Goose Creek Consolidated Independent School District

Ross S. Sterling High School

Campus Improvement Plan

2020-2021

Board Approval Date: November 2, 2020
Public Presentation Date: November 2, 2020

Mission Statement

Educators of Sterling High School use evidenced-based practices in the classroom to ensure that all students experience rigorous and relevant learning opportunities while building strong relationships that develop the "whole child".

Vision

Educators of Sterling High School are committed to ensuring that all students experience support, success, and various learning opportunities to prepare students for their futures.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The comprehensive needs assessment process was completed during May 2020 through the campus instructional departments and campus Instructional Leadership Team (ILT). The following data from 2018-2019 were used due to the TEA waiving EOC Assessments due to the COVID-19 Pandemic. Analyses of the data were acknowledged and determined:

- The ethnic demographics have remained nearly consistent over the last 3-5 years, with the exception of a Hispanic population, which has increased from 50% to 55%. White and African American students have recently decreased by 3%. Asian and mixed race students have remained at about 2% of the student population.
- Economically disadvantaged students have averaged at 58% over the last 3 years, which is an increase from 53% the year prior which is an effect of rezoning.
- The ELL population has also averaged around 8% over the last 4 years.
- The 3 year average of students who are in the special education program has been consistently 10%.
- The at-risk special population increased from 39% in 2016-17 to 43% in 2020.
- The 504 students are 9.49% of the population.

Demographics Strengths

- Overall STAAR scores increased from 2018 to 2019.
- For English 1 Approaches and Meets scores increased and Masters stayed at 0%.
- English II Approaches increased and Meets/Masters stayed the same.
- Algebra 1 all levels increased.
- Biology Approaches/Meets increased and Masters stayed the same.
- US Hist. Approaches deceased but Meets and Masters increased.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Expand more LEP/ELL training to General Ed Teachers; more support/structures for students to assist them with language barriers and content comprehension. **Root Cause:** Inadequate training and understanding of the needs of this sub-population. ELs have specific needs and resources in order to achieve high levels of learning. If students are not supported in both their academic and social emotional needs, they tend to stop working and wanting to come to school. Without proper support, training, and understanding of these students, teachers will not see successful achievement outcomes.

Student Learning

Student Learning Summary

The comprehensive needs assessment process was completed during May 2020 through campus committees. Improvements were made in Algebra 1 and in the English EOCs (both English 1 and English 2) according to the 2018-2019 TAPR data (2019-2020 data were waived due to the COVID-19 Pandemic). All sub-populations grew in all categories with the exception of English Language Learners (ELs). Also for the 2018-2019 school year, RSS earned distinctions in the areas of Math, Top 25% comparative growth, and a distinction in Postsecondary Readiness. More support is needed for ELs and Special Education (Sp.Ed.) students to better close performance gaps. ELs dropped in English and Algebra 1 EOCs over the last two-years. Sp. Ed. Students are under-performing on all EOC exams and there has not been a significant increase in growth. Furthermore, we need to increase student participation in taking college entrance exams, such as, SAT, ACT, and Advanced Placement (AP) exams. A total of 512 juniors had the opportunity to take the ACT exam, but only 76% participated. A total of 1120 students were enrolled in AP exams in 2019, but only 15.4% participated in English, 4.6% participated in math, 7.9% participated in science, and 11.2% participated in Social Studies.

Student Learning Strengths

- Improvements were made in Algebra 1 and in the English EOCs (both English 1 and English 2) according to the 2018-2019 TAPR data (2019-2020 data were waived due to the COVID-10 Pandemic).
- All sub-populations grew in all categories with the exception of English Language Learners (ELs).
- For the 2018-2019 school year, RSS earned distinctions in the areas of Math, Top 25% comparative growth, and a distinction in Postsecondary Readiness.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): ELL and Sp. Ed. students are not showing significant growth on EOC exams. **Root Cause:** Tiered intervention needs to be more clearly defined through a referral process as found in Response To Intervention (RTI), which is now referred to as Multi-tiered Structures of Support (MTSS).

