

Houston Independent School District
024 Scarborough High School
2021-2022 Campus Improvement Plan





Mission Statement

Scarborough High School encourages all students to be inquiring and knowledgeable individuals who can achieve their highest potential within an atmosphere of shared responsibility, academic 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 725 students (Powerschool, 08/19/21), 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 2020). 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 one counselor, 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 an active PTO, a newly formed Alumni Association, monthly “Virtual” 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 90 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. This last year's graduating class also had the highest number of Futures Academy graduates with 17 students. Additionally, our students are making progress towards being better prepared for the workforce by attaining supportive certifications. 23 students graduated with Associates Degree, 43 with Industry-Based Certifications and 10 into the Armed Forces. Scarborough increased the number of students taking AP exams by six for a total of 27. Furthermore, regardless of the pandemic, graduating seniors for the majority applied and were accepted into two-year colleges and four-year universities.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Problems of Practice Identifying Demographics Needs Problem of Practice 1 (Prioritized): Students are testing below reading level on the Renaissance Screener (88% below grade level in 9th grade, 74% below grade level in 10th grade, 19-20 data), and this gap in reading comprehension is keeping students from doing as well as they could on the STAAR test. **Root Cause:** Root Cause: Language barriers, as attributed by our student's diverse backgrounds, could be a root cause of this data. Likewise, targeted intervention on building both reading and writing skills could also attribute to this phenomenon.

Problem of Practice 2: Problem of Practice 2: Based on 20-21 STAAR scores, ENG students performed at 41% Approaches, 24% Meets, and 2% Masters, Algebra I students performed at 49% Approaches, 17% Meets, and 5% Masters level, Biology students scored at 43% Approaches, 17% Meets, and 3% Masters level, and US History students scored at 73%, 40% Meets, and 14% Masters. **Root Cause:** 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 this performance.

Problem of Practice 3: Problem of Practice 3: TELPAS scores from 20-21, which show a student's English acquisition, indicate a minority of Emergent Bilingual students, less than 024 Scarborough High School
Generated by Plan4Learning.com

27% made a rise, 60% maintained, and 13% decreased yearly progress in English acquisition. **Root Cause:** Root Cause: A variety of root causes contribute to this performance including difficulties associated with our current pandemic, perhaps 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.

Student Learning

Student Learning Summary

Based on the most recent TEA accountability ratings, the following reflects the campus' domain scale score ratings: Domain 1=70; Domain 2A=66; Domain 2B=73; Domain 3=66; Overall Rating=71. There was a slight increase in Student Achievement (+2) and School Progress (+3) from the previous year performance. Closing the Gaps had a substantial decrease of -9 in Scale Score change. Student Group performance analyzed by Race/Ethnicity evidences the strongest student performance as follows for All Tests: Approaches: 57% White, Meets: 33% White, Masters: 6% Hispanic. African American subgroups demonstrates the lowest student performance across all tests and performance levels Approaches: 39%, Meets: 15%, Masters 4%. Compared to the previous year's STAAR performance, there was an overall decrease in student academic performance across all race/ethnicity groups, most substantially the decrease in the African American subgroup as follows: Approaches 30% decrease from previous year, Meets 54% decrease from previous year, Masters 50% decrease from previous year. When focusing on EL students, TELPAS progress target was not met. 31% of students met TELPAS progress. Special Education students demonstrate stronger performance when meeting performance standards for ALG1 EOC; however, they are struggling in ENG2 EOC with only 11% meeting standard. The campus does not have any identified distinctions, based on most recent accountability data. The class of 2020 4 year graduation rate is 90.2%. The longitudinal graduation rate (6-year) is 96%. This demonstrates that students are tracked and monitored in order to fulfill graduation requirements. The annual drop out rate for SY 19-20 is 3.5%. 16% of students earned credit for AP exams. 11% of students met TSI criteria for both Reading and Math. 48% of graduates received total credit for CCMR criteria.

