# Goose Creek Consolidated Independent School District Ross S. Sterling High School Campus Improvement Plan 2020-2021



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

# **Mission Statement**

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

# Vision

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

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# **Comprehensive Needs Assessment**

## **Demographics**

#### **Demographics Summary**

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

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

## **Demographics Strengths**

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

#### **Problem Statements Identifying Demographics Needs**

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

## **Student Learning**

#### **Student Learning Summary**

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

#### **Student Learning Strengths**

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

#### **Problem Statements Identifying Student Learning Needs**

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

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

## **School Processes & Programs**

#### **School Processes & Programs Summary**

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

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

#### **School Processes & Programs Strengths**

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

#### **Problem Statements Identifying School Processes & Programs Needs**

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

## **Perceptions**

#### **Perceptions Summary**

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

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

#### **Perceptions Strengths**

Students feel accepted and parents feel communication is often favorable.

#### **Problem Statements Identifying Perceptions Needs**

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

# **Priority Problem Statements**

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

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

Problem Statement 1 Areas: Demographics

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

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

**Problem Statement 2 Areas:** Student Learning

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

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

**Problem Statement 3 Areas:** Student Learning

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

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

**Problem Statement 4 Areas**: School Processes & Programs

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

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

**Problem Statement 5 Areas**: Perceptions

# **Comprehensive Needs Assessment Data Documentation**

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

#### **Improvement Planning Data**

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

#### **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 Student Achievement
- Student Progress Domain
- Domain 2 Student Progress
- Closing the Gaps Domain
- Domain 3 Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

#### **Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data

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

#### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Homeless data
- · Gifted and talented data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

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

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

#### Parent/Community Data

- · Parent surveys and/or other feedback
- Parent engagement rate

• Community surveys and/or other feedback

## **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices
- Action research results
- Other additional data

## Goals

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

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

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

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

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

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

Evaluation Data Sources: STAAR performance

Strategy 1: Teachers will meet with students to set individual growth goals and monitor student progress through common	Reviews			
formative assessments, benchmarks, and other forms of data.	]	Formative		
Strategy's Expected Result/Impact: Increase in Meets and Master Level performance on EOC exams	N.T.			T
Staff Responsible for Monitoring: RSS Administrative Team RSS Teachers	Nov	Feb	June	June
Strategy 2: All Pre-AP and AP teachers will focus on their students achieving Master Level performance by using the	Reviews			
appropriate questioning strategies, setting goals, and monitoring progress towards those goals.	]	Formative		Summative
Strategy's Expected Result/Impact: Increase in EOC Master Level performance	<b>.</b>		_	-
Staff Responsible for Monitoring: RSS Administrative Team	Nov	Feb	June	June
No Progress Accomplished — Continue/Modify	Discontinue			

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

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

Evaluation Data Sources: Naviance data, Apply Texas data

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

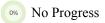
## Goal 2: Sterling High School will provide a well-balanced and appropriate curriculum to all students

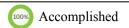
**Performance Objective 1:** Sterling High School will continue to implement structures in order to actively monitor classroom instruction and student progress

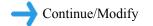
**Evaluation Data Sources: STAAR Performance** 

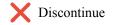
TTESS Appraisals and Walk Throughs

Strategy 1: RSS Administrators will conduct a minimum of five walk throughs a week with instructional feedback provided on		Reviews		
each.  Strategy's Expected Result/Impact: Increase in student achievement		Formative		Summative
Strategy's Expected Result/Impact: Increase in student achievement  Staff Responsible for Monitoring: Principal Academic Dean	Nov	Feb	June	June
Strategy 2: EOC tested areas will evaluate common formative assessments in PLC meetings using a data analysis protocol in		Revi	ews	
order to identify strengths, weaknesses, interventions and enrichment activities.  Strategy's Expected Result/Impact: Increase in identified strategies or focus		Formative		Summative
Increase in scores	Nov	Feb	June	June
Staff Responsible for Monitoring: Academic Dean Assistant Principals Content Specialists				
Strategy 3: Testing administrator and ESL Administrator will expedite procedures and protocols that ensure accuracy in	Reviews			
ratings and verification for the TELPAS process.  Strategy's Expected Result/Impact: Increase in TELPAS and ratings		Formative		
Strategy's Expected Result/Impact: Increase in TELFAS and fatings  Staff Responsible for Monitoring: Testing Coordinator  ESL Administrator  Academic Dean	Nov	Feb	June	June
Strategy 4: ESL administrator will conduct targeted walk throughs for SI Team members offering feedback to improve		Revi	ews	
instruction.		Formative		Summative
Strategy's Expected Result/Impact: Increase in TELPAS scores  Staff Responsible for Monitoring: Special Programs Administrator Academic Dean Principal	Nov	Feb	June	June
Strategy 5: Campus administration will work with the district ESL specialist to ensure staff is SI trained and understands		Reviews		
TELPAS accountability.  Strategy's Expected Result/Impact: Increase in TELPAS scores and EOC scores		Formative		Summative
Strategy's Expected Result/Impact. Increase in TELFAS scores and EOC scores  Staff Responsible for Monitoring: Principal Special Programs Administrator	Nov	Feb	June	June









