Goose Creek Consolidated Independent School District

Ross S. Sterling High School

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

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

Needs Assessment Overview

Sterling High School is one of 28 campuses in Goose Creek Consolidated Independent School District. Sterling opened its doors in 1966. Sterling serves students in grades 9 to 12. Five years ago, 2267 students were served by the campus, which in an increase of 2%. The campus houses the Health Science Academy and is departmentalized.

The student population is 18% African-American, 27% Anglo, 1.5% Asian, 51% Hispanic, 51% male and 49% female with a low socioeconomic status of 51.7%. The staff population is 12.8% African-American, 74.2% Anglo, 0% Asian, 11.1% Hispanic, 38.3% male and 61.7% female with an average of 11.1 years of experience.

The overall mobility rate for the campus is approximately 49.38%, with a drop-out rate of 1%. The average daily attendance rate for students is 88.6% for freshman, 88.8% for sophomores, 85.7% for juniors and 88.7% for seniors.

Sterling High School serves 114 English Language Learner students, (80% males, 61% females, and 5.2% LEP). 162 students are in the Gifted and Talented program (61 males, and 101 females). 120 students are identified for 504 services, 226 students served though special education services.

The site-based decision-making team looked at last year's program evaluations, survey results, and the following data: Benchmarks, TPRI, TAKS, Attendance (students and staff), SAT, ACT, PSAT etc.

Committees were formed to look for areas of weaknesses and strengths.

Demographics

Demographics Summary

- The overall student population fluctuates from year to year. The African American, Asian and Hispanic populations are slowly increasing, while the white population is decreasing. As the Hispanic population is increasing in numbers so are the ELL students.
- The economically disadvantaged group increased by 6 percentage point 13-14 to 14-15.

Demographics Strengths

- While in the past three years we have not met the state standard in college readiness in reading and math, we are closing the gap in each of those areas. RSS is also better preparing students for post-secondary than the district as a whole.

Demographics Needs

- Attendance, Attendance, Attendance! Ross S Sterling consistently lags behind the state AND district by 3%.

Student Achievement

Student Achievement Summary

- What are the areas of lowest performance? What does the data look like for the past three years? English
- How are individual student needs identified? How are student-specific services and interventions determined, implemented, monitored, adjusted and evaluated? What structures, including RtI, are in place to support each student? Teacher observations and Data tracking- CBA/benchmark scores
- What interventions are in place to support students who are not successful? Does the data confirm that the interventions are working? After school tutorials
- What tools are available to ensure that strategies are designed to improve student performance? Common formative assessments, Eduphoria, CBA tests, Benchmark data and After school tutorials
- What do classroom observations reveal about class sections with high course failures? Low student engagement and Less differentiation
- How does the campus systemically address reteaching for students who are absent, particularly for students who are at-risk of failing? Up to department- just starting CFA's and team planning

Student Achievement Strengths

- After school tutorials
- Confidential Student Reports for ELA
- Graphing benchmark data- biology
- Increased writing in content areas
- History classes doing math and reading charts and graphs
- Co-teaching in math classes
- Focused instruction/tutorials in math based on reporting categories through bi-weekly quizzes

Student Achievement Needs

- Consistent discipline
- Attendance
- Low parental involvement
- Scheduling issues
- Pulling students from core classes
- Students missing extended class time due to ISS assignment

School Culture and Climate

School Culture and Climate Strengths

- Faculty and staff are strongly committed to student achievement.
- Campus clubs, athletics, band and UIL competition teams continue to compete at high levels.
- Crime Stoppers has been quite effective on campus.
- New Arrival Center provides necessary support for those students who are new to American education and the English language.
- Faculty and staff are willing to implement new strategies in order to increase academic performance and improve student behavior.

