

Goose Creek Consolidated Independent School District

Ross S. Sterling High School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25% Student Progress



Mission Statement

Sterling High School provides the opportunity for all students to achieve their maximum potential so that they may grow academically and socially in a rigorous yet caring learning environment

Vision

Sterling High School has a vision that all students will have the opportunity to earn AP credit, Dual Credit, and/or CTE certifications.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

0.4% American Indian, 18% Asian, 0.1% Pacific Islander, 1.3% African American, 51.6% Hispanic, 25.9% white, 57% Economically Disadvantaged, 5.3% ELL

35.6% At risk, 18% Mobility Rate

- This data has changed less than 1% over the last 3 years.
- Attendance rates are lower than the districts and state averages.
- African Americans have the highest drop out rates, SPED has the second highest drop out rates
- ELL graduation rates increased 33% in 3 years.
- College and career readiness is 12% below the state and 2% below the district.
- ACT/SAT scores are the same as the state average.
- African American have the greatest performance gaps.

Demographics Strengths

- ELL graduation rates increased.
- ACT/SAT scores are the same as the state average.
- The number of students on a recommended graduation plan and/or distinguished graduation plan is higher than both the state and the district.
- The campus AP scores for all subjects is 9% higher than the district average.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The performance gap for African American and Hispanic students consistently across all tested areas needs to be more in-line with the white population. **Root Cause:** The African American and Hispanic students have high absenteeism and are not engaged in learning.

Problem Statement 2: The percentage of students considered college and career ready is below the state and district average. **Root Cause:** There is a lack of rigor in the classroom, lack of prep classes that address TSIA, SAT/ACT.

Student Achievement

Student Achievement Summary

While we have made strides in the areas of math and social studies, we must do better with addressing literacy and writing performance on the RSS campus. There is also a need to address our special populations such as, SPED, ELL, AA and Hispanic, intentionally. It is also noted that Biology and ELA both need to increase the number of students achieving the "Masters" level in STAAR.

Student Achievement Strengths

Areas of strength are found in Algebra I and in US History. Both subject areas made gains in the Masters level of STAAR.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: We have identified the following populations as needing more support to be successful on STAAR and in the core subject areas: Hispanic (50% Met or Exceeded Progress in all grades) and African American (45% Met or Exceeded Progress in all grades). Both of the mentioned populations fall behind the white population in scoring at the advanced level on STAAR. **Root Cause:** Teachers need additional ESL training as well as training over the WICOR strategies to allow them to better implement best practices and differentiate instruction in the classroom. CTE and elective teachers need extensive ESL training to better support the students with literacy. Administrators need to develop a plan to better monitor implementation of the strategies.

School Culture and Climate

School Culture and Climate Summary

The committee created a survey for teachers and a survey for students to determine the attitude toward respect, discipline, motivation and safety. Teachers felt that the amount of respect that they have for students and students have for teachers is average or slightly about average. The finding from the students was similar. Both teachers and students feel safe. The main areas of concern among teachers and students on the survey included student motivation and inconsistency with discipline. The teachers do not always feel supported when they give a student a discipline referral and the type and severity of punishment differences depending on the assistant principal. Students for the most part feel safe and don't see bullying as a problem, especially during school. After school is an issue with too many students remaining in and around the school without enough supervision. The gates at the front of the parking lot are seen as more of a hindrance than a safety measure. Students are given several surveys throughout the year for administration including the Youth Truth and Olweus surveys, but the results are not reported back to teachers or students.

School Culture and Climate Strengths

PLC's have improved the climate among teachers in that they are part of a group which enables them to discuss best practices and student success. Teachers are able to express instructional or other concerns to either the content specialists, assistant principals, academic dean, or principal. Administrators and content specialists meet once a week to discuss concerns or needs for the school as well as individual departments. Content specialists are given information to distribute to the staff so that everyone in the building is well informed on new implementations. As a positive reinforcement, administration provides cakes to the staff at the end of each month to celebrate birthdays.

