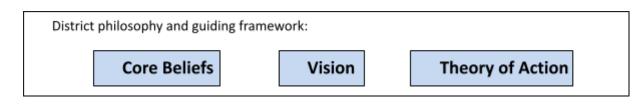
## 2024-2025 Action Plan Scarborough High School Alvaro Montelongo Jr.

## School Action Plan – Needs Assessment



## Needs related to Student achievement Data: Increase the percentage of Special education students approaching and above on EOC. Increase the number of students achieving advanced and advanced high on TELPAS. Increase the number of student achieving a 2 on SCR 2024 EOC All Content Average Percentages 1 point - 39% -2 points - 32% 0 point - 47% Increase the number of students achieving a 8 or above on the EOC ECR 60% of Special Edu students in Eng I and II did not approach EOC 2023 - 2024 School Year TELPAS Data o Beginning = 24.6%Intermediate = 25.4% 0 o Advanced=19.8% o Advanced High=9.5% Needs related to improving the quality of instruction: Targeting Emergent Bilingual students' needs during planning and class time to increase TELPAS scores.

- Internalize and Customize lessons to be set up for High Quality, targeted, and differentiated Instruction.
- Teachers pre-planning for misconceptions, and addressing them in the moment.
- Based on Spot Forms, with an average of 9, there needs to be a focus in Domain 2.

System Evaluation (Philosophy, processes, implementation, capacity, etc.):

- Parent, Student, and Staff surveys
- EOC Data
- TELPAS Data
- T-Tess/Spot Forms

	Key Action			
	Improve quality of instruction campus wide.			
	Indicators of Success			
	<ul> <li>By December of 2024, 65% of teachers will average a 9 on their spots conducted by administrators. By May of 2025, 85% of classroom teachers will average a 9 or higher based on feedback received through classroom observations and on the spot coaching.</li> </ul>			
	<ul> <li>By the end of December 2024 EOC and Midterms, 65% of students will demonstrate proficiency by meets or higher in all content areas. By May of 2025 EOC and Finals, 80% of students will demonstrate proficiency in all content areas.</li> </ul>			
	<ul> <li>By December of 2024, 45% of students will score a 4 or higher on the English I and English II EOC and Midterm Extended Constructed Response. By May of 2025, that percentage will increase to 55% of students scoring a 4 or higher on EOC or Finals.</li> </ul>			
KEY ACTION	<ul> <li>By December of 2024, 45% of students will score a 2 or higher on the Midterm SCR.</li> <li>By May of 2025 that percentage will increase to 55% of students scoring a 2 or higher on EOC or Finals.</li> </ul>			
	Specific Actions– School Leaders			
	<ul> <li>Train Teachers during the summer orientation and professional development days on the SHS writing plan and implement a school wide ECR &amp; SCR protocol and grading rubric.</li> </ul>			
	<ul> <li>Provide ongoing on the spot coaching regularly; including written feedback at least once a month for every teacher using the HISD Spot Observation Form.</li> </ul>			
	<ul> <li>Conduct effective weekly PLC meetings that focus on sheltered instruction strategies and data when available to meet the needs of our special populations.</li> </ul>			
	- Train staff and build a schedule that supports the use of Sumit K-12.			
	Specific Actions- Staff - Internalize curriculum to deliver High Quality Instruction that aligns to the spot observation form.			
	<ul> <li>Internalize and respond to data in the moment to improve and adjust instruction for the reteach and other periods.</li> </ul>			
	<ul> <li>Teachers will collaborate to identify highly effective instructional strategies that have proven to move student data in the NES Model.</li> </ul>			
	<ul> <li>Implement engagement strategies purposefully throughout lessons to increase student engagement.</li> </ul>			

- Implement Summit K-12 with fidelity and use the data with intentionality.
- Utilize aligned SCRs in weekly lessons.
- Incorporate ECR in Social Studies Content