Student Learning Strengths

Students at Scarborough have demonstrated learning strengths in EOC US History with 73% reaching Approaches performance level, 40% Meets performance level, and 14% at a Masters performance level. Students have demonstrated a stronger performance in meeting TSI criteria for ELA/Reading with 53%. There was also an increase of 3% for students earning SAT credit. Industry based certifications increased by 14% points from the previous data year. There was also an increase of 1% point in students earning their Associates Degree via the Futures Academy program.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): Based on 20-21 CCMR results, 48% of total graduates received credit for CCMR criteria. **Root Cause:** Lack of effective tracking and progress monitoring of students in attaining CCMR requirements.

Problem of Practice 2 (Prioritized): 31% 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): 34% of English I students attained Approaches Performance level on 20-21 STAAR scores, with only 1% reaching 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: African American students experienced the largest regression in EOC performance across all tested areas. **Root Cause:** Due to the risks of attending in person learning, only 18% of the in person students were African American. This limited the opportunities of effective instructional practices.

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 potential within an atmosphere of shared responsibility, academic challenge, intercultural understanding, and mutual respect. Based on 20-21 data, Scarborough High School provides support classes in English and math, where both core contents are double blocked for freshmen. Additional support classes for English II and English Language Learners are also offered. A Dyslexia Teacher Lead, which is a newer addition to our campus, is committed to supporting our students with dyslexia's needs. Furthermore, all students requiring special education services are provided with in-class support facilitators 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 Osha 10 and Osha 30 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: 20-21 STAAR scores: Algebra I: 49% Approaches, 17% Meets, and 5% Masters level, Biology: 43% Approaches, 17% Meets, and 3% Masters level, and US History : 73%, 40% Meets, and 14% Approaches, English I: 34% Approaches, 16% Meets, and 1% Masters level, English II: 48% Approaches, 32% Meets, and 2% Masters level.
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 could be 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: TELPAS scores from 20-21, which show a student's English acquisition, indicate 26%, are making yearly progress in English acquisition; 60% are maintaining their current level of language status, and 13% have regressed in language performance. **Root Cause:** A variety of root causes contribute to this performance including difficulties associated with our current pandemic, perhaps not enough practice in taking the exam, a lack of focus on the exam and instructional supports that are needed for all staff members. Purposeful planning to support English skills is needed for all learners in all content areas.

Problem of Practice 3: 20-21 STAAR scores: Algebra I: 49% Approaches, 17% Meets, and 5% Masters level, Biology: 43% Approaches, 17% Meets, and 3% Masters level, and US History : 73%, 40% Meets, and 14% Approaches, English I: 34% Approaches, 16% Meets, and 1% Masters level, English II: 48% Approaches, 32% Meets, and 2% Masters level.

Root Cause: A lack of consistent 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 consistent across all disciplines to respond to the diversity of learner needs.

Problem of Practice 4: Students DLA results show English I 26% approaches and 15% meets and English II 37% approaches and 24% meets making them the two lowest achieving areas. Writing and making inferences being two focal points of improvement. **Root Cause:** Instruction not aligned with lead4ward high frequency distribution charts. Writing calibrations need to be done with more frequency. Targeted interventions based on readiness standards should be done with fidelity. Making an effort for DLA to be aligned with district pacing calendars and curriculum.

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 OSHA 10 and OSHA 30 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: 20-21 STAAR scores: Algebra I: 49% Approaches, 17% Meets, and 5% Masters level, Biology: 43% Approaches, 17% Meets, and 3% Masters level, and US History : 73%, 40% Meets, and 14% Approaches, English I: 34% Approaches, 16% Meets, and 1% Masters level, English II: 48% Approaches, 32% Meets, and 2% Masters level.

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 20-21, which show a student's English acquisition, indicate a minority of English Language Learners, less than 10%, 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 difficulties associated with our current pandemic, perhaps 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 3: 20-21 STAAR scores: Algebra I: 49% Approaches, 17% Meets, and 5% Masters level, Biology: 43% Approaches, 17% Meets, and 3% Masters level, and US History : 73%, 40% Meets, and 14% Approaches, English I: 34% Approaches, 16% Meets, and 1% Masters level, English II: 48% Approaches, 32% Meets, and 2% Masters level.