Problem Statement 2 (Prioritized): Students need to participate more in offered college-entrance and AP exams. **Root Cause:** Currently we only offer ACT and only to 11th grade students. Also, not all students enrolled in AP courses choose to take AP exams.

School Processes & Programs

School Processes & Programs Summary

The comprehensive needs assessment process was completed May 2020 through the campus instructional departments and the campus ILT. The following data were acknowledged and determined:

- We are increasingly meeting grade level standards which is evidenced by an increase in all areas of the EOC exams.
- We are steadily increasing as a front runner in our comparison groups; however, there is still room for increased instructional improvement.
- Staff has expressed concern regarding cell phone and headphone use in the hallways, the doors remaining secured with students entering through the front, and ID badges being worn.

School Processes & Programs Strengths

- Strengths identified include improvements in accessibility of technology for students. Students and teachers have more iPads accessible.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students and staff safety is a concern when students do not wear ID badges, and are utilizing cell phones and headphones in the hall. **Root Cause:** Teachers feel that inconsistency in discipline has led to student apathy with regard to ID badges and cell phones.

Perceptions

Perceptions Summary

The comprehensive needs assessment process was completed during May 2020 through the campus teams and campus instructional leadership team. The following was acknowledged and determined:

- Staff, students, and parents are not satisfied with the new high school start time.
- Parents and staff both revealed dissatisfaction with volunteerism efforts and would like to see an increase in activities that involve parents.
- The staff would like to see more recognition for their efforts, as well as, for the students.
- The staff feels there is a lack of consistency among the administrative team in addressing behavior issues.

Perceptions Strengths

Students feel accepted and parents feel communication is often favorable.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent volunteerism is viewed as problematic by staff and parents. **Root Cause:** There is no intentional process for recruiting or providing opportunities for parents to become involved.

Priority Problem Statements

Problem Statement 1: Expand more LEP/ELL training to General Ed Teachers; more support/structures for students to assist them with language barriers and content comprehension.

Root Cause 1: Inadequate training and understanding of the needs of this sub-population. ELs have specific needs and resources in order to achieve high levels of learning. If students are not supported in both their academic and social emotional needs, they tend to stop working and wanting to come to school. Without proper support, training, and understanding of these students, teachers will not see successful achievement outcomes.

Problem Statement 1 Areas: Demographics

Problem Statement 2: ELL and Sp. Ed. students are not showing significant growth on EOC exams.

Root Cause 2: Tiered intervention needs to be more clearly defined through a referral process as found in Response To Intervention (RTI), which is now referred to as Multi-tiered Structures of Support (MTSS).

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students need to participate more in offered college-entrance and AP exams.

Root Cause 3: Currently we only offer ACT and only to 11th grade students. Also, not all students enrolled in AP courses choose to take AP exams.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students and staff safety is a concern when students do not wear ID badges, and are utilizing cell phones and headphones in the hall.

Root Cause 4: Teachers feel that inconsistency in discipline has led to student apathy with regard to ID badges and cell phones.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Parent volunteerism is viewed as problematic by staff and parents.

Root Cause 5: There is no intentional process for recruiting or providing opportunities for parents to become involved.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- 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 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 and/or ASPIRE
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data

- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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 and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation 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 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

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

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
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Sterling High School will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

Performance Objective 1: Sterling High School will increase student achievement by monitoring student progress.

Evaluation Data Sources: STAAR Results, TELPAS Results, Benchmark Data, CBA Data, Formative Assessments

