

Goose Creek Independent School District
Ross S. Sterling High School
2015-2016 Campus Improvement Plan

Mission Statement

MISSION

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

VISION

Sterling High School has a vision that all students will graduate with at least 12 college hours.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Comprehensive Needs Assessment Data Documentation	11
Goals	12
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.	12
Goal 2: Sterling High School will provide a well-balanced and appropriate curriculum to all students	16
Goal 3: Sterling High School through enhanced and dropout prevention efforts, all students will remain in school until they obtain a high school diploma.	19
Goal 4: Sterling High School will provide and maintain a safe, positive learning environment.	21
Goal 5: Sterling High School will recruit, develop, and retain highly qualified and highly effective personnel.	23
Goal 6: Sterling High School will establish and maintain parental and community partnerships in education to enhance student achievement	26
Goal 7: Sterling High School will provide the technology infrastructure and tools to maximize student achievement.	28

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 9th grade, 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 through 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. The data showed: SAT, ACT PSAT scores were below state average overall and showed a lack of college readiness. The number of students enrolled in dual credit had dropped significantly over the past several years. More work needs to be done in the area of communication and several areas for teacher training were identified.

Curriculum, Instruction, and Assessment:

Strengths:

Curriculum linked to TEKS.

Technology – iPad, Tech Support

Special Programs – ELL and ELL strategies, Special Ed, and STAAR classes

Needs:

Common assessment across all levels.

Increase focus on regular and academic students.

Increase emphasis on SAT, ACT, PSAT performance for our students. Scores were below state averages in most areas.

Students need to have more access to college opportunities in high school.

Allow input from teachers on CBA's.

Demographics:

Strengths:

Right on state percentage for College Ready Graduates.

Above state average for students enrolled in Higher Education.

Needs

Teachers need to have access to at-risk data and understand the codes associated to better understand the need of the at risk student.

Family and Community Involvement:

Strengths:

High attendance at events.

Volunteer efforts – high

Support evident from local business.

Donations/sponsorships from local community business owners.

Needs:

Better fundraising efforts.

More parental involvement outside of athletics and fine arts.

Publicity to promote involvement.

School Context and Organization:

Strengths:

Great teachers. Lots of success in many areas academically and non-academically.

Leadership is top notch.

Support

Technology is improving and continuing to do so.

Vertical teaming with content allows us to collaborate across grades and schools.

Campus spirit is improving; interest in school as a whole is increasing.

Teachers are working together more and collaboration is improving.

Needs:

Stronger discipline measures. (Tighter ISS and sweep procedures)

Access for more training of different types to help teachers hone their craft. More quality training is needed.

Firm rules and consequences for students.

Administration should be actively working with students over their grades. NOT waiting until progress or report cards. Actively working with habitually tardy and absent students. Not assigning missing students to ISS where they miss more classes. Perhaps assigning them to tutorials.

Accessibility to technology training, more variety.

High standards for teachers and hold more accountable.

A way for students to be heard.

Parent communication.

CAC

ILT

Provide a mode for more input, another way for students/teachers/staff to collaborate/communicate especially in light of the new schedule.

Find a better way to communicate to staff each week about activities on campus involving students. If teachers were more aware of what is going on, there would be more buy in and school pride. We need to come together as a team more often. This could be done via email, etc.

School Culture and Climate:

Strengths:

Teacher/Student relationships are stronger than expected.

Students are concerned about their grades.

There is a wide variety of clubs and sports in which students can get involved.

The majority of students and faculty feel safe.

Needs:

Make sure that discipline is consistent for all the students.

Look into the possibility of offering clubs/activities which appeal to general students.

Make sure all students have a plan for their future before graduating.

Instill a sense of responsibility and accomplishment in students by making it harder for students to get through classes in Odyssey.

Strengthen the protocol for ISS so it acts as a deterrent to ensure that students understand the consequences for not following rules.

Make sure security is visible throughout the school during the day and that they enforce parking/pick-up procedures after school prevent pedestrian and/or vehicular accidents.

Staff Quality, Recruitment and Retention:

Strengths:

Peer coaches

PLC time on early release Fridays

Training in STAAR scoring

Co-teaching assignments

Needs:

More instruction in the new SAT test format.

Training for new teachers in Abydos

Rice training for all AP and Pre-AP teachers

Student Achievement:

Strengths:

After school tutorials.

Confidential Student Reports – English.

Graphing benchmark data-Biology.

STAAR classes-small groups.

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.

Needs:

Consistent discipline.

Attendance

Low parental involvement.

Scheduling issues.

Pulling students from core classes.

Students missing extended class time due to ISS assignment.

Technology:

Strengths:

Promethean Boards, clickers and IPADs were used to better engage students.

New technology provided new outlets to make instruction clearer.

Technology availability enhanced communication on the campus.

Needs:

Teachers need training in effective classroom management techniques when using technology.

Teachers could use more training on effective educational apps for the IPADs.

Non-core teachers just receiving Promethean Boards need training on their use as well as the clickers associated with them.

