY.

Evaluation Data Sources: BOY/MOY/EOY R360 Screener

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Targeted math interventions focusing on student feedback reports to address areas of concern.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Tailored instruction that addresses gaps and regressions from COVID slide.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Data Tracking and Assessment Specialist, Math Department Chair, Administrator supporting Math Department, Formative Assessment Coordinator, ESSER Tutors **Action Steps:** Tracking student performance, Scheduling Math Intervention Groups **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy**	10%			

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

Measurable Objective 3: ALG1 students performing at On Watch levels on BOY Renaissance 360 screener will increase by 15% when administered in EOY.

Evaluation Data Sources: BOY/MOY/EOY R360 Screener

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Targeted math interventions focusing on student feedback reports to address areas of concern.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Tailored instruction that addresses gaps and regressions from COVID slide.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Data Tracking and Assessment Specialist, Math Department Chair, Administrator supporting Math Department, Formative Assessment Coordinator, ESSER Tutors **Action Steps:** Tracking student performance, Scheduling Math Intervention Groups **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy**	10%			

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

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 7 percentage points from 53% for 2020-2021 graduates to 60% for 2021--2022 graduates reported in 2023.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: Aligned to district board goals, 25% of graduating seniors will meet TSI in both ELA/Reading and Mathematics .

Evaluation Data Sources: TSIA criteria, SAT criteria, ACT criteria, College prep course completion

HB3 Board Goal

Strategy 1 Details			Reviews			
Strategy 1: TSI checklist aligned to PGP checklist, tracked minimum 2 times per year.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Students meeting TSI criteria prior to senior year. **Staff Responsible for Monitoring:** Cohort Assistant Principal, Counselor, Registrar, Principal **Action Steps:** BOY meeting with CCMR district staff to provide feedback on timelines and testing support. **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy**			**Nov**	**Jan**	**Mar**	**June**
			10%			
0% No Progress	100% Accomplished	Continue/Modify	Discontinue			

Measurable Objective 2: Students participating in college prep courses and meeting EOC requirements will increase to 25% of graduating seniors.

Evaluation Data Sources: A4E Dashboard; College Prep Exam

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: All campus AP teachers will have College Board certification by January 2022.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students in AP courses will have an aligned College Board course syllabi, access to AP test account, and study resources that will prepare them for obtaining a score of a 3+ on their AP exams. **Staff Responsible for Monitoring:** AP Coordinator, Department Administrator, Department Chair, District AP Department **Action Steps:** Campus AP Coordinator will ensure teachers register for required training, have access to teacher accounts, students are registered for AP exams, and participate in scheduled AP tutorials.	**Nov**	**Jan**	**Mar**	**June**
	10%			

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

Measurable Objective 3: 25% of seniors enrolled in in dual credit classes will earn 3 hour credits in either Math or English.

    Evaluation Data Sources: Completed HCC degree plan, PGP, Canvas progress checks

    HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Futures Academy Coordinator will facilitate quarterly progress checks to ensure students are performing satisfactorily in all HCC courses and obtaining semester credit.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will receive timely progress reporting prior to HCC final grades. **Staff Responsible for Monitoring:** Futures Academy Coordinator, Futures Academy Clerk **Action Steps:** Parent meeting with students whose grades are below satisfactory, students will be provided an opportunity to be supported with the implementation of a growth plan. **TEA Priorities:** Connect high school to career and college	**Nov**	**Jan**	**Mar**	**June**

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

Board Goal 4: 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 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on STAAR EOC English I and II assessments will increase 2 percentage points from 6% in spring 2022 to 8%% in spring 2023.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Measurable Objective 1: Special Education students ENG1 students performing at Urgent Intervention levels on BOY Renaissance 360 screener will decrease by 15% when administered in MOY.