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

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

**Evaluation Data Sources: STAAR data** 

Strategy 1: Based on common formative assessments and benchmark scores, implement targeted interventions that provide	Reviews			
intense support for students at risk of failing specific EOC exams.		Formative		Summative
Strategy's Expected Result/Impact: Increase in Benchmark scores and attendance EOC scores  Staff Responsible for Monitoring: RSS Administrative Team		Feb	June	June
Strategy 2: Use a walk-through data analysis process to provide targeted instructional feedback to critical content areas.	Reviews			
Strategy's Expected Result/Impact: Increase in EOC scores and TELPAS scores	Formative			Summative
Staff Responsible for Monitoring: RSS Administrative Team	Nov	Feb	June	June
Strategy 3: Teachers will gradually increase rigor on assignments to model EOC test Master Level performance.		Revi	ews	
Strategy's Expected Result/Impact: Increase in EOC scores		Formative		Summative
Staff Responsible for Monitoring: RSS Administrative Team	Nov	Feb	June	June
No Progress Accomplished — Continue/Modify	Discontinu	e		

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

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

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

<b>Strategy 1:</b> Counselors will schedule a minimum of 1 parent conference per semester for every at risk student.	Reviews			
Strategy's Expected Result/Impact: Increase in Parent call log		Formative		Summative
Staff Responsible for Monitoring: Principal Academic Dean Grade Level Counselors	Nov	Feb	June	June
Strategy 2: Assistant Principals, Counselors, and Academic Dean will hold monthly meetings and review the status of each		Revi	ews	
senior.		Formative		Summative
Strategy's Expected Result/Impact: Increase in graduation rate for the 2021 Cohort  Staff Responsible for Monitoring: Assistant Principals Counselors Academic Dean Principal	Nov	Feb	June	June
No Progress Accomplished — Continue/Modify	Discontinue	)		

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

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

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

ategy 1: All core teachers will use Eduphoria Aware in order to understand their student's historical performance on state		Reviews			
assessments and be able to monitor academic progress throughout the year.  Strategy's Expected Result/Impact: Increase in student achievement		Formative		Summative	
Strategy's Expected Result/Impact: Increase in student achievement  Staff Responsible for Monitoring: Academic Dean Assistant Principals	Nov	Feb	June	June	
Strategy 2: An individualized intervention plan will be created for all students at risk of dropping out or not graduating from		Revi	ews		
Sterling High School  Strategy's Expected Result/Impact: Increase in student achievement		Formative		Summative	
Strategy's Expected Result/Impact: Increase in student achievement  Staff Responsible for Monitoring: Counselors Assistant Principals	Nov	Feb	June	June	
Strategy 3: Counselors notify by mail and meet with every parent and every student during the fall semester of the senior year.	Reviews				
Strategy's Expected Result/Impact: Increase in student achievement	Formative			Summative	
Staff Responsible for Monitoring: Senior Counselors	Nov	Feb	June	June	
Strategy 4: Counselors meet with all seniors in danger of not graduating, who have passed all EOCs but lack credits to		Revi	ews		
graduate to apply to Peter E. Hyland alternative campus.		Formative		Summative	
Strategy's Expected Result/Impact: Documentation of the student meetings Copies of the PEH application	Nov	Feb	June	June	
Staff Responsible for Monitoring: Counselors Assistant Principals					
Strategy 5: Counselors meet with students who have failed one or more subjects every six weeks to discuss grade repair		Revi	ews		
options.		Formative		Summative	
Strategy's Expected Result/Impact: Documentation of the meetings conducted Staff Responsible for Monitoring: Counselors	Nov	Feb	June	June	
No Progress Continue/Modify	Discontin	ue			