	Key Action One: Improve quality of instruction campus wide.		
	Who: Administration, Division Support		
What: Support teachers through PLC and professional development opportuni by the district as well as leadership lead. Implementation of SCR strateg rating with the rubric with fidelity.			
	When: Summer Pre Service, BOY PLC meetings, continued PD sessions in 24-25 SY Where: Campus		
	Proposed item	Description	Amount
	Staff development	na	na
	Materials/resources	na	na
Durdarat	Purchased services	na	na
Budget	Other	na	na
	Other	na	na
		TOTAL	na
	Funding sources:		

	Key Action:		
	TSI Readiness: Increase the number of students who are TSI ready in both Math and English.		
	Indicators of Success		
	-	By June of 2025, Scarborough High School will achieve a 5% increase in the number of students in Cohort 2025* and a 5% increase in the number of students in Cohort 2026 who will be TSI ready in English and Math (SAT/ACT/TSIA/TCB). * Scarborough HS administration is also incorporating or allowing Texas College Bridge for Grade 12 only.	
	-	By June of 2025, 75% of our current junior (Gr. 11) students complete a minimum of 25 hours (about 2 hours per week from September to the Spring SAT scheduled date) of the Khan Academy Online SAT Preparation Course.	
KEY ACTION	-	By June of 2025, 80% of our Cohort 2025 (Grade 12 only) who are classified as not TSI ready will be allowed to register for the Texas College Bridge in Math/English and will receive support to complete the assigned courses.	
	Spe	cific Actions– School Leaders	
	-	Increase monitoring of the CCMR district and unit tracker for Scarborough HS College Bridge Initiative for the cohort of the class of 2025.	
	-	Assistant Principals/CTC/District Personnel will continue to support campus designee to support TSIA 2.0 testing for students who successfully complete Texas College Bridge throughout the academic year.	
	<ul> <li>Within 3 weeks of a student successfully completing the Texas College Scarborough HS will assess students in the corresponding TSIA 2.0 a indicate the student's TSI Readiness contingent upon the district testir</li> </ul>		
	-	Assistant Principals will set the expectation of TSI readiness for all students and the use of Khan Academy across the campus.	
Coordinator to monitor students' progress. The campus coordinator		Principal/Assistant Principals will provide ongoing support to Khan Academy SAT Prep Coordinator to monitor students' progress. The campus coordinator will develop a campus plan regarding the use for Khan Academy SAT prep for all Grade 11 students.	
	-	Principal/Assistant Principals will ensure that counselors schedule students into the appropriate Texas College Bridge courses for identified Grade 12 students and monitor the progress of students being scheduled.	
	-	Principal/Assistant Principals/District Coordinators will continually update the plan for identified students to attend HISD TSI Bootcamps.	

Specific Actions- Staff
<ul> <li>Track student data points by course in a variety of platforms (i.e. TCB, KHAN Academy, Savvas, AP Community, IBC, etc.).</li> </ul>
<ul> <li>Provide pre-training on the TSI Pre-Assessment for students.</li> </ul>
<ul> <li>Create and maintain a campus CCMR Collaboration Team with weekly review of student data, interventions, and outcomes.</li> </ul>
<ul> <li>Actively participate in ongoing professional development for teachers focused on priorities for CCMR.</li> </ul>
<ul> <li>Increase Industry Based-Certifications (IBCs) attainment for students with 2 courses and 2 credits in Program of Study (POS).</li> </ul>
<ul> <li>Teachers will ensure that students enrolled in CTE courses with integrating Industry-Based Certifications (IBCs)</li> </ul>
<ul> <li>Actively participate in ongoing professional development for teachers focused on priorities for CCMR.</li> </ul>