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: Students DLA results show English I 26% approaches and 15% meets and English II 37% approaches and 24% meets making them the two lowest achieving areas. Writing and making inferences being two focal points of improvement. **Root Cause:** Instruction not aligned with lead4ward high frequency distribution charts. Writing calibrations need to be done with more frequency. Targeted interventions based on readiness standards should be done with fidelity. Making an effort for DLA to be aligned with district pacing calendars and curriculum.

Priority Problems of Practice

Problem of Practice 1: Based on 20-21 CCMR results, 48% of total graduates received credit for CCMR criteria.

Root Cause 1: Lack of effective tracking and progress monitoring of students in attaining CCMR requirements.

Problem of Practice 1 Areas: Student Learning

Problem of Practice 2: 31% 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: Student Learning

Problem of Practice 3: 34% of English I students attained Approaches Performance level on 20-21 STAAR scores, with only 1% reaching 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
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- 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
- PSAT and/or 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 progress
- 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM 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

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: ELAR 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 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

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 2 percentage points from 16% in spring 2021 to 18% in spring 2022.





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

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Targeted reading interventions focusing on student feedback reports to address areas of concern. Strategy's Expected Result/Impact: Tailored instruction that addresses gaps and regressions from COVID slide. 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 Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
  100% Accomplished
  Continue/Modify
  Discontinue

Measurable Objective 1 Problems of Practice:





Student Learning
Problem of Practice 3: 34% of English I students attained Approaches Performance level on 20-21 STAAR scores, with only 1% reaching 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.

Measurable Objective 2: ENG1 students performing at Intervention level on BOY Renaissance 360 screener will decrease 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. Strategy's Expected Result/Impact: Tailored instruction that addresses gaps and regressions from COVID slide. 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 Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					





Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 3: 34% of English I students attained Approaches Performance level on 20-21 STAAR scores, with only 1% reaching 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.

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. Strategy's Expected Result/Impact: Tailored instruction that addresses gaps and regressions from COVID slide. 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 Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Measurable Objective 3 Problems of Practice:

Student Learning
Problem of Practice 3: 34% of English I students attained Approaches Performance level on 20-21 STAAR scores, with only 1% reaching 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.

Board Goal 1: ELAR 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 8 percentage points from 42% in spring 2019 to 50% in spring 2024.





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 2 percentage points from 32% in spring 2021 to 34% in spring 2022.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

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. Strategy's Expected Result/Impact: Tailored instruction that addresses gaps and regressions from COVID slide. 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 Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 3: 34% of English I students attained Approaches Performance level on 20-21 STAAR scores, with only 1% reaching 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.

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. Strategy's Expected Result/Impact: Tailored instruction that addresses gaps and regressions from COVID slide. 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 Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 3: 34% of English I students attained Approaches Performance level on 20-21 STAAR scores, with only 1% reaching 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.

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. Strategy's Expected Result/Impact: Tailored instruction that addresses gaps and regressions from COVID slide. 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 Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Measurable Objective 3 Problems of Practice:

Student Learning

Problem of Practice 3: 34% of English I students attained Approaches Performance level on 20-21 STAAR scores, with only 1% reaching 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.

Board Goal 2: MATH 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 8 percentage points from 46% in spring 2019 to 54% in spring 2024.





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 2 percentage points from 17 percentage points from 17% in spring 2021 to 19% in spring 2022.

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. Strategy's Expected Result/Impact: Tailored instruction that addresses gaps and regressions from COVID slide. 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 Title I Schoolwide Elements: 2.4 - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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. Strategy's Expected Result/Impact: Tailored instruction that addresses gaps and regressions from COVID slide. 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 Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

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. Strategy's Expected Result/Impact: Tailored instruction that addresses gaps and regressions from COVID slide. 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 Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.





Goal 1: The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 2 percentage points from 48% for 2019-2020 graduates to 60% for 2020-2021 graduates reported in 2022.