Students have a positive overall view of the school, teachers and administrators. Top students are recognized as Rangers of the Month. Students with outstanding attendance are recognized and given a snack coupon. Each student is presented a note and piece of candy on their birthday.

Throughout the year, the content specialists with Jennifer Fierro and Michelle Duhon have been developing the PBIS plan for the upcoming school year. All staff and students will be given Ranger Boss Bucks for good behavior and allowed to spend them on such items as free snacks, a sweatshirt, or front row parking for a week. Teachers will be given Ranger Rewards which can be spent on such things as being able to wear jeans for a day or front row parking for a week.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Currently new teachers meet several times throughout the year at the district level. On the campus level new teachers need more support during their first year to be successful. **Root Cause:** There is a lack of time and planning on the campus level for new teachers. New teachers need training in Capturing Kids Hearts and Ruby Payne's Poverty Training to have a better understanding of the students they work with.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Our findings indicate that the average years of experience of teaching on our campus is 7 years. We know that not all teachers are highly qualified. Recruitment and hiring of staff is done at the Academic Dean/Principal level through job fairs and in-house interviews. Teacher are concerned about the Mentor Program and whether new teachers are getting all that they need to be successful in the classroom.

Staff Quality, Recruitment, and Retention Strengths

Implementation of PLCs has been an area of support for core subject teachers.

The team is optimistic that PBIS will continue to grow and expand on our campus. The teachers our looking forward to Ranger Rewards.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: New teachers lack support from the campus level. **Root Cause:** A solid mentor program has not been established.

Problem Statement 2: Technology training happens monthly during the lunch period. **Root Cause:** Attendance has been sparse because of the time it is offered

Problem Statement 3: PBIS has not been implemented fully. **Root Cause:** There was a change of personnel leading the program. There was a lack of understanding of the implementation process of the original leader.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- CBA data on STAAR tested areas indicated gaps between African American, LEP and general populations
- In science, the TEKS are vertically aligned per district specialist
- Assessments reflect STAAR questions are designed in PLC
- CBA and benchmarks are designed by district specialist
- Curriculum is designed by a team of teachers to reflect STAAR

Curriculum, Instruction, and Assessment Strengths

- CFAs created by teachers during PLC time
- Data is analyzed and used to modify curriculum
- Common unit exams
- CBA data and all data is analyzed and used to drive instruction
- Assessments are tied to the TEKS
- TEKS addressed in curriculum and assessments

Family and Community Involvement

Family and Community Involvement Summary

- Campus coaches, organization leaders, and parent organizations were surveyed.
- More than 1500 parent volunteer hours were given in the last school year.
- There were 211 different parent involvement opportunities offered.
- Relationships between parent led organizations and school personnel are positive and productive.
- Parents are eager to help student centered organizations and are willing to serve when asked.

Family and Community Involvement Strengths

- Our campus has good participation from parents in booster clubs, PTO, Project Graduation, and donations of resources and time.
- There are many opportunities to serve and help at Sterling High School for parents and community members wanting to volunteer.
- Communication between school and parents is regular and clear by way of the phone calling system, letters sent home, website, Ranger Twitter, and parent meetings.
- Fish Camp, College and Career Information, and Open House are some of the best attended parent gathering and they provide good information that is accurate and clear.

School Context and Organization

School Context and Organization Summary

- Collect data for review from CBAs, benchmarks and level assessments
- PLCs available for STAAR tested areas (planning, data review, remediation, common class periods, specific content)
- Content Specialists meeting, administrative meetings, department meetings, level meetings, PLC meetings, faculty meetings
- Teachers report to Content Specialist - share information
- Administration develops duty roster (6 week rotation)
- After School tutorials, practices
- Master schedule

School Context and Organization Strengths

- PLC
- Content Specialist Meeting -Weekly
- Administrative Meetings
- Teacher's exam data
- Duty Responsibilities

Technology

Technology Summary

- iPad available for all students if they so choose
- Library computers available for students and parents
- District support for Google Classroom
- District approved on-line textbooks, databases, apps
- Promethean boards, clickers
- Apple TV