	Key Action				
	Who: Principal/Assistant Principals, CTC, Tier III Leaders, District and North Division L Coordinators, College and Career Readiness Advisors.				
What: Ensuring students are well-prepared for college is crucial as it empower the necessary academic and life skills to excel in higher education. This readin significant role in their success at the collegiate level.					
	When: Collaboration between district and unit division will occur weekly with weekly review of student data from multiple sources. Based on student data points, pivots, adjustments and changes will occur. Where: Campus				
	Proposed item	Description	Amount		
	Staff development	Collegeboard, Advanced Placement, College and Career Readiness, CTE- FPOS (New pathways)	7,500.00		
	Materials/resources	Supplies, Materials, Digital site licenses, Blue Books, Study Materials,	7,500.00		
Budget	Purchased services	Mastery Prep, Rice training for teachers, Region IV training for teachers,	10,000.00		
Budget	Other	TSIA Boot Camp Saturdays 8:30 AM to 12:30 PM, including breakfast and lunch, teacher pay, for Fall and Spring Semester. Advanced Placement	10, 000.00		

	Saturday Boot Camps	
Other	Student incentives and recognition for attending and participating in Khan Academy, Saturday boot camps, SAT/TSI performance levels.	5, 500.00
	TOTAL	40, 500.00
Funding sources:		

	Key Action
	<b>College Coursework:</b> Increase enrollment and successful completion of Advanced Placement and Dual Credit courses.
	Indicators of Success
	<ul> <li>By July of 2025, Scarborough HS will increase the percentage of students earning qualifying scores on the Advanced Placement and/or completing dual credit courses by 10%.</li> </ul>
	Specific Actions – School Leaders
	<ul> <li>Communicate the expectation that counselors use the provided data and student lists to appropriately schedule students into advanced courses.</li> </ul>
	<ul> <li>Identify personnel to monitor students' schedules to ensure students are scheduled appropriately based upon data.</li> </ul>
KEY Action	<ul> <li>Set clear expectations on the use of spot form with specialty guidance in advanced courses to look for the appropriate curriculum, resources, and rigor required for student success.</li> </ul>
	<ul> <li>Routinely evaluate spot form data to identify and provide professional development and job-alike training to Advanced Academic, Dual Credit, and OnRamps teachers.</li> </ul>
	<ul> <li>By June 2025, Scarborough admin team will review student data for Advanced Academics, OnRamps, and Dual Credit courses with the CCMR team from the district to identify the Advanced Courses that will be offered in the 25-26 academic year.</li> </ul>
	<ul> <li>Identify teachers who are eligible to teach the courses and hire for any advanced course, dual credit and OnRamps vacancies by May 2025.</li> </ul>
	<ul> <li>Ensure all advanced courses teachers are registered for the required summer professional development organized by the postsecondary department.</li> </ul>
	<ul> <li>Ensure that students earned credit for a college prep course(s) in ELA/Reading and Mathematics.</li> </ul>
	- Increase the number of students experiencing success in HCC dual credit courses.
	<ul> <li>Increasing number of students earned an associate's degree while in high school for the 2024-2025 school year.</li> </ul>
	Specific Actions- Staff
	<ul> <li>AP PLCs focused on College Board AP Classroom tools/resources to support students in practice exams, practice self-scoring on FRQs, and determining students' performance levels.</li> </ul>
	- Track student data points by course in a variety of platforms (i.e. College Board,

	KHAN Academy, UT OnRamps Portal Savvas, etc. Teachers will collect, monitor and adjust based on student data points.
	<ul> <li>Advanced Placement and OnRamps teachers will encourage and support students in attending the AP and OnRamps Saturday Tutorials, boot camps at the designated sites and on campus.</li> </ul>
	<ul> <li>Teachers/Grade level counselors will organize and hold student/parent conferences to have a clear understanding of each student's advance placement goals and expected success outcomes.</li> </ul>
	<ul> <li>Teachers/Grade Level Counselors/Coordinators will hold student/parent conferences to deepen support of students' progress in Advanced Coursework.</li> </ul>