School Culture and Climate Needs

- Student use of social media and the rise of negative behavior seem to be correlated. District issued i-Pads increase the use of social media.
- Improve consistency when disciplining students and staff.
- Support students in making the transition to Ranger culture and expectations.
- Feedback from referrals needs to be improved. Review 360 should not be the only form of communication on discipline.
- Need more consistency in dealing with cell phone usage
- Reevaluate the use of Odyssey/credit recovery

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- Are all teachers and instructional paraprofessionals highly qualified? Yes, 96.2% hold a bachelor's degree or higher.
- What systems are in place to support new teachers? Curriculum training, Mentor/buddy support system, New teacher orientation, and Technology trainings
- What strategies and structures are in place to build capacity? Observations, PLC meetings, Instructional coaches, Co-teachers, ESL aides, and SPED aides
- What professional development and resources are needed? Incorporation of technology in classroom, PLC, Curriculum training, and Laying the Foundation – Building Success
- How are these needs identified? Teacher feedback, department chair input, results of administrator observations
- What professional development is available? Content overviews, scope & sequence snap shots, TEKS workshops, Technology, and ESL
- In what format? Online and Face to face during school, on weekends, in the summer
- How often? monthly
- What follow-up support is available? Trainers available to come on campus and help
- How will the strengths of the most effective teachers be shared with others? PLC meetings, Shared drive, Peer observations, Regularly scheduled planning meetings, and Department meetings
- What structures are in place to ensure that teachers and others implement what they learn? none
- What support is available for teachers whose student performance is below district and/or state standards? Mentor support, Content specialist support, and growth plans

Staff Quality, Recruitment, and Retention Strengths

- Peer Coaches
- PLC time
- Training is STAAR scoring
- Mentors/buddies

Staff Quality, Recruitment, and Retention Needs

- More instruction in the new SAT test format
- More instruction in the new Kurzweil/STAAR A format
- Training for new teachers in Abydos
- Training for all teachers in PLC
- Rice training for all AP and Pre-AP teachers

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The district curriculum is closely aligned with the TEKS, which is why the academic performance data suggest that the district has somewhat met and in some areas exceeded the states percentages on the STARR End of Course. The TEKS are vertically aligned and difficulty increases each year. Scope and sequence outlines instructional focus for each six weeks. The Instruction companion provides a breakdown of the student expectation/ TEKS with specific instructions, suggested mini-lessons, resources, vocabulary, and sample assessment items from released EOC questions. The teaching and learning expectations are clearly articulated through the instruction companion and the six weeks overview. The instructional companion provided opportunities for students to engage in authentic work and solve complex, real-world problems through research and suggested reading materials. The instructional companion also provided opportunities for students to make connections across one or more disciplines. The ELPS and CCRS standards were reviewed and considered by the content specialists to revise the district curriculum for the following year.