Summative Evaluation: None

Strategy	Reviews			
Strategy 1: Use remediation classes in Algebra 1, English 1-4, Biology, and US History grade at a ratio of 18 to 1 to help increase student understanding and close achievement gaps. **Strategy's Expected Result/Impact:** Increase in student achievement **Staff Responsible for Monitoring:** RSS Administrative Team, Content Specialists	**Formative**			**Summative**
	Nov	Feb	June	June
Strategy 2: Campus departments will utilize PLC time to review data, plan rigorous instruction, develop interventions, and monitor overall student performance. **Strategy's Expected Result/Impact:** Increase in EOC passing rates **Staff Responsible for Monitoring:** RSS Administrative Team, Content Specialists, Content Area Teachers	**Formative**			**Summative**
	Nov	Feb	June	June
Strategy 3: Monitor gaps in achievement and plan interventions for academically fragile students through data meetings with teachers that are led by administrators and/or content specialists. **Strategy's Expected Result/Impact:** Increase in EOC performance **Staff Responsible for Monitoring:** Principal Assistant Principals Core Content Specialists	**Formative**			**Summative**
	Nov	Feb	June	June
0% No Progress 100% Accomplished ⮕ Continue/Modify ✖ Discontinue				

Goal 1: Sterling High School will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

Performance Objective 2: Sterling High School will increase the percentage of students meeting Master's Level by at least 10% on all End of Course exams

Evaluation Data Sources: STAAR performance

Summative Evaluation: None

Strategy 1: Teachers will meet with students to set individual growth goals and monitor student progress through common formative assessments, benchmarks, and other forms of data. **Strategy's Expected Result/Impact:** Increase in Meets and Master Level performance on EOC exams **Staff Responsible for Monitoring:** RSS Administrative Team RSS Teachers	**Reviews**			
	Formative			**Summative**
	Nov	Feb	June	June
Strategy 2: All Pre-AP and AP teachers will focus on their students achieving Master Level performance by using the appropriate questioning strategies, setting goals, and monitoring progress towards those goals. **Strategy's Expected Result/Impact:** Increase in EOC Master Level performance **Staff Responsible for Monitoring:** RSS Administrative Team	**Reviews**			
	Formative			**Summative**
	Nov	Feb	June	June

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

Goal 1: Sterling High School will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

Performance Objective 3: 100% of seniors at Sterling High School will be accepted to a two-year college, technical school, four-year college or military branch of service

    Evaluation Data Sources: Naviance data, Apply Texas data

    Summative Evaluation: None

	Reviews			
Strategy 1: 100% of seniors at Sterling High School will complete the Apply Texas application	**Reviews**			
Strategy's Expected Result/Impact: Increase in Apply Texas report of seniors applying to a college, technical school or university	**Formative**			**Summative**
Staff Responsible for Monitoring: College/Career Counselor	Nov	Feb	June	June
Strategy 2: Increase availability of courses and the percentage of students taking dual enrollment and advanced placement classes at Sterling High School	**Reviews**			
Strategy's Expected Result/Impact: Increase Dual Enrollment/AP course offering report Dual Enrollment/AP student enrollment	**Formative**			**Summative**
Staff Responsible for Monitoring: College/Career Counselor RSS Counselors Academic Dean	Nov	Feb	June	June
Strategy 3: All seniors at Sterling High School will utilize the College/Career center to complete a comprehensive individualized postsecondary plan.	**Reviews**			
Strategy's Expected Result/Impact: All plans are on file Senior Plan Review Meeting	**Formative**			**Summative**
Staff Responsible for Monitoring: College/Career Counselor	Nov	Feb	June	June
Strategy 4: All juniors and seniors at Sterling High School will take at least one college preparation/entrance exam(ACT, SAT, PSAT, TSIA)	**Reviews**			
Strategy's Expected Result/Impact: Increase in scores as reflected on SAT, PSAT, ACT, TSIA reports	**Formative**			**Summative**
Staff Responsible for Monitoring: College/Career Counselor	Nov	Feb	June	June
Strategy 5: Continue to offer the school day ACT to juniors with 16 or more credits.	**Reviews**			
Strategy's Expected Result/Impact: Increase in ACT participation	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal Academic Dean College/Career Counselor	Nov	Feb	June	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Sterling High School will provide a well-balanced and appropriate curriculum to all students

Performance Objective 1: Sterling High School will continue to implement structures in order to actively monitor classroom instruction and student progress

    Evaluation Data Sources: STAAR Performance
TTESS Appraisals and Walk Throughs

    Summative Evaluation: None

	Reviews			

Strategy 1: RSS Administrators will conduct a minimum of five walk throughs a week with instructional feedback provided on each.
    Strategy's Expected Result/Impact: Increase in student achievement
    Staff Responsible for Monitoring: Principal
Academic Dean
	Formative			**Summative**