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

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

**Evaluation Data Sources:** Campus discipline reports

<b>Strategy 1:</b> All teachers and administrators will follow the campus discipline management process and code of conduct	Reviews			
Strategy's Expected Result/Impact: Decrease in discipline referrals	Formative	rrals Form		Summative
Staff Responsible for Monitoring: RSS Administrative Team	Nov	Feb	June	June
Strategy 2: All faculty members will consistently be active and highly visible in the building throughout the day.	Reviews			
Strategy's Expected Result/Impact: Decrease in discipline referrals		Formative		Summative
Staff Responsible for Monitoring: RSS Administrative Team	Nov	Feb	June	June
Strategy 3: All faculty will be trained and familiar with campus and district emergency crisis plans		Revi	ews	
Strategy's Expected Result/Impact: Decrease in incidents		Formative		Summative
Staff Responsible for Monitoring: RSS Administrative Team	Nov	Feb	June	June
No Progress Continue/Modify	Discontinu	e		

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

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

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

Strategy 1: We will initiate PBIS campus activities that increase school spirit and pride in accordance to MTSS goals.	Reviews			
Strategy's Expected Result/Impact: Increased attendance		Formative		Summative
Decrease in the number of discipline referrals  Staff Responsible for Monitoring: PBIS team	Nov	Feb	June	June
Strategy 2: Students who received all A's on the six weeks report card will receive a snack coupon reward.		Revi	ews	
Strategy's Expected Result/Impact: Increased number of student earning earning all A's	Formative			Summative
Staff Responsible for Monitoring: RSS Administrative Team	Nov	Feb	June	June
Strategy 3: Students who pass all classes for a six week grading period are awarded through the counseling department, an	Reviews			
incentive that varies each six weeks.		Formative		Summative
Strategy's Expected Result/Impact: Increased number of students passing all classes each six weeks  Staff Responsible for Monitoring: RSS Administrative Team	Nov	Feb	June	June
Strategy 4: All faculty will be trained in 3 hours of MTSS procedures.		Revi	ews	
Strategy's Expected Result/Impact: Increase teacher strategies for addressing social and emotional needs of students.		Formative		Summative
Staff Responsible for Monitoring: Campus Administration  ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy	Nov	Feb	June	June
No Progress Accomplished — Continue/Modify	Discontin	ue		

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

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

Evaluation Data Sources: Certification Data Report, Teacher Retention Reports

Strategy 1: Attend job fairs and hire highly eff	ective tea	chers for all vacancies.				Rev	iews	
Strategy's Expected Result/Impact: 100	% highly	effective teacher roster				Formative		Summative
Staff Responsible for Monitoring: Princ	pal				Nov	Feb	June	June
0% No Pa	ogress	Accomplished	Continue/Modify	X	Discontinu	ie		

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

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

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

<b>Strategy 1:</b> Grade level offices will routinely ensure the accuracy of student records and contact information	Reviews			
Strategy's Expected Result/Impact: Completed record checks Corrected student records		Formative		Summative
Staff Responsible for Monitoring: Assistant Principals	Nov	Feb	June	June
Strategy 2: Sterling High School will host various activities and events in order to encourage parents to participate in their	Reviews			
student's high school education.	Formative			Summative
Strategy's Expected Result/Impact: Completion and attendance of the following: College night, Career night, Grade level meetings, College Readiness seminars	Nov	Feb	June	June
Staff Responsible for Monitoring: Principal Academic Dean College/Career Counselor				
Strategy 3: Sterling High School will continue to communicate to parents using parent emails, School Messenger alerts,		Rev	iews	
website postings and parent conferences/meetings, and social media.		Formative		Summative
Strategy's Expected Result/Impact: School Messenger calls Updated website and social media	Nov	Feb	June	June
Staff Responsible for Monitoring: Principal Librarian				
No Progress Accomplished — Continue/Modify	Discontinu	ıe		

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

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

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

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

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

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

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

Strategy 1: Teachers will integrate technology tools into	their lessons with an emphasi	is on iPads and Promethean boar	ds.	Reviews			
Strategy's Expected Result/Impact: Increased student achievement			Formative			Summative	
Staff Responsible for Monitoring: Administrator	S			Nov	Feb	June	June
% No Progress	Accomplished	Continue/Modify	X	Discontinu	e		