Curriculum, Instruction, and Assessment Strengths

- The assessments are used for instructional planning and decision making at the classroom, school and district level.District Curriculum Based Assessments are common assessments given throughout the school year to evaluate students' knowledge and skills relative to an explicit set of short term goals. They are created by the curriculum department and revised by teachers; the data guides future instruction. District Benchmark Assessments are common assessments given throughout the school year to evaluate students' knowledge and skills relative to an explicit set of long term goals. Are created with previous year released STAAR exams. In mathematics and science, semester exams are cumulative assessment based testing TEKS content for one semester.Check-Up Quizzes are TEKS specific assessment based on curriculum for a short time period (2-3 weeks) and utilized to assess mastery of content and determine the need for specific remediation.Formative Assessments informally determine the students' mastery of TEKS/concepts throughout the lesson by white board, thumbs, exit tickets, graphic organizers, or response cards. Assessments are designed after reviewing student test data from benchmarks and curriculum based assessments. The assessments are created as a team and are aligned with the curriculum. Depth of knowledge is used to increase rigor with AP and Pre AP students. Most of the assessment items addressed are from the released STAAR, so the assessment do include multiple representations. The assessments are being used effectively; the teachers are reviewing assessments results during PLC for instructional planning and future decision making. The district and campus keeps track of student progress through campus based assessments, semester benchmark scores, and with the STAAR performance report. The materials and strategies used are supported by scientifically-based research, best practices, and tightly aligned with the TEKS. The materials and strategies are listed on the instructional companion created by district content specialist. The teachers use state assessments, semester finals, TEKS, benchmark scores, and content based assessments for instructional planning. The planning is done in teams when more than one teacher is teaching the same subject.
- Profession Learning Communities are organized by departments then by subjects. The English department would first meet as a department and then meet within their content area to plan lessons, discuss student progress and create common assessments. The teams track student progress through assessments such as benchmarks, curriculum based assessments and other formal assessments and writings. When progress in not occurring teachers reteach materials, provide tutorials, peer tutoring, and re-teaching in smaller groups.
- Content and language objectives are communicated daily by having them clearly posted on the board and clearly stated throughout the lesson. Teacher or observer can see students actively working to meet objective and can determine whether students are making progress towards or have met each objective. Teachers routinely use linguistic accommodations through language objectives and strategies such as background knowledge, visuals, front loading vocabulary, spiral notebooks and oral administration of assessments. In mathematics, the students are able to use spiral notes on some assessments.
- Sheltered instruction strategies are provided by the Bilingual and ESL department team and monitored through the campus Language Proficiency Assessment Committee. The committee reviews the language progress, attendance reports, the students educational history, discipline reports and classroom management/ discipline interventions. Language development standards are addressed in all course and focus on knowledge and skills connected to academic language development. The sheltered instruction e-courses are training to promote awareness of the needs of EL students and provide research based tools to make content more accessible and comprehensible. The e-courses provide classroom connections and applications for best practices for all teachers to use in all classrooms with all learners. The campus monitors through TELPAS writing portfolio/ TELPAS Writing Collection Folders and by using eStar Series (data management) teachers enter the linguistic accommodations that are implemented in the classroom. eStar Series sort students by language in administrative

reports, access test scores, and maintain state and federal documents.

Curriculum, Instruction, and Assessment Needs

- Teachers are setting goals in T-TESS teacher self-assessment and goal setting, which the campus needs to provide continuous feedback for teacher to improve on their practices.
- AP and Pre-AP students monitor their own academic progress through TEAMS grade book, but all students should be encouraged to check their grades and monitor their progress. Regular students need to set academic goals and routinely monitor their own progress.
- Need more creative ways to engage students, teachers are motivating students but many students are not self-motivating and are doing the minimum to pass.

Family and Community Involvement

Family and Community Involvement Strengths

- High attendance at events
- Volunteer efforts are high
- Support is evident from local businesses
- Donations/sponsorships from local community business owners

Family and Community Involvement Needs

- We need a forum for student voices to be heard
- Better parent communication
- Set higher standards and hold teachers accountable
- Find a better way to communicate to staff each week about activities on campus involving students.
- Increase staff pride in school. Come together as a team more often.

School Context and Organization

School Context and Organization Summary

- All of the goals, performance objectives, and strategies are communicated through faculty, department, and level meetings as utilized through PLC time. These are expressed through written and oral communication to the leadership staff and expectations delivered through designated PLC times. Summative and formative reviews are the expectations of department content specialists and communicated to the academic dean.
- Formative Reviews will take place on progress of every goal in November, January, and March. Each of the goals and the strategies implemented will be addressed through the academic dean and formative review will take place to assess the overall progress.
- This campus needs to find improvement on the strong commitment and sense of urgency in regards to improving student academic achievement. The current schedule has played a role in the downgraded work ethics of our staff and the morale of the campus as a whole. The new schedule will be part of the improvement to help our staff with that commitment.
- The daily demands of the campus and duty stations have played a very large role in the safety of our students/staff and the control of the campus. Although this daily demand has taken a toll on the staff, part of the improvement process will still be in the scheduling.