Technology Strengths

- Google Classroom
- CTS support
- Lunch and Learn technology training
- Apple TV
- Eduphoria on-line testing
- CEV Multi-media for CTE
- SAM, G-Matrix for BIM class
- Exam View
- VEX Kits PLTW

Problem Statements Identifying Technology Needs

Problem Statement 1: While we have 1:1 technology, a majority of teachers still do not feel comfortable implementing it on a regular basis. **Root Cause:** There is a need for on-going training throughout the year and the implementation needs to be monitored as well. While the training was started second semester last year the monitoring piece is not currently in place.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Community and student engagement rating 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Highly qualified staff data
- Teacher/Student Ratio
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Budgets/entitlements and expenditures 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 Source(s) 1: STAAR Results, TELPAS Results

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Use remediation classes in 9th through 12th grade at a ratio of 15 to 1 to help increase student understanding and performance	Academic Dean	Increase in student achievement			
Problem Statements: Student Achievement 1					
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 2) Use PLC time to schedule common assessments and monitor student performance. Provide remediation for students as needed.	Principal, Academic Dean	Increase in EOC passing rates			
	Problem Statements: Student Achievement 1				
3) Monitor gaps in achievement for sub population groups through core subject meetings with teachers and led by administrators and content specialists.	Principal, Assistant Principals, Core Content Specialists	Increase in EOC performance			
Problem Statements: Demographics 1, 2 - Student Achievement 1					
4) Campus administration will monitor lesson plans to ensure that WICOR strategies implemented.	Principal, Assistant Principals	Increase in EOC Scores			
					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The performance gap for African American and Hispanic students consistently across all tested areas needs to be more in-line with the white population. Root Cause 1: The African American and Hispanic students have high absenteeism and are not engaged in learning.

Problem Statement 2: The percentage of students considered college and career ready is below the state and district average. **Root Cause 2:** There is a lack of rigor in the classroom, lack of prep classes that address TSIA, SAT/ACT.

Student Achievement


Problem Statement 1: We have identified the following populations as needing more support to be successful on STAAR and in the core subject areas: Hispanic (50% Met or Exceeded Progress in all grades) and African American (45% Met or Exceeded Progress in all grades). Both of the mentioned populations fall behind the white population in scoring at the advanced level on STAAR. **Root Cause 1:** Teachers need additional ESL training as well as training over the WICOR strategies to allow them to better implement best practices and differentiate instruction in the classroom. CTE and elective teachers need extensive ESL training to better support the students with literacy. Administrators need to develop a plan to better monitor implementation of the strategies.

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 Level III (advanced performance) by at least 5% on all End of Course exams

Evaluation Data Source(s) 2: STAAR performance

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Teachers will counsel with students to set individual growth goals and monitor student progress through common assessments.	Academic Dean	Increase in Level III scores on 2017-2018 EOC exams			
2) All Pre-AP and AP classes will focus on Level 3 performance by setting goals and monitoring progress towards those goals.	Academic Dean, Assistant Principals	Increase in EOC Level III performance			
3) Teachers will discuss successful strategies and plan interventions during PLC.	Principal, Academic Dean	Increase in EOC Level III performance			
4) The campus will implement AVID WICOR strategies campus wide.	Principal, Academic Dean, Assistant Principals, CTE Specialist	Increase in Masters Grade Level performance			
	Problem Statements: Student Achievement 1				
					

Performance Objective 2 Problem Statements:


Student Achievement
<p>Problem Statement 1: We have identified the following populations as needing more support to be successful on STAAR and in the core subject areas: Hispanic (50% Met or Exceeded Progress in all grades) and African American (45% Met or Exceeded Progress in all grades). Both of the mentioned populations fall behind the white population in scoring at the advanced level on STAAR. Root Cause 1: Teachers need additional ESL training as well as training over the WICOR strategies to allow them to better implement best practices and differentiate instruction in the classroom. CTE and elective teachers need extensive ESL training to better support the students with literacy. Administrators need to develop a plan to better monitor implementation of the strategies.</p>

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 Source(s) 3: Naviance data, Apply Texas data