The school could benefit from charging stations placed around the campus.

Teachers need to be issued spare IPADs to provide for students who do not have them.

While the campus is above state average for students enrolled in higher education, more emphasis needs to be placed on college readiness and dual credit opportunities for our students. Teachers need opportunities to collaborate effectively especially with the new schedule. Teachers also need training opportunities in the new SAT format, effective use of IPADs for instruction, AP and Pre-AP institutes, and writing instruction such as Abydos. Sterling will focus on increased SAT instruction in the non-tested social studies classrooms and carefully oversee the dual credit courses to ensure they are successful. Additionally, the campus administration will provide training and support implementation of Abydos for the English classrooms.

Comprehensive Needs Assessment Data Documentation


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

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: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Use remediation classes in 9th through 12th grade at a ratio of 15 to 1 to help increase student understanding and performance	McReynolds, Julie	Master schedule				
2) Use teacher teaming periods to schedule two teachers into classes.	McReynolds, Julie; Foxworth, Kevin	Increase in EOC passing performance				
3) Use PLC time to schedule common tests and monitor student performance. Remediate students as needed.	McReynolds, Julie; Foxworth, Kevin	EOC passing rates				
4) Content Specialist will monitor after-school tutorial groups, set up calendars for remediation, and turn in student attendance data.	Rohach, Karen; Britt, Donna; Ham, Gina; Woods, Elizabeth	EOC scores, TELPAS scores				
5) Monitor gaps in achievement for sub population groups through core subject meetings with teachers and led by administrators and content specialists.	Foxworth, Kevin; Smith, Carrie; Land, Marshall; Curl, Michael; Wilson, Rae; Rohach, Karen; Britt, Donna; Ham, Gina; Woods, Elizabeth; Gillings, David	EOC performance				
6) Campus administration will monitor lesson plans to ensure that WAC strategies and activities are provided.	Foxworth, Kevin; McReynolds, Julie; Gillings, David; Smith, Carrie; Wilson, Rae; Curl, Michael; Land, Marshall	EOC Scores				
						

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

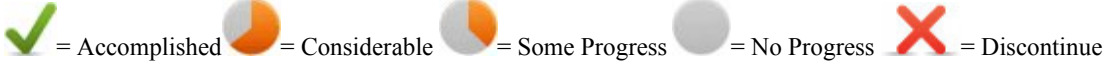
Summative Evaluation: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Teachers will counsel with students to set individual growth goals and monitor student progress through common assessments.	McReynolds, Julie	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.	McReynolds, Julie; Curl, Michael; Land, Marshall; Smith, Carrie; Wilson, Rae; Gillings, David	EOC Level III performance				
3) Teachers will discuss successful strategies and plan interventions during PLC.	Foxworth, Kevin; McReynolds, Julie	EOC Level III performance				
						

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: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) 100% of seniors at Sterling High School will complete the Apply Texas application	Onken, Brandy	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	Onken, Brandy	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.	Onken, Brandy	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)	Onken, Brandy	SAT, PSAT, ACT, TSIA reports				
5) Continue to offer the school day SAT to juniors with 15 or more credits.	Foxworth, Kevin; McReynolds, Julie; Onken, Brandy	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.	Foxworth, Kevin; McReynolds, Julie; Onken, Brandy	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.	McReynolds, Julie; Onken, Brandy; Duhon, Michelle	Teacher qualifications				
8) Business teachers will use SAT/ACT vocabulary and Questions of the Day to increase college readiness.	McReynolds, Julie; Duhon, Michelle	SAT/ACT scores				
						

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 2016 Cohort group for EOC progress, attendance, and behavior and serves as a link for communication from students to parents to teachers.






Summative Evaluation: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Assign a counselor to 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.	McReynolds, Julie; Foxworth, Kevin; Pickens, Gloria	EOC performance, TELPAS performance				
2) ELL Counselor will schedule a minimum of 1 parent conference per grading period.	McReynolds, Julie; Foxworth, Kevin; Pickens, Gloria	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.	Pickens, Gloria	TELPAS scores, EOC scores				
4) ELL Assistant Principal and grade level counselors will ensure accuracy in ratings and verification. They will collect TELPAS portfolio's and monitor the ESL team teachers.	Wilson, Rae Pickens, Gloria Lamark, Eutondra Monroe, Clara Workman, Heather Bagwell, Laura	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.	Wilson, Rae Pickens, Gloria Lamark, Eutondra Monroe, Clara Workman, Heather Bagwell, Laura	Portfolio collection, 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






Summative Evaluation: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Administrators will follow a scheduled walkthrough program requiring five observations each week	McReynolds, Julie	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	McReynolds, Julie	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	McReynolds, Julie	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.	James, Michelle McReynolds, Julie	TELPAS administration and ratings				
5) ESL administrator will supervise and evaluate ESL team teachers.	Wilson, Rae; McReynolds, Julie	TELPAS scores				
6) Campus administration will work with the district ESL specialist to ensure staff is SI trained and understands TELPAS accountability.	Foxworth, Kevin; Wilson, Rae	TELPAS scores, EOC scores				
7) Teachers will reteach - reassess students to ensure TEKS are mastered.	McReynolds, Julie	EOC scores, TELPAS 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 2: Use PLC to train on procedures for successful curriculum implementation