School Context and Organization Strengths

- On this campus, our SBDM team and its representatives allow teachers to have a say in the decision making and school practices.
- Our leadership teams do a great job of allowing teachers to partake in this process through department meetings as well as through campus surveys or even district wide surveys.
- We experience success in academic and non-academic areas.

School Context and Organization Needs

- We need stronger more consistent discipline.
- We need more quality training.
- We need to constantly monitor tardies and absences.
- We need to find a better way to communicate.
- Announcements are not effective.

Technology

Technology Summary

- GCCISD through the Technology Management Systems (TMS) Department currently provides each of the three high school feeder patterns with an Education Technology Support Specialist (ETS). They also provide each campus with Campus Technology Specialists (CTS) and a TMS Technician. RSS currently has two CTS's on campus and one TMS Tech that services our campus upon request. The CTS and TMS Tech support services are available for every teacher and student on an "as needed" basis. Students may visit the CTS offices and teachers may submit work orders for CTS and TMS Tech needs. The ETS is available to teachers for technology training and support upon request. Online support is also available through the GCCISD Home page and the TMS Help Desk.

Technology Strengths

- RSS is exposed to many training opportunities within our Professional Learning Communities. These trainings are offered both online and in the classroom. Training is also offered to teachers individually and as groups from the Education Technology Support Specialist. These trainings focus on implementing existing technology in the classroom.
- Technology is available before and after school in CTE labs and in the library. Computer/Internet access is also available for on-line registration needs of parents in the RSS Ranger Center during school hours.

Technology Needs

- As a campus, our biggest barrier to the use of technology is our ability as a district to meet the financial, hardware, and software needs associated with an ever evolving and constantly changing environment of technology. This environment consists of updating existing technology and/or upgrading technology as it becomes antiquated. The financial resources necessary to meet these needs are made available through our district.

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
- Accountability Distinction Designations
- PBMAS data
- Annual Measurable Achievement Objectives (AMAO) 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 ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- 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 Involvement 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
- Budgets/entitlements and expenditures data
- Action research results

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.

Summative Evaluation: STAAR Results, TELPAS Results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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	Master schedule			
State 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	EOC passing rates			
3) Content Specialist will monitor after-school tutorial groups, set up calendars for remediation, and turn in student attendance data.	Core Content Specialists	EOC scores, TELPAS scores			
4) 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	EOC performance			
5) Campus administration will monitor lesson plans to ensure that WAC strategies and activities are provided.	Principal, Assistant Principals	EOC Scores			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = 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 Level III (advanced performance) by at least 5% on all End of Course exams

Summative Evaluation: STAAR performance

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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	Level III scores on 2015-2016 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	EOC Level III performance			
3) Teachers will discuss successful strategies and plan interventions during PLC.	Principal, Academic Dean	EOC Level III performance			
4) The campus will implement AVID WICOR strategies campus wide.	Principal, Academic Dean, Assistant Principals, CTE Specialist	EOC Level III performance			
✔ = Accomplished = Considerable = Some Progress = No Progress ✗ = 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

Summative Evaluation: Naviance data, Apply Texas data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) 100% of seniors at Sterling High School will complete the Apply Texas application	College/Career Counselor	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	Dual Enrollment/AP course offering report; Dual Enrollment/AP student enrollment			
3) All juniors and 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, 2015			
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	SAT, PSAT, ACT, TSIA reports			
5) Continue to offer the school day SAT or ACT to juniors with 15 or more credits.	Principal, Academic Dean, College/Career Counselor	SAT participation			
6) College and Career Coordinator 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	Dual credit enrollment.			
7) Continue to work with local colleges/universities and Project Lead the Way to help teachers achieve qualifications to teach dual credit classes resulting in increased participation.	Academic Dean, College/Career Counselor, CTE Specialists	Teacher qualifications			
8) Business teachers will use SAT/ACT vocabulary and Questions of the Day to increase college readiness.	Academic Dean, CTE Specialist	SAT/ACT scores			
✔ = Accomplished ◔ = Considerable ◑ = Some Progress ⚪ = No Progress ✖ = 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 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.
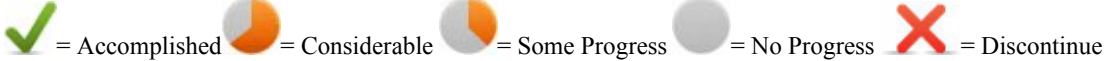
Summative Evaluation: STAAR performance, discipline records