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) 100% of seniors at Sterling High School will complete the Apply Texas application	College/Career Counselor	Increase in Apply Texas report of seniors applying to a college, technical school or university			
2) Increase the percentage of students taking dual enrollment and advanced placement classes at Sterling High School	College/Career Counselor	Increase Dual Enrollment/AP course offering report; Dual Enrollment/AP student enrollment			
	Problem Statements: Demographics 2				
3) All seniors at Sterling High School will utilize the College/Career center to complete a comprehensive individualized postsecondary plan.	College/Career Counselor	All plans are on file; senior plans are completed by December 2017			
	Problem Statements: Demographics 2				
4) All juniors and seniors at Sterling High School will take at least one college preparation/entrance exam(ACT, SAT, PSAT, TSIA)	College/Career Counselor	Increase in scores as reflected on SAT, PSAT, ACT, TSIA reports			
	Problem Statements: Demographics 2				
5) Continue to offer the school day SAT or ACT to juniors with 16 or more credits.	Principal, Academic Dean, College/Career Counselor	Increase in SAT participation			
	Problem Statements: Demographics 2				
6) College and Career Counselor will bring attention to dual credit opportunities and work to increase communication between campus and parents regarding AP/Dual Credit opportunities through night meetings.	Principal, Academic Dean, College/Career Counselor	Increase in Dual credit enrollment.			
	Problem Statements: Demographics 2				
7) Continue to work with local colleges/universities to help teachers achieve qualifications to teach dual credit classes resulting in increased participation.	Academic Dean, College/Career Counselor, CTE Specialists	Increase in Teacher qualifications			
					

Performance Objective 3 Problem Statements:


Demographics
Problem Statement 2: The percentage of students considered college and career ready is below the state and district average. Root Cause 2: There is a lack of rigor in the classroom, lack of prep classes that address TSIA, SAT/ACT.

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 4: Create a Cohort Express team of counselor/administrator/support staff that monitors the 2017 Cohort group for EOC progress, attendance, and behavior and serves as a link for communication from students to parents to teachers.

Evaluation Data Source(s) 4: STAAR performance, discipline records

Summative Evaluation 4:

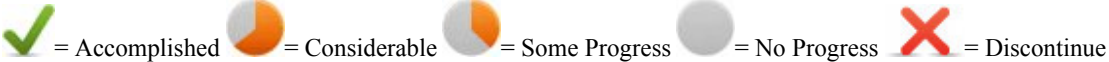
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Grade level counselors will work directly with teachers who have our New Arrival Center (NAC) and ELL students to support all guidance and counseling needs for this population. They will monitor progress, EOC support/remediation /intervention for these students.	Principal, Academic Dean, Grade Level Counselors	Increase in EOC performance, TELPAS performance			
2) Grade level counselors will schedule a minimum of 1 parent conference per semester for every at risk student.	Principal, Academic Dean, Grade Level Counselors	Increase in Parent call log			
3) ELL District Specialist will facilitate SI meetings and work directly with teachers to be more effective in implementing SI strategies. They will work with staff in particular Science, Social Studies, and ELA to improve TELPAS scores and procedures.	ELL Counselor	Increase in TELPAS scores, EOC scores			
4) ELL Assistant Principal will ensure accuracy in ratings and verification. They will collect TELPAS portfolios and monitor the ESL team teachers.	ELL Assistant Principal, ELL Counselor, Counselors	Increase in TELPAS scores/exam administration			
5) The ELL Assistant Principal will expedite procedures and protocols for the collection of TELPAS benchmark portfolios at least twice a year.	ELL Assistant Principal, ELL Counselor, Grade Level Counselors	Portfolio collection completed, Increase in TELPAS performance			
					

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 Source(s) 1: STAAR performance, walk-through data