	Key Action		
	<ul> <li>Who: Principal/Assistant Principals, CTC, Tier III Leaders, District and North Division Unit Coordinators, College and Career Readiness Advisors</li> <li>What: Prioritizing college readiness not only reduces the need for remedial courses but also enhances the chances of degree completion. It positions college-ready students for successful careers, higher earning potential, and significant contributions to their communities. By focusing on college readiness, students gain access to a wide range of opportunities and are empowered to achieve their maximum potential.</li> <li>When: Collaboration between district and unit division will occur weekly with weekly review student data from multiple sources. Based on student data points, pivots, adjustments and changes will occur.</li> </ul>		
	Amount		
	Proposed item Staff development	<b>Description</b> Collegeboard, Advanced Placement, College and Career Readiness, CTE- FPOS (New pathways)	7,500.00
	Materials/resources	Supplies, Materials, Digital site licenses, Blue Books, Study Materials,	7, 500.00
Rudget	Purchased services	Mastery Prep, Rice training for teachers, Region IV training for teachers,	10, 000.00
Budget	Other	TSIA Boot Camp Saturdays 8:30 AM to 12:30 PM, including breakfast and lunch, teacher pay, for Fall and Spring Semester. Advanced Placement Saturday Boot Camps	10, 000.00
	Other	Student incentives and recognition for attending and participating in Khan Academy, Saturday boot camps, SAT/TSI performance levels.	5, 500.00
		TOTAL	40, 500.00

	Funding sources:
	<b>Key Actions:</b> Increase the number of CTE Concentrators and Completers within an approved program of study by realigning the coherent sequence of courses of study for each single program of study (career pathway).
	<ul> <li>Indicators of Success</li> <li>By June of 2025, Scarborough High School will achieve a 3% increase in the number of students in Cohort 2025* student moving from Concentrator to Completor.</li> <li>*Scarborough HS Counselors will put in place support of student transitions from Level I to Level II, and from Level II to Level III and from Level IV.</li> </ul>
	<ul> <li>By July of 2025, 35% of our CTE students will achieve a 50% transition rate of Level I courses to Level II courses in our FPOS program in Level I courses.</li> </ul>
KEY	<ul> <li>By July of 2025, 10% of students enrolled in CTE courses with available Industry Based Certifications (IBCs) will have earned at least one certification.</li> </ul>
ACTION	<ul> <li>By July of 2025, there is a 2% increase in students in a level 3 or Level 4 courses participating in an experiential learning opportunity in the CTE program of study. In-scope opportunities include work-based learning, and practicum courses.</li> </ul>
	Specific Actions– School Leaders
	<ul> <li>1-1 and group student advising, by grade level counselors and CTE teachers to increas recruitment and retention of students in a program of study.</li> </ul>
	<ul> <li>Partner with the district and division to sunset courses and/or add FPOS courses of study to align and phase in the newly added program of study for both the 2024-2025 and 2025-2026 school years.</li> </ul>
	<ul> <li>Align coursework with CCMR Advising team on supports to ensure students receive career advisement before, during and after participating in level 1 course. This includes magnet coordinator/counselors visiting feeder pattern middle schools students and communicating with parents.</li> </ul>
	<ul> <li>Partner with CCMR district and unit/division to identify partnerships with local businesses, industries, and community organizations to increase the availability of experiential learning opportunities for Level 3 and Level 4 CTE students.</li> </ul>
	<ul> <li>Maintain a system to actively monitor students' who are on track or off track for being a concentrator and completer.</li> </ul>
	<ul> <li>Students eligible for IBC will complete a pre-certification assessment with at 10% of the students scoring at or above the proficiency levels.</li> </ul>

- Ensure students are demonstrating progress toward performance levels on the FPOs assessments quarterly.