	Nov	Feb	June	June

Strategy 2: EOC tested areas will evaluate common formative assessments in PLC meetings using a data analysis protocol in order to identify strengths, weaknesses, interventions and enrichment activities.
    Strategy's Expected Result/Impact: Increase in identified strategies or focus
Increase in scores
    Staff Responsible for Monitoring: Academic Dean
Assistant Principals
Content Specialists
	Formative			**Summative**

	Nov	Feb	June	June

Strategy 3: Testing administrator and ESL Administrator will expedite procedures and protocols that ensure accuracy in ratings and verification for the TELPAS process.
    Strategy's Expected Result/Impact: Increase in TELPAS and ratings
    Staff Responsible for Monitoring: Testing Coordinator
ESL Administrator
Academic Dean
	Formative			**Summative**

	Nov	Feb	June	June

Strategy 4: ESL administrator will conduct targeted walk throughs for SI Team members offering feedback to improve instruction.
    Strategy's Expected Result/Impact: Increase in TELPAS scores
    Staff Responsible for Monitoring: Special Programs Administrator
Academic Dean
Principal
	Formative			**Summative**

	Nov	Feb	June	June

Strategy 5: Campus administration will work with the district ESL specialist to ensure staff is SI trained and understands TELPAS accountability.
    Strategy's Expected Result/Impact: Increase in TELPAS scores and EOC scores
    Staff Responsible for Monitoring: Principal
Special Programs Administrator
	Formative			**Summative**

	Nov	Feb	June	June

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

Goal 2: Sterling High School will provide a well-balanced and appropriate curriculum to all students

Performance Objective 2: Sterling High School will ensure academic success for all students by closing the achievement gaps

Evaluation Data Sources: STAAR data

Summative Evaluation: None

Strategy 1: Based on common formative assessments and benchmark scores, implement targeted interventions that provide intense support for students at risk of failing specific EOC exams.		Reviews		
Strategy's Expected Result/Impact: Increase in Benchmark scores and attendance EOC scores **Staff Responsible for Monitoring:** RSS Administrative Team		**Formative**		**Summative**
	Nov	**Feb**	**June**	**June**
Strategy 2: Use a walk-through data analysis process to provide targeted instructional feedback to critical content areas.		Reviews		
Strategy's Expected Result/Impact: Increase in EOC scores and TELPAS scores **Staff Responsible for Monitoring:** RSS Administrative Team		**Formative**		**Summative**
	Nov	**Feb**	**June**	**June**
Strategy 3: Teachers will gradually increase rigor on assignments to model EOC test Master Level performance.		Reviews		
Strategy's Expected Result/Impact: Increase in EOC scores **Staff Responsible for Monitoring:** RSS Administrative Team		**Formative**		**Summative**
	Nov	**Feb**	**June**	**June**

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

Goal 3: Sterling High School, through enhanced dropout prevention efforts, will work to ensure all students will remain in school until they obtain a high school diploma.

Performance Objective 1: Create a Cohort Express team of counselor/administrator/support staff that monitors the 2021 Cohort group for EOC progress, attendance, credits, and behavior and serves as a link for communication for students to parents to teachers.

Evaluation Data Sources: STAAR performance, discipline records, student transcripts

Summative Evaluation: None

Strategy 1: Counselors will schedule a minimum of 1 parent conference per semester for every at risk student.	Reviews			
Strategy's Expected Result/Impact: Increase in Parent call log	Formative			Summative
Staff Responsible for Monitoring: Principal Academic Dean Grade Level Counselors	Nov	Feb	June	June

Strategy 2: Assistant Principals, Counselors, and Academic Dean will hold monthly meetings and review the status of each senior.	Reviews			
Strategy's Expected Result/Impact: Increase in graduation rate for the 2021 Cohort	Formative			Summative
Staff Responsible for Monitoring: Assistant Principals Counselors Academic Dean Principal	Nov	Feb	June	June

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

Goal 3: Sterling High School, through enhanced dropout prevention efforts, will work to ensure all students will remain in school until they obtain a high school diploma.