Summative Evaluation 1:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Administrators will follow a scheduled walkthrough program requiring five observations each week	Academic Dean	Increase in student achievement			
2) Use directors and content coordinators to direct continuous PLC focus on equity in grading practices	Academic Dean	Grading period reports indicating few/none instances of neglect (fewer than 5% of teachers out of compliance)			
3) EOC tested areas will evaluate check-up quizzes in level meetings at least twice a grading period, teams will follow a data analysis protocol in order to identify strengths, weaknesses, next steps and future goals	Academic Dean	increase in identified strategies or focus; increase in scores			
4) Testing administrator will expedite procedures and protocols that ensure accuracy in ratings and verification for the TELPAS process.	Testing Coordinator, Academic Dean	Increase in TELPAS and ratings			
5) ESL administrator will supervise and evaluate ESL team teachers.	Testing Coordinator, Academic Dean	Increase in TELPAS scores			
6) Campus administration will work with the district ESL specialist to ensure staff is SI trained and understands TELPAS accountability.	Principal, Testing Coordinator	Increase in TELPAS scores, EOC scores			
7) Teachers will reteach - reassess students to ensure TEKS are mastered.	Academic Dean	Increase in EOC scores, TELPAS scores			
					

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

Performance Objective 2: Use PLC to train on procedures for successful curriculum implementation

Evaluation Data Source(s) 2: PLC Agendas, Lesson plans

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Provide Writing Across the Curriculum PD for staff.	Principal, Academic Dean	Increase in EOC scores			
Problem Statements: Demographics 1 - School Culture and Climate 1					
2) In PLC, teachers will discuss successful strategies and plan interventions.	Principal, Academic Dean	Increase in EOC Scores, TELPAS scores			
3) Develop procedures so teachers understand the impact of TELPAS through training, monthly meetings, ELL administrator accountability and TELPAS check-up meetings.	Testing Coordinator, Principal, Academic Dean	Increase in TELPAS ratings			
4) Use directors and content coordinators to direct continuous PLC focus on effective use of formative assessment to monitor student achievement.	Principal, Academic Dean	Increase in EOC scores			
5) Use PLC format to inform teachers of the increased standards of Phase 2 in STAAR/EOC.	Principal, Academic Dean	Increase in EOC scores			
6) Use AVID coordinator and AVID elective teachers to provide PD opportunities for teachers to effectively implement AVID WICOR strategies.	Principal, Academic Dean	Increase in EOC scores			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The performance gap for African American and Hispanic students consistently across all tested areas needs to be more in-line with the white population. Root Cause 1: The African American and Hispanic students have high absenteeism and are not engaged in learning.
School Culture and Climate


Problem Statement 1: Currently new teachers meet several times throughout the year at the district level. On the campus level new teachers need more support during their first year to be successful. **Root Cause 1:** There is a lack of time and planning on the campus level for new teachers. New teachers need training in Capturing Kids Hearts and Ruby Payne's Poverty Training to have a better understanding of the students they work with.

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

Performance Objective 3: Sterling High School will ensure academic success for all students by closing the achievement gaps

Evaluation Data Source(s) 3: STAAR data

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Based on check-up quizzes and benchmark scores, implement a targeted intervention that provides intense support for students at risk of failing specific EOC exams. Interventions include specialty classes, small groups and pullouts for tutorials	Academic Dean	Increase in Benchmark scores, attendance EOC scores			
2) Use a walk-through data analysis process to provide targeted instructional feedback to critical content areas.	Principal, Academic Dean	Increase in EOC scores, TELPAS scores			
3) Teachers will gradually increase rigor on assignments to model EOC test level II final standard.	Principal, Academic Dean	Increase in EOC scores			
4) Teachers will track and monitor student progress through common assessments.	Principal, Academic Dean	Increase in EOC scores			
					

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

Performance Objective 1: Implement structures at Sterling High School that will address common graduation obstacles, including student seat time, credit recovery, and testing remediation

Evaluation Data Source(s) 1: Graduation data, student failure rates, STAAR performance

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Provide a variety of credit recovery opportunities for students at risk of not graduating, including the scheduling of EOC classes for seniors who have not passed their EOC in one or more area.	Academic Dean, Senior Counselors	Increase in student achievement			
					

Goal 3: Sterling High School, through enhanced and dropout prevention efforts, will work to ensure that 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 Source(s) 2: Graduation data, student failure rates, STAAR performance

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
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.	Academic Dean, Assistant Principals	Increase in student achievement			
2) An individualized intervention plan will be created for all students at risk of dropping out or not graduating from Sterling High School	Senior Counselors	Increase in student achievement			
3) Senior counselors notify by mail and meet with every parent and every student during the fall semester of the senior year.	Senior Counselors	Increase in student achievement			
4) Senior 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.	Senior Counselors	Documentation of the student meetings, Copies of the PEH application			
5) Grade level counselors meet with students who have failed one or more subjects every six weeks to discuss grade repair options.	Grade level counselors	Documentation of the meetings conducted.			
					