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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	EOC performance, TELPAS performance			
2) Grade level counselors will schedule a minimum of 1 parent conference per grading period.	Principal, Academic Dean, Grade Level Counselors	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	TELPAS scores, EOC scores			
4) ELL Assistant Principal and grade level counselors will ensure accuracy in ratings and verification. They will collect TELPAS portfolioâs and monitor the ESL team teachers.	ELL Assistant Principal, ELL Counselor, Counselors	TELPAS scores/exam administration			
5) Grade level counselors and district ESL specialist 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, TELPAS performance			
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = 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

Summative Evaluation: STAAR performance, walk-through data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Administrators will follow a scheduled walkthrough program requiring five observations each week	Academic Dean	Charts from walkthrough data; presentations to faculty regarding walkthrough			
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	Student group scores; 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	TELPAS administration and ratings			
5) ESL administrator will supervise and evaluate ESL team teachers.	Testing Coordinator, Academic Dean	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	TELPAS scores, EOC scores			
7) Teachers will reteach - reassess students to ensure TEKS are mastered.	Academic Dean	EOC scores, TELPAS scores			
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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

Summative Evaluation: PLC Agendas, Lesson plans

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Provide Writing Across the Curriculum PD for staff.	Principal, Academic Dean	EOC scores			
2) In PLC, teachers will discuss successful strategies and plan interventions.	Principal, Academic Dean,	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	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	EOC scores			
5) Use Content Specialists to provide PD opportunities for teachers to be aware of the future passing standards and how to adjust their instruction. This will enable teachers to teach to the rigor of what is expected.	Principal, Academic Dean, Core Content Specialists	EOC Level 2 and Level 3 scores			
6) Use PLC format to inform teachers of the increased standards of Phase 2 in STAAR/EOC.	Principal, Academic Dean	EOC scores			
7) Use AVID coordinator and AVID elective teachers to provide PD opportunities for teachers to effectively implement AVID WICOR strategies.	Principal, Academic Dean	EOC scores			
✔ = Accomplished ◕ = Considerable ◐ = Some Progress ⬤ = No Progress ✖ = Discontinue					

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

Summative Evaluation: STAAR data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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	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	EOC scores, TELPAS scores			
3) Teachers will gradually increase rigor on assignments to model EOC test level II final standard.	Principal, Academic Dean	EOC scores			
4) Teachers will track and monitor student progress through common assessments.	Principal, Academic Dean	EOC scores			
✔ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue					

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

Summative Evaluation: Graduation data, student failure rates, STAAR performance

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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	Graduation rate; EOC scores throughout the year; credit recovery data			
✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = Discontinue					

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.

Summative Evaluation: Graduation data, student failure rates, STAAR performance

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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	Department meeting minutes; Eduphoria Aware training; completed requirements in data room.			
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	Documented home visits; documented action plans			
✔ = Accomplished 　 = Considerable 　 = Some Progress 　 = No Progress ✖ = 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

Summative Evaluation: Campus discipline analysis

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) All teachers and administrators will follow the campus discipline management process and code of conduct	Principal	Discipline referrals by teacher or grade level; discipline policy; Student code of conduct			
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	Training agenda; sweep policy; duty roster			
3) All faculty will be trained and familiar with campus and district emergency crisis plans	Principal	Training agenda; completion of drills and training			
✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = 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