Strategic Priorities: Expanding Educational Opportunities

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. 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. Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: Students participating and meeting AP criteria will increase to 25% of graduating seniors.

Evaluation Data Sources: AP Board, A4E Dashboard

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: All campus AP teachers will have College Board certification by January 2022. 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. Title I Schoolwide Elements: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div> No Progress Accomplished Continue/Modify Discontinue </div>				

Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 1: Based on 20-21 CCMR results, 48% of total graduates received credit for CCMR criteria. Root Cause: Lack of effective tracking and progress monitoring of students in attaining CCMR requirements.

Measurable Objective 3: Students enrolled in Futures Academy earning an associates degree when they graduate will increase to 6%.

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. 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. Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
<div> No Progress Accomplished Continue/Modify Discontinue </div>				

Board Goal 4: 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 the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.





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 5% in spring 2021 to 7%% in spring 2022.

Strategic Priorities: Expanding Educational Opportunities

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. Strategy's Expected Result/Impact: Tailored instruction that addresses gaps and regressions from COVID slide. 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 Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  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. Strategy's Expected Result/Impact: Tailored instruction that addresses gaps and regressions from COVID slide 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 Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Board Goal 5: Additional Campus Goals- Our campus goals, listed below address the areas of Attendance, Discipline, Parent and Community Engagement, Health Services, and Violence Prevention.

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. 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. Title I Schoolwide Elements: 2.6, 3.1	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





Board Goal 5: Additional Campus Goals- Our campus goals, listed below address the areas of Attendance, Discipline, Parent and Community Engagement, Health Services, and Violence Prevention.

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. 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	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Board Goal 5: Additional Campus Goals- Our campus goals, listed below address the areas of Attendance, Discipline, Parent and Community Engagement, Health Services, and Violence Prevention.

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. 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.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: Additional Campus Goals- Our campus goals, listed below address the areas of Attendance, Discipline, Parent and Community Engagement, Health Services, and Violence Prevention.

Goal 4: SPECIAL EDUCATION

Strategic Priorities: Transforming Academic Outreach





Board Goal 5: Additional Campus Goals- Our campus goals, listed below address the areas of Attendance, Discipline, Parent and Community Engagement, Health Services, and Violence Prevention.

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. Strategy's Expected Result/Impact: Teachers will be able to identify language levels of EB students and provide language supports. Staff Responsible for Monitoring: ESL Teachers, LPAC Administrator Action Steps: Assessment Planning, Student tracking Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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. 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 Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Board Goal 5: Additional Campus Goals- Our campus goals, listed below address the areas of Attendance, Discipline, Parent and Community Engagement, Health Services, and Violence Prevention.

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. Strategy's Expected Result/Impact: Establish a parent organization. Staff Responsible for Monitoring: Title I Coordinator Action Steps: Calendar of meetings Title I Schoolwide Elements: 3.1, 3.2	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 6: Additional Campus Goals- Our campus goals, listed below address the areas of Attendance, Discipline, Parent and Community Engagement, Health Services, and Violence Prevention.

State Compensatory

Budget for 024 Scarborough High School

Total SCE Funds: \$126,454.80

Total FTEs Funded by SCE: 2

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

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jenkins, Tayler Janeice	Tchr, Dance	1
Weimmer, Maximos Hoovestol	Tchr, Theater, Secondary	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by collaboration of campus personnel and stakeholders. The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

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

Principal's Office

Room 324

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

***Our SIP is available 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

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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.

3.2: 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 - 9/21/21
- Meeting #1 Alternate - 9/23/21
- Meeting #2 - 11/9/21
- Meeting #2 Alternate - 11/11/21
- Meeting #3 - 1/20/22
- Meeting #3 Alternate - 1/25/22
- Meeting #4 - 3/22/22
- Meeting #4 Alternate - 3/24/22

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alejandra Acevedo	Grad Lab Coach	Grad Lab	1.00
Emeralle Kirksey	Classroom Size Reduction	Reading	1.00
Sarah Young Russell	Classroom Size Reduction Teacher	Reading Intervention	1.00