Performance Objective 2: Continue to implement a process at Sterling High School that improves the ability of teachers, counselors and administrators to monitor student progress, credits and state testing performance.

    Evaluation Data Sources: Graduation data, student failure rates, STAAR performance

    Summative Evaluation: None

Strategy	Reviews			

Strategy 1: All core teachers will use Eduphoria Aware in order to understand their student's historical performance on state assessments and be able to monitor academic progress throughout the year.
   Strategy's Expected Result/Impact: Increase in student achievement
   Staff Responsible for Monitoring: Academic Dean
   Assistant Principals
	Reviews			

	Formative			**Summative**
	Nov	Feb	June	June

Strategy 2: An individualized intervention plan will be created for all students at risk of dropping out or not graduating from Sterling High School
   Strategy's Expected Result/Impact: Increase in student achievement
   Staff Responsible for Monitoring: Counselors
   Assistant Principals
	Reviews			

	Formative			**Summative**
	Nov	Feb	June	June

Strategy 3: Counselors notify by mail and meet with every parent and every student during the fall semester of the senior year.
   Strategy's Expected Result/Impact: Increase in student achievement
   Staff Responsible for Monitoring: Senior Counselors
	Reviews			

	Formative			**Summative**
	Nov	Feb	June	June

Strategy 4: Counselors meet with all seniors in danger of not graduating, who have passed all EOCs but lack credits to graduate to apply to Peter E. Hyland alternative campus.
   Strategy's Expected Result/Impact: Documentation of the student meetings
   Copies of the PEH application
   Staff Responsible for Monitoring: Counselors
   Assistant Principals
	Reviews			

	Formative			**Summative**
	Nov	Feb	June	June

Strategy 5: Counselors meet with students who have failed one or more subjects every six weeks to discuss grade repair options.
   Strategy's Expected Result/Impact: Documentation of the meetings conducted
   Staff Responsible for Monitoring: Counselors
	Reviews			

	Formative			**Summative**
	Nov	Feb	June	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 4: Sterling High School will provide and maintain a safe, positive learning environment.

Performance Objective 1: Sterling High School faculty will be proactive and consistent in enforcing a positive, structured campus environment

Evaluation Data Sources: Campus discipline reports

Summative Evaluation: None

Strategy 1: All teachers and administrators will follow the campus discipline management process and code of conduct		Reviews		
Strategy's Expected Result/Impact: Decrease in discipline referrals		Formative		Summative
Staff Responsible for Monitoring: RSS Administrative Team		Nov	Feb	June	June

Strategy 2: All faculty members will consistently be active and highly visible in the building throughout the day.		Reviews		
Strategy's Expected Result/Impact: Decrease in discipline referrals		Formative		Summative
Staff Responsible for Monitoring: RSS Administrative Team		Nov	Feb	June	June

Strategy 3: All faculty will be trained and familiar with campus and district emergency crisis plans		Reviews		
Strategy's Expected Result/Impact: Decrease in incidents		Formative		Summative
Staff Responsible for Monitoring: RSS Administrative Team		Nov	Feb	June	June

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

Goal 4: Sterling High School will provide and maintain a safe, positive learning environment.

Performance Objective 2: Sterling High School will provide a positive campus atmosphere that reinforces high expectations and rewards student accomplishments

    Evaluation Data Sources: Campus discipline reports, student attendance reports, attendance celebrations

    Summative Evaluation: None

Strategy 1: We will initiate PBIS campus activities that increase school spirit and pride in accordance to MTSS goals.		Reviews		
Strategy's Expected Result/Impact: Increased attendance Decrease in the number of discipline referrals		Formative		Summative
Staff Responsible for Monitoring: PBIS team	Nov	Feb	June	June

Strategy 2: Students who received all A's on the six weeks report card will receive a snack coupon reward.		Reviews		
Strategy's Expected Result/Impact: Increased number of student earning earning all A's		Formative		Summative
Staff Responsible for Monitoring: RSS Administrative Team	Nov	Feb	June	June