Evaluation Data Sources: R360 Screener

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Targeted reading interventions focusing on IEPs and student feedback reports to address areas of concern.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Tailored instruction that addresses gaps and regressions from COVID slide.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Support Facilitators, Special Education Chair, HB4545 tutor, English Department Chair, Administrator supporting English Department				
Action Steps: Tracking and monitoring student performance, Scheduling Reading Intervention Groups, ensuring Designated Supports are in use daily and effectively				
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools **- Targeted Support Strategy - Additional Targeted Support Strategy**				

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

Measurable Objective 2: Special Education ENG2 students performing at Urgent Intervention levels on BOY Renaissance 360 screener will decrease by 15% when administered in MOY.

Evaluation Data Sources: R360 Screener

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Targeted reading interventions focusing on IEPs and student feedback reports to address areas of concern.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Tailored instruction that addresses gaps and regressions from COVID slide	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Support Facilitators, Special Education Chair, HB4545 tutor, English Department Chair, Administrator supporting English Department **Action Steps:** Tracking and monitoring student performance, Scheduling Reading Intervention Groups, ensuring Designated Supports are in use daily and effectively **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy**				

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

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE--ATTENDANCE: Our attendance goal is to improve our attendance percentage from 95.6% to 96% by the end of the 2021-2022 school year. This year's percentage increased from the previous year's attendance rate of 93.5%.

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

Measurable Objective 1: The root cause problem at Scarborough High School is that our attendance percentage declines steadily after each six weeks. Students become disengaged from school, parent/guardians become unaware and the number of absences keep accumulating. The grades then decline, increasing a trickle a effect on course failure rates. In an effort to increase attendance we will utilize all staff members on campus in particular, truancy officer, wrap around specialists, administrative team, counselors, clerical staff and teachers.

Evaluation Data Sources: PEIMS Qtrly Reports, HISD Connect Attendance, Report Cards, Failure Lists

Strategy 1 Details	Reviews			
Strategy 1: Although the district is not incentivizing perfect attendance due to COVID, we are incentivizing coming to school by providing students with Spartans bucks to purchase snacks and school spirit items.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will be motivated to earn the Spartan bucks by coming to classes regularly. **Staff Responsible for Monitoring:** Attendance Clerk **Action Steps:** Attendance will be monitored every six weeks and incentives will be provided after every report card grading cycle.				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE-Our overall goal is to decrease the number of Out of School and In School Suspensions by 10% from our 2019-2020 data through the use of early interventions, increased social emotional support and routine monitoring of progress. We will focus on identifying and referring students referred for social emotional and counseling services to our counseling team and Wrap Around Specialists. Our data during the largely remote 2020-2021 school year did show over 99% reduction in disciplinary infractions, which could be expected in a virtual setting.

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

Measurable Objective 1: Lack of consistency in implementing school wide systems for monitoring student arrival, as well as monitoring the hallways during transitions between class periods. Our overall goal is to decrease the number of Out of School and In School Suspensions by 10% through the use of early interventions, increased social emotional support and routine monitoring of progress. We will focus on increasing the number of students referred for SEL via our Wrap Around Resource Specialist and Communities in School.

Evaluation Data Sources: WIN Report, PEIMS/Discipline Report

Strategy 1 Details			Reviews		
Strategy 1: Grade Level Administrators have assigned duty and monitoring schedules. Students that are experiencing a challenging time with social norms will be referred to the counselor and/or WRS for support.			**Formative**		**Summative**
		Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Students will acquire self-regulatory skills that will prevent negative behavior manifestations.
     Staff Responsible for Monitoring: Grade Level Administrator, Wrap Around Resource Specialist, Counselor
     Action Steps: Student Behavior Contracts, Parent Communication, Check-in meetings with WRS and Counselor					

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

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION-Incidents involving mutual combat and/or assault will decrease by 10% from 2019-2020. Our data during the largely remote 2020-2021 school year did show over 99% reduction in disciplinary infractions, which could be expected in a virtual setting.

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

Measurable Objective 1: Our overall goal is to decrease the number of mutual combat and assault incidents by 10% through the use of early interventions, increased social emotional support and routine monitoring of progress. We will focus on increasing the number of students referred for SEL via our Wrap Around Resource Specialist and Communities in School.