Campus Leadership Team

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

Site-Based Decision Making Committee

Committee Role	Name	Position
Parent	Maria Rivera	SDMC Member
Parent	LaTisha Green	SDMC Member
Community Representative	Amanda Patton	SDMC Member
Community Representative	Isaac Alva	SDMC Member
Business Representative	Patrick Patton	SDMC Member
Classroom Teacher	Nicole Svoronos	SDMC Member
Classroom Teacher	Maximos Weimmer	SDMC Member
Paraprofessional	Maribel Medrano	SDMC Member
Special Education Chair	Andre Evans	SPED Chair
Administrator	Jacqueline McWilliams	School Counselor

Department Team

Committee Role	Name	Position
Classroom Teacher	Emeralle Kirksey	ELA Department Chair
Classroom Teacher	Michael Lannon	ELA Department Chair
Classroom Teacher	Bj O'Neal	MTH Department Chair
Classroom Teacher	Arpita Sarkar	SCI Department Chair
Classroom Teacher	Edgar Villalta	SST Department Chair
Special Education Chair	Andre Evans	Special Education Chair
Classroom Teacher	Louis King	Department Chair
Classroom Teacher	Maximos Weimmer	FA Department Chair

Addendums

2021-2022 Professional Development Plan*				
PD Dates	PD Format	PD Topic	Resources Needed	SIP Goal Alignment
Aug. 16	In Person	Teacher Prep Day	NA	NA
Aug. 17	In Person	Campus & District Policies Superintendent Updates/ Using Data to Drive and Impact Instruction	Spring 2021 Campus EOC data, TELPAS data, CCMR data	BG 1.1, 1.2, 2.1
Aug. 18	In Person	Building school culture/ Building, safety/ Responding to Data: Planning (6 weeks at a glance), individual planning, Lead4Ward tools and resources	Mamba Mentality Book Course HUB page At A Glance template Lead4Ward: IQ Release Items, Field Guides, Instructional Strategies	BG 1.1, 1.2, 2.1, BG 4.1 BG 5.1, 5.2, 5.3
Aug. 19	Virtual	Academic PD, Core Content & Enrichment Job Alike and/or Choice Sessions	Laptop	BG 4.1
Aug. 20	In Person	APEX/ TADS Updates/District & Campus Health/Wellness protocols	APEX teacher account, AIMS platform, Health & Medical Guidelines	BG 1.1, 1.2, 2.1 BG 3.1
Sept. 17	In Person	Lesson Planning Objectives & Consistency Gradual Release Model Lesson Planning Template	Develop Effective Lesson Plans Gradual Release Model SHS Lesson Plan Template T.A.L.E. Visual	BG 1.1, 1.2, 2.1 BG 3.1 BG 4.1
Oct. 4	Modules	District PD Day-Comp Day for Online Compliance Courses	Laptop	BG 5.1, 5.2, 5.3
Feb. 21	In Person	Increasing Student Engagement -Small Group Instruction -Checking for Understanding	Secondary Curriculum Specialists Workstation Exemplars Group Management Chart HISD I2 CFU Exemplar Video	BG 1.2, 1.2, 2.1

* Only pdf documents can print with your SIP. Please complete and save as a pdf before uploading into Plan4Learning.



SIP APPROVAL 2021-2022

School Name and Campus #: Scarborough High School #024

Principal Name: Lilly Rincon

Area Office: High School Office

Please print this document and complete.

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on 9/17/2021 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.

[Signature: L. Rincon]

Principal

10/13/2021

Date

Signatures below indicate review and approval of this document.

[Signature: Jose C. Torres]

PTO/PTA or other Parent Representative

10-13-21

Date

[Signature: M. W.]

SDMC Teacher Representative

10/13/21

Date

[Signature: J. H.]

School Support Officer/Lead Principal

10/13/21

Date

[Signature: M. P.]

Area Office Superintendent

10/14/2021

Date

Effective Schools Facilitator (ESF) or Professional
Service Provider (PSP)
(if applicable or still in use under grant contract)

Date