## Specific Actions- Staff

- Track student data on the FPOS assessments by six weeks grading cycle to ensure that students are demonstrating progress on the FPOS assessments.
- As needed, teachers will implement a remediation plan to address the students who did not pass their FPOS assessment.
- Teachers and grade level counselors will help collect and track students progress on coursework by Program of Study. (POS).
- Actively participate in ongoing professional development for teachers focused on prioritizing CTE programs of study, coherent sequence of courses, IBCs, transitions between all levels and alignment of coursework to industry and community partnerships for students to receive experiential learning opportunities.
- Grade level counselors will track students toward a coherent sequence of courses.
- Hold individual student/parent conferences for students to have a clear understanding of goal setting and expected success outcomes.

	Key Action		
	<ul> <li>Who: Principal/Assistant Principals, CTC, Tier III Leaders, District and North Division Unit Coordinators, College and Career Readiness Advisors</li> <li>What: A crucial aspect of student development is ensuring they are well-prepared for their future careers. This preparation is vital as it provides them with the necessary academic and life skills to succeed in higher education, career advancement, and entry-level positions. The level of readiness significantly impacts their journey throughout their lives.</li> </ul>		
	When: Collaboration between district and unit division will occur weekly with weekly review of student data from multiple sources. Based on student data points, pivots, adjustments and changes will occur. Where: Campus		
	Proposed item	Description	Amount
	Staff development	Collegeboard, Advanced Placement, College and Career Readiness, CTE- FPOS (New pathways)	2,500.00
	Materials/resources Supplies, Materials, Digital site licenses, 5,500.00 Blue Books, Study Materials, and Vouchers for students IBCs.		5,500.00
Budget	Purchased services	Geometrics, ceritport for CTE teacher training for teachers and grade level	5,000.00

	counselors.	
Other	TSIA Boot Camp Saturdays 8:30 AM to 12:30 PM, including breakfast and lunch, teacher pay, for Fall and Spring Semester. Advanced Placement Boot Camp Saturdays.	7,500.00
Other	Student incentives and recognition for attending and participating in Khan Academy, Saturday boot camps, SAT/TSI performance levels.	5,500.00
<b>TOTAL</b> 26, 000.00		
Funding sources: General and CTE Funding, Business Partnerships, Advanced Academics, Post-secondary, Title I funding.		

	Key Action		
	The principal and principal apprentice consistently provides on-the-job coaching and feedback at a minimum monthly.		
KEY ACTION	Indicators of Success		
	<ul> <li>A structured weekly schedule will be developed and implemented to ensure each special education teacher receives at least one dedicated coaching session per week. Coaching sessions will result in 1-2 actions steps agreed upon between teacher and administrator.</li> </ul>		
	<ul> <li>By January of 2025, Special Education students in grades 9-12 scoring at Approaches or higher on their TEA Interim Assessment will increase from 32% to 37%. By June in 2025, the percentage will increase to 42% based on STAAR End of Course Exams.</li> </ul>		
	<ul> <li>By the end of the 2024-2025 school year, each Special Education teacher will receive at least one classroom observation per week and feedback will align in part to the previous week's coaching action steps.</li> </ul>		
	Specific Actions – School Leaders		
	<ul> <li>Grow teacher capacity around special education, including how to read and implement an IEP and target the learning differences of students in their classroom.</li> </ul>		
	<ul> <li>Support general education teachers to implement student accommodations with fidelity for all assignments and assessments.</li> </ul>		
	<ul> <li>Train and monitor teacher documentation of accommodations in Powerschool and Easy IEP.</li> </ul>		
	Specific Actions- Staff		
	<ul> <li>Implement student accommodations in all content areas for all assignments and assessments.</li> </ul>		
	<ul> <li>Work closely with the co-teacher to collaborate and support the success of special education students.</li> </ul>		

Key Action Six:	
Who: Principal, Principal Apprentice, TIER 2 Leaders, Special Education Chairperson, Teachers	
What: Create and maintain systems to ensure 100% compliance as well as student achievement of our scholars who we provide service to.	