Evaluation Data Sources: PEIMS Discipline Report

Strategy 1 Details	Reviews			
Strategy 1: Restorative Circles will be introduced to students via Student Council meetings, lunch chats, and Advocacy time.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will understand and engage in restorative justice as opposed to punitive discipline. **Staff Responsible for Monitoring:** Counselor, WRS, CIS **Action Steps:** Monthly scheduled sessions for student body.	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Strategic Priorities:
Transforming Academic Outreach

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc. One of our goals is to increase all student English acquisition by at least one level (Beginner, Intermediate, Advance, Advance High). Our goal is to support dyslexia students with the Dyslexia teacher and district specialist. Our current numbers indicate we have a total of 22 dyslexic students that are supported in their Reading by Design classes by their dyslexia coach. We are focusing on doing a better job at identifying our Dyslexic students.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Increase the percentage of Emerging Bilingual students who meet TELPAS target growth to an overall 36%.

Evaluation Data Sources: ELD Snapshot, EOY TELPAS

Strategy 1 Details			Reviews		
Strategy 1: Administer English Language Development Snapshot in the Fall and Spring.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Teachers will be able to identify language levels of EB students and provide language supports.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: ESL Teachers, LPAC Administrator **Action Steps:** Assessment Planning, Student tracking					
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue					

Measurable Objective 2: 100% of Reading Tier III students who are not demonstrating progress based on R360 screener data, will be referred and evaluated for Dyslexia.

Evaluation Data Sources: R360

Strategy 1 Details			Reviews		
Strategy 1: Dyslexia Campus Coordinator will monitor Tier III students, schedule IAT meeting, and facilitate a request for evaluation.			**Formative**		**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students who are dyslexic will be identified and provided supports. **Staff Responsible for Monitoring:** Rdg teachers, IAT Coordinator, Dyslexia Adminstrator **Action Steps:** Dyslexia training for teacher and coordinator					
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue					

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT-Our goal is to continue growing our parental involvement. We will establish a PTO this year and have meet Gold standards of the Family and Community Engagement department.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: Recruit parents and establish a PTO this school year.

Evaluation Data Sources: Parent Meeting Sign-In, PTO Officers

Strategy 1 Details	Reviews			
Strategy 1: Monthly parent meetings will be held in order to motivate parents to become involved with the school's mission.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Establish a parent organization. **Staff Responsible for Monitoring:** Title I Coordinator **Action Steps:** Calendar of meetings				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

State Compensatory

Budget for 024 Scarborough High School

Total SCE Funds: $76,718.15
Total FTEs Funded by SCE: 0.4
Brief Description of SCE Services and/or Programs

State Compensatory Education for at risk students are funded as follows: -Morning Tutorials -After school Tutorials -Saturday Tutorials -School Supplies and Materials necessary for instructional purposes -Funding for additional science equipment -Teacher Professional Development focusing on: English Language Acquisition and Support, Accelerated Reading Interventions, Math Fluency

Personnel for 024 Scarborough High School

Name	Position	FTE
Jenkins, Tayler Janeice	Tchr, Dance	0.2
Weimmer, Maximos Hoovestol	Tchr, Theater, Secondary	0.2

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Based on the most recent TEA accountability ratings, the following reflects the campus' domain scale score ratings: Domain 1=69; Domain 2A=57; Domain 2B=73; Domain 3=68; Overal Rating=72. There was a slight decrease in Student Achievement (-1) ; School Progress was maintained with no change, and Closing the Gaps increased (+2) from the previous year performance. Student Group performance analyzed by Race/Ethnicity evidinces the strongest student performance as follows for All Tests: Approaches: 50% African American and Asian, Meets: 22% African American, Masters: 6% African American. White subgroups demonstrates the lowest student performance across all tests and performance levels Approaches: 32%, Meets: 18%, Masters 5%. When focusing on EL students, TELPAS progress target was not met. 23% of students met TELPAS progress. Special Education students demonstrate stronger performance when meeting performance standards for USHIS EOC; however, they are struggling in ENG EOC with only 21% meeting standard. The campus does not have any identified distinctions, based on most recent accountability data. The class of 2021 4 year graduation rate is 88.5%. The longitudinal graduation rate (6-year) is 93.6%. This demonstrates that students are tracked and monitored in order to fullfill graduation requirements. The annual drop out rate for SY 20-21 is 1.5%. 16% of students earned credit for AP exams. 9% of students met TSI criteria for both Reading and Math. 30% of students earned an Industry Based Certification. 53% of graduates received total credit for CCMR criteria.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