Strategy 3: Students who pass all classes for a six week grading period are awarded through the counseling department, an incentive that varies each six weeks.		Reviews		
Strategy's Expected Result/Impact: Increased number of students passing all classes each six weeks		Formative		Summative
Staff Responsible for Monitoring: RSS Administrative Team	Nov	Feb	June	June

Strategy 4: All faculty will be trained in 3 hours of MTSS procedures.		Reviews		
Strategy's Expected Result/Impact: Increase teacher strategies for addressing social and emotional needs of students.		Formative		Summative
Staff Responsible for Monitoring: Campus Administration **ESF Levers:** Lever 3: Positive School Culture - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**	Nov	Feb	June	June

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

Goal 5: Sterling High School will recruit, develop, and retain highly effective personnel.

Performance Objective 1: Sterling High School will actively recruit highly effective personnel.

Evaluation Data Sources: Certification Data Report, Teacher Retention Reports

Summative Evaluation: None

Strategy 1: Attend job fairs and hire highly effective teachers for all vacancies.			Reviews		
Strategy's Expected Result/Impact: 100% highly effective teacher roster			**Formative**		Summative
Staff Responsible for Monitoring: Principal			Nov	Feb	June	June
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 6: Sterling High School will establish and maintain parental and community partnerships in education to enhance student achievement

Performance Objective 1: Sterling High School will provide multiple opportunities for parents to participate in their child's educational career

Evaluation Data Sources: Parent sign in sheets, School Messenger use, parent conference notes

Summative Evaluation: None

Strategy 1: Grade level offices will routinely ensure the accuracy of student records and contact information	Reviews			
Strategy's Expected Result/Impact: Completed record checks Corrected student records	Formative			Summative
Staff Responsible for Monitoring: Assistant Principals	Nov	Feb	June	June

Strategy 2: Sterling High School will host various activities and events in order to encourage parents to participate in their student's high school education.	Reviews			
Strategy's Expected Result/Impact: Completion and attendance of the following: College night, Career night, Grade level meetings, College Readiness seminars	Formative			Summative
Staff Responsible for Monitoring: Principal Academic Dean College/Career Counselor	Nov	Feb	June	June

Strategy 3: Sterling High School will continue to communicate to parents using parent emails, School Messenger alerts, website postings and parent conferences/meetings, and social media.	Reviews			
Strategy's Expected Result/Impact: School Messenger calls Updated website and social media	Formative			Summative
Staff Responsible for Monitoring: Principal Librarian	Nov	Feb	June	June

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

Goal 6: Sterling High School will establish and maintain parental and community partnerships in education to enhance student achievement

Performance Objective 2: Sterling High School will continue to build a community culture with stakeholders through faculty collaboration, family communication, and community partnerships.

    Evaluation Data Sources: Meeting Documents, PIE Report, Volunteer Reports, Parent Surveys

    Summative Evaluation: None

Strategy 1: Parent and student meetings will be conducted throughout the year to inform stakeholders about academic strengths, areas of concern, parental support, and student expectations. **Strategy's Expected Result/Impact:** Increase in parent involvement **Staff Responsible for Monitoring:** Academic Dean	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 2: Sterling High School and Methodist Houston San Jacinto Hospital to actively partner together to serve and support our students/faculty **Strategy's Expected Result/Impact:** Increase in partnership involvement **Staff Responsible for Monitoring:** RSS Administrative Team	Reviews			
	Formative			Summative
	Nov	Feb	June	June
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 7: Sterling High School will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 1: Instructional technology will be used to increase student interest, motivation, and achievement.

Evaluation Data Sources: Student Assessment Reports, Campus Walk through data

Summative Evaluation: None

Strategy 1: Teachers will integrate technology tools into their lessons with an emphasis on iPads and Promethean boards.	Reviews			
Strategy's Expected Result/Impact: Increased student achievement	Formative			Summative
Staff Responsible for Monitoring: Administrators	Nov	Feb	June	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				