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 Source(s) 1: Campus discipline reports

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) All teachers and administrators will follow the campus discipline management process and code of conduct	Principal	Decrease in discipline referrals			
2) All faculty members will consistently be active and highly visible in the building for the following: morning duty, greeting students at the door during passing periods, in the hallways during sweeps, and after school duty creating the increased adult presence that was identified by the Needs Assessment committee.	Principal	Decrease in discipline referrals			
3) All faculty will be trained and familiar with campus and district emergency crisis plans	Principal	Decrease in incidents			
					

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 Source(s) 2: Campus discipline reports, student attendance reports, attendance celebrations

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) We will initiate PBIS campus activities that increase school spirit and pride. Examples include attendance and grade incentives; recognizing teacher accomplishments in faculty meetings; and provide opportunities for wearing spirit apparel.	PBIS team	Increased attendance, decrease in the number of discipline referrals			
	Problem Statements: Staff Quality, Recruitment, and Retention 1, 2, 3 Funding Sources: Local Funds - \$7,500.00				
2) Students who received all A's on the six weeks report card will receive a snack coupon to be redeemed through the cafeteria.	Principal and counselors	Increased number of student earning earning all A's			
	Funding Sources: Local Funds - \$2,000.00				
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.	Grade level counselors	Increased number of students passing all classes each six weeks			
	Funding Sources: Local Funds - \$2,000.00				
4) Implement OLWEUS Character Ed lessons through LOTE classes.	LOTE teachers, principal	End of year survey, decrease in discipline referrals			
					

Performance Objective 2 Problem Statements:


Staff Quality, Recruitment, and Retention
Problem Statement 1: New teachers lack support from the campus level. Root Cause 1: A solid mentor program has not been established.
Problem Statement 2: Technology training happens monthly during the lunch period. Root Cause 2: Attendance has been sparse because of the time it is offered
Problem Statement 3: PBIS has not been implemented fully. Root Cause 3: There was a change of personnel leading the program. There was a lack of understanding of the implementation process of the original leader.

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

Performance Objective 1: Sterling High School will recruit and retain highly effective personnel so that 100% of the Sterling teachers are highly effective

Evaluation Data Source(s) 1: Teacher certification report

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Attend job fairs (when applicable) and recruit early from a pool of highly effective teachers in core academic subjects	Principal	100% highly effective staff roster			
2) Assure all assignments and re-assignments are filled with highly effective staff	Principal	100% highly effective staff roster			
3) Evaluate campus Teacher Induction Program/Mentoring initiatives and make changes to improve the program efforts to retain teachers	Principal	Increase in teacher retention			
					

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

Performance Objective 2: Sterling High School will ensure that 100% of our teachers receive highly effective professional development each year

Evaluation Data Source(s) 2: Teacher mid year and summative evaluation reports

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Assess the staff development needs of those teachers not meeting highly effective standards	Principal	Staff development needs assessment completed			
2) Develop staff development growth plans (part of highly effective intervention plan) for all non-highly effective teachers	Principal	Highly effective intervention plan completed for each non-highly effective teacher			
					

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

Performance Objective 3: Sterling High School will attract and maintain highly effective teachers

Evaluation Data Source(s) 3: Staff Reports, Certification data, staff GT/ESL certifications