1. AVID

2. Small Group Instruction

3. Sheltered Instruction/EB scaffolding

4. Metacognitive Strategies (WICR, REAP, etc.)

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes:

Campus formative assessments

District level assessments

Campus Data digs

Observation and feedback

2.3: Available to parents and community in an understandable format and language

The SIP is available to parents in the following locations:

Front office

Library

Administrative Assistant's Office

Principal's Office

School website : https://www.houstonisd.org/domain/8385

*Our SIP is avaiable in both English and Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

Before and after school tutorial sessions

Saturday School

Advocacy

Double blocking of reading and math classes

Class size reduction

Grad Lab Credit Recovery

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include:

Master Scheduling

Before and after school tutorial sessions

Saturday School

Advocacy

Double blocking of reading and math classes

Class size reduction

Grad Lab Credit Recovery

2.6: Address needs of all students, particularly at-risk

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas
- Proficient Tier 1 explicit instruction taking place in all content areas
- Small Group Instruction based on student data needs
- Data-driven instruction

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Campuses shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements:
· Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand.
· The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

Parent and Familiy Engagement Policy is developed in mutual collaboration between the campus and the parent communicty. Feedback is requested/provided during the first parent meeting of the year.

4.2: Offer flexible number of parent involvement meetings

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 - 9/28/22
- Meeting #1 Alternate - 9/29/22
- Meeting #2 - 11/11/22 3 PM
- Meeting #2 Alternate - 11/15/22 10 AM
- Meeting #3 - 1/19/2023 9 AM
- Meeting #3 Alternate -1/20/23 3:30 PM
- Meeting #4 - 3/22/23 5:00 PM
- Meeting #4 Alternate -3/24/23 9 AM

5. Targeted Assistance Schools Only

Title I Personnel

Name	Position	Program	FTE
Donielle Gonzalez	Grad Lab Coach	Grad Lab	1.00
Sarah Young Russell	Classroom Size Reduction Teacher	Reading Intervention	1.00
Vacancy	Classroom Size Reduction	Reading	1.00

Site-Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher	Nicole Svoronos	SDMC Member
Classroom Teacher	Maximos Weimmer	SDMC Member
Paraprofessional	Maribel Medrano	SDMC Member
Administrator	Jacqueline McWilliams	School Counselor
Administrator	Lilly Rincon	Principal
Non-classroom Professional	Denise Romero	Administrative Assistant
Special Education Chair	Erin Luton Duncombe	Teacher-Co, SpEd
Business Representative	Arthur Pallares	Business Partner
Parent	Michella Rodriguez	Parent
Parent	Erica Buendia	Parent

Campus Leadership Team

Committee Role	Name	Position
Administrator	Lilly Rincon	Principal
Administrator	Elizabeth Antunez	Assistant Principal
Administrator	Gina Colion	Assistant Principal
Administrator	Ashley Crawford	Assistant Principal
Administrator	Terence King	Assistant Principal
Administrator	Jacqueline McWilliams	Counselor
Administrator	Steven Wright	Instructional Specialist

Department Team

Committee Role	Name	Position
Classroom Teacher	Laura Ruiz	ELA Department Chair
Classroom Teacher	Lucas Yerpestock	MTH Department Chair
Classroom Teacher	Tania Kerr	SCI Department Chair
Classroom Teacher	Brandon Williams	SST Department Chair
Special Education Chair	Andre Evans	Special Education Chair
Classroom Teacher	Louis King	Department Chair
Classroom Teacher	Maximos Weimmer	FA Department Chair
Classroom Teacher	Jeffrey Gonzalez	CTE Department Chair