Summative Evaluation: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide Writing Across the Curriculum PD for staff.	Foxworth, Kevin; McReynolds, Julie	EOC scores				
2) In PLC, teachers will discuss successful strategies and plan interventions.	Foxworth, Kevin; McReynolds, Julie	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.	Wilson, Rae; Foxworth, Kevin; McReynolds, Julie	TELPAS ratings				
4) Use directors and content coordinators to direct continuous PLC focus on effective use of formative assessment to monitor student achievement.	Foxworth, Kevin; McReynolds, Julie	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.	Foxworth, Kevin; McReynolds, Julie; Rohach, Karen; Britt, Donna; Ham, Gina; Woods, Elizabeth	EOC Level 2 and Level 3 scores				
6) Use PLC format to inform teachers of the increased standards of Phase 2 in STAAR/EOC.	Foxworth, Kevin; McReynolds, Julie	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: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	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	McReynolds, Julie	Benchmark scores, attendance EOC scores				
2) Use ICU program at 9th grade level as support for monitoring academic performance for special education population	Foxworth, Kevin; McReynolds, Julie; Smith, Carrie	EOC performance				
3) Use a walk-through data analysis process to provide targeted instructional feedback to critical content areas.	Foxworth, Kevin; McReynolds, Julie	EOC scores, TELPAS scores				
4) Teachers will gradually increase rigor on assignments to model EOC test level II final standard.	Foxworth, Kevin; McReynolds, Julie	EOC scores				
5) Teachers will track and monitor student progress through common assessments.	Foxworth, Kevin; McReynolds, Julie	EOC scores				
						

Goal 3: Sterling High School through enhanced and dropout prevention efforts, 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: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	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.	McReynolds, Julie; Workman, Heather; Bagwell, Laura	Graduation rate; EOC scores throughout the year; credit recovery data				
						

Goal 3: Sterling High School through enhanced and dropout prevention efforts, 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: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	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.	McReynolds, Julie; Curl, Michael; Smith, Carrie; Land, Marshall; Wilson, Rae	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	Workman, Heather; Bagwell, Laura	Documented home visits; documented action plans				
						

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: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) All teachers and administrators will follow the campus discipline management process and code of conduct	Foxworth, Kevin	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.	Foxworth, Kevin	Training agenda; sweep policy; duty roster				
3) All faculty will be trained and familiar with campus and district emergency crisis plans	Foxworth, Kevin	Training agenda; completion of drills and training				
						

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: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	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.	McReynolds, Julie	Announcements, flyers, sign in sheets				
						

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: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Attend job fairs (when applicable) and recruit early from a pool of highly qualified teachers in core academic subjects	Foxworth, Kevin	Job fair report				
2) Assure all assignments and re-assignments are filled with Highly Qualified staff	Foxworth, Kevin	Master Schedule NCLB Audit				
3) Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers	Foxworth, Kevin	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: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Access the staff development needs of those teachers not meeting HQ standards	Foxworth, Kevin	Staff development needs assessment				
2) Develop staff development growth plans (part of HQ intervention plan) for all non-HQ teachers	Foxworth, Kevin	Written HQ Intervention Plan completed for each non-HQ teacher				
3) Conduct mid-year review of teacher staff development hours	Foxworth, Kevin	Staff development report				
						

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: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Select only HQ teachers from the applicant pool	Foxworth, Kevin	HQ Audit Report				
2) Implement a HQ Teacher Intervention Plan for all non-HQ teachers	Foxworth, Kevin	Intervention plan submitted to personnel within 6 weeks of hire				
3) Ensure campus personnel decision-makers are available during peak recruiting/hiring times	Foxworth, Kevin	Submission of campus staffing assignments				
4) Terminate teachers who have not met NCLB requirement by the time required to become highly qualified	Foxworth, Kevin	HQ roster				
5) Encourage all teachers to become ESL and GT certified	Foxworth, Kevin	Campus ESL and GT certification roster				
						

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: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Grade level offices will routinely ensure the accuracy of student records and contact information	Land, Marshall; Curl, Michael; Smith, Carrie; Wilson, Rae; Gillings, David	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.	Onken, Brandy; McReynolds, Julie; Foxworth, Kevin	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, IRIS alerts, website postings and parent conferences/meetings.	Foxworth, Kevin	Completed newsletters, IRIS calls, updated website				
						

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: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	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.	McReynolds, Julie	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	McReynolds, Julie	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	Foxworth, Kevin; McReynolds, Julie	Sign in sheets, agendas				
						

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: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	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	McReynolds, Julie; Foxworth, Kevin	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.	Onken, Brandy; McReynolds, Julie	Agendas, sign in sheets, evaluations				
						

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: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	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	Foxworth, Kevin; McReynolds, Julie	Sign in sheets, agendas				