	When: Continuous All Year Where:				
	Proposed item	Description	Amount		
Budget	Staff development	Easy IEP Training CPI Training GoalBook Training Progress Monitoring Training Documenting in Wizard Training	0		
	Materials/resources	Khan Academy Summit K-12	0		
	Purchased services	n/a			
	Other	OSES Department North Division SPED Coordinator	0		
	Other	Diagnostician LSSP Speech Therapist Transition Coach	0		
		TOTAL	0		
	Funding sources:				

	Key Action			
	Improve English proficiency for Emergent Bilingual students.			
	Indicators of Success			
	<ul> <li>As measured by Summit K-12 in December of 2024, the percent of Emergent Bilingual students achieving Advanced from 19.8% to 25% and Advanced High from 9.5% to 15%. By June of 2025, using TELPAS, the percentage of Advanced will increase from 19.8% to 30% and Advanced High to 9.5% to 20%.</li> </ul>			
	<ul> <li>By June 2025, 36% of students will grow one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS.</li> </ul>			
KEY ACTION	<ul> <li>By May of 2025, 15% percent (above district suggestion) of Emergent Bilingual students who did not meet on STAAR English I and/or English II EOC in Spring of 2024, will meet passing standard.</li> </ul>			
	<ul> <li>By May of 2025, 50% of the incoming 9th grade Emergent Bilingual students will earn meets or above on their EOC English I exam.</li> </ul>			
	Specific Actions – School Leaders			
	<ul> <li>Facilitate meeting(s) to share the student-level data and goals with campus staff and teachers.</li> </ul>			
	<ul> <li>Review the EB spot form guidance document and the lesson internalization protocol with all administrators and teachers to clarify all instructional expectations, set norms, and calibrate.</li> </ul>			
	<ul> <li>Establish strong and clearly defined systems at Scarborough HS for identification, enrollment, scheduling, and monitoring coding for all EB students.</li> </ul>			
	<ul> <li>Conduct at least one EB spot form per week on teachers who have students with Emergent Bilingual students.</li> </ul>			
	<ul> <li>Monitor effective use of customized lessons designed using the HISD lesson internalization protocol.</li> </ul>			
	- Ensure documentation, timelines, and coding align with federal and state guidelines.			
	<ul> <li>Review potential EB list provided by multilingual department for identifying students who need to test EB identification assessment before district snapshot date.</li> </ul>			

Specific Actions – Staff		
<ul> <li>Teachers will facilitate the TELPAS Data Conference with each EB student by October 1, 2024.</li> </ul>		
<ul> <li>Customize effective lessons using the HISD lesson internalization protocol. Customization will include scaffolds, differentiation, gestures, and academic vocabulary to target the EB students in the classroom.</li> </ul>		
<ul> <li>English EOC teachers will identify those who made approaches on 23-24 EOC Eng I or II and provide specific interventions and tracking for those particular students.</li> </ul>		
<ul> <li>Teachers will implement Summit K-12 with all EB students with fidelity in multiple content areas.</li> </ul>		
<ul> <li>ELD course will be used for Emergent Bilingual students to receive language acquisition instruction as well as reading comprehension/accelerated literacy.</li> </ul>		
- Introduce Rosetta Stone to EB students to use during ELD & at home with families.		

	Key Action Six: Campus improves English proficiency for Emergent Bilingual students			
	Who: Administration, Content Teachers, Leadership Development Department HISD, FACE Department, Multilingual Department What: Training, Content Support, Scaffolding/Best Practice Support			
	When: Continuous All Year			
	Where: Campus and In-Service Locations			
	Proposed item	Description	Amount	
	Staff development	Emergent Bilingual Training; Summit K-12 Training; ELPS Leader Pathway & Sentence Frames	0	
	Materials/resources	Summit K-12 Roseta Stone	0	
Budget	Purchased services			
	Other	Multilingual Lead Parent Meeting	0	
	Other	Multilingual Support in LPAC	0	
		TOTAL	0	
	Funding sources:			