Summative Evaluation: Campus discipline analysis, student attendance reports, attendance celebrations

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) We will initiative campus activities that increase school spirit and pride. Examples include attendance and grade incentives; recognizing student success through marquis and announcements; recognizing teacher accomplishments in faculty meetings; and provide opportunities for wearing spirit apparel.	Academic Dean	Announcements, fliers, sign in sheets			
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue					

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

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

Summative Evaluation: Teacher certification report

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Attend job fairs (when applicable) and recruit early from a pool of highly qualified teachers in core academic subjects	Principal	Job fair report			
2) Assure all assignments and re-assignments are filled with Highly Qualified staff	Principal	Master Schedule NCLB Audit			
3) Evaluate campus Teacher Induction Program/Mentoring initiatives and make changes to improve the program efforts to retain teachers	Principal	Minutes			
✔ = Accomplished ◖ = Considerable ◖ = Some Progress ⬤ = No Progress ✘ = Discontinue					

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

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

Summative Evaluation: Teacher mid year and summative evaluations

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Assess the staff development needs of those teachers not meeting HQ standards	Principal	Staff development needs assessment			
2) Develop staff development growth plans (part of HQ intervention plan) for all non-HQ teachers	Principal	Written HQ Intervention Plan completed for each non-HQ teacher			
3) Conduct mid-year review of teacher staff development hours	Principal	Staff development report			
✔ = Accomplished ◓ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue					

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

Performance Objective 3: Sterling High School will attract and maintain high-quality, Highly Qualified (HQ) teachers

Summative Evaluation: Staff evaluation, Certification data, staff GT/ESL certifications

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Select only HQ teachers from the applicant pool	Principal	HQ Audit Report			
2) Implement a HQ Teacher Intervention Plan for all non-HQ 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) Terminate teachers who have not met NCLB requirement by the time required to become highly qualified	Principal	HQ roster			
5) Encourage all teachers to become ESL and GT certified	Principal	Campus ESL and GT certification roster			
✔ = Accomplished ◔ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = 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

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

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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 newsletters, parent emails, School Messenger alerts, website postings and parent conferences/meetings.	Principal	Completed newsletters, IRIS calls, updated website			
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = 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 "family culture" with our stakeholders through faculty collaboration, family communication, and community partnerships.

Summative Evaluation: Meeting sign in sheets, PIE data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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	Sign in sheets, agendas, presentations			
2) Sterling High School and Methodist Houston San Jacinto Hospital will actively partner together to serve and support our students/faculty	Academic Dean	Agendas, budget expenditures, annual PIE report			
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	Sign in sheets, agendas			
✔ = Accomplished ◖ = Considerable ◖ = Some Progress ⬤ = No Progress ✖ = 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

Summative Evaluation: STAAR performance

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Teachers will integrate technology resources and tools into their lessons, including the following: E-instruction, Brain Pop, IPads, Promethean boards, and Science Starters	Principal, Academic Dean	Lesson plans with integrated technology			
2) Students will use the College/Career computer lab to assist with college readiness testing, online application and scholarships, and Naviance activities.	Academic Dean, College/Career Counselor	Agendas, sign in sheets, evaluations			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue					

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

Summative Evaluation: Sign in documents

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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	Sign in sheets, agendas			
✔ = Accomplished ◔ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue					

State 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.

2016-2017 Campus Instructional Leadership Team

Committee Role	Name	Position
Classroom Teacher	Nathan Chaddick	Principal
Administrator	Michelle Duhon	Academic Dean
Classroom Teacher	Erin Clement	Teacher
Classroom Teacher	Andy Jacobs	Teacher
Classroom Teacher	Ron McDowell	Teacher
Classroom Teacher	Greg Smith	Teacher
Classroom Teacher	Alesha Tate	Teacher
Classroom Teacher	John Tremmel	Teacher
Classroom Teacher	Beth Woods	Teacher