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Select only highly effective teachers from the applicant pool	Principal	highly effective audit report			
2) Implement a highly effective teacher intervention plan for all non-highly effective teachers	Principal	Intervention plan submitted to personnel within 6 weeks of hire			
3) Ensure campus personnel decision-makers are available during peak recruiting/hiring times	Principal	Submission of campus staffing assignments			
4) Encourage all teachers to become ESL and GT certified	Principal	Increase in Campus ESL and GT certifications			
					

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 Source(s) 1: Parent sign in sheets, School Messenger use, parent conference notes

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Grade level offices will routinely ensure the accuracy of student records and contact information	Assistant Principals	Completed record checks; corrected student records			
2) Sterling High School will host various activities and events in order to encourage parents to participate in their student's high school education.	Principal, Academic Dean, College/Career Counselor	Completion and attendance of the following: College night, Career night, Grade level meetings, College Readiness seminars			
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.	Principal, librarian	School Messenger calls, updated website and social media			
					

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 "family culture" with our stakeholders through faculty collaboration, family communication, and community partnerships.

Evaluation Data Source(s) 2: Meeting Documents, PIE Report, Volunteer Reports

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
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.	Academic Dean	Increase in parent involvement			
2) Sterling High School and Methodist Houston San Jacinto Hospital and Baytown Modern Dentistry to actively partner together to serve and support our students/faculty	Academic Dean	Increase in partnership involvement			
3) In order to promote campus-wide community and support, we will strongly encourage faculty members to participate in the following: athletic events, parent/student meetings, faculty fellowships and graduation	Principal, Academic Dean	Increase in volunteer support			
					

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 Source(s) 1: STAAR performance

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Teachers will integrate technology resources and tools into their lessons, including the following: E-instruction, Google Classroom, iPads, Promethean boards, Apple TVs	Principal, Academic Dean	Lesson plans reflect integrated technology			
2) Students will use the College/Career Ranger Center to assist with college readiness testing, online application and scholarships, and Naviance activities.	Academic Dean, College/Career Counselor	Increase in student achievement			
					

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

Performance Objective 2: We will provide professional development on instructional technology throughout the school year

Evaluation Data Source(s) 2: Training Reports

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Targeted professional development will be provided for teachers to integrate effective technology tools in the classroom, including Edmodo, E-Instruction, Smart boards, and iPads	Principal, Academic Dean	Increase in student achievement			
	Problem Statements: Staff Quality, Recruitment, and Retention 2 - Technology 1				
					

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 2: Technology training happens monthly during the lunch period. Root Cause 2: Attendance has been sparse because of the time it is offered
Technology
Problem Statement 1: While we have 1:1 technology, a majority of teachers still do not feel comfortable implementing it on a regular basis. Root Cause 1: There is a need for on-going training throughout the year and the implementation needs to be monitored as well. While the training was started second semester last year the monitoring piece is not currently in place.

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	Use PLC time to schedule common assessments and monitor student performance. Provide remediation for students as needed.

17-18 Needs Assessment Team

Committee Role	Name	Position
Classroom Teacher	Betty Benskin	
Classroom Teacher	Tonya Brown	
Administrator	Nathan Chaddick	
Classroom Teacher	Ronald McDowell	
Administrator	Renee Cosby	
Administrator	Carrie Smith	
Administrator	Jennifer Fierro	
Administrator	Marshall Land	
Administrator	Ray Lavan	
Non-classroom Professional	Brandy Onken	Counselor
Classroom Teacher	Brenda Crowley	
Classroom Teacher	Courtney McCleery	
Classroom Teacher	Scott Sickle	
Classroom Teacher	Chase Kruger	
Classroom Teacher	Natalie Heckman	
Classroom Teacher	Gina Ham	
Classroom Teacher	Karen Rohach	
Classroom Teacher	Jeremy Barrow	
Administrator	Dave Gillings	
Administrator	Rae Fuller	
Classroom Teacher	Victoria Burton	
Classroom Teacher	Dawn Egan	
Classroom Teacher	Gail Reily	

Campus Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1		Campus funds	\$7,500.00
4	2	2		Campus Funds	\$2,000.00
4	2	3		Campus Funds	\$2,000.00
Sub-Total					\$11,500.00
Grand Total					\$11,500.00