

Goose Creek Consolidated Independent School District

Ross S. Sterling High School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



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.

Value Statement

We value building strong relationships that develop the "whole child".

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ross S. Sterling High School is a traditional high school, housing 2 CTE academies for our students: Health Science Academy and the Career Academy of Future Educators. Our enrollment of students is 2,045. We are made up of 58% Hispanic, .44% American Indian, 2.05% Asian, 15.35% Black-African American, .10% Native Hawaiian-Pacific Islander, 22% White, and 2% Two-or-More. Additionally, we have students who are 36% At-Risk, 3% Immigrant, .5% Homeless, and .6% Migrant.

Demographics Strengths

The student enrollment numbers are relatively balanced in grade levels 9 - 12. Our campus has a diverse demographic in regards to our student population. RSS has the highest STAAR scores across the district. Many ELL sections and supports exist on campus.

Student Learning

Student Learning Summary

Only 21 juniors had college ready scores on the ACT. Teachers are concerned that there is a lack of consistency between EOC tested areas and non-EOC tested areas regarding the expectations for the implementation of PLCs, which could help to advance student competency in critical thinking areas, such as writing because there would be a stronger focus for non-EOC tested areas to participate in cross-curricular planning. Furthermore, students who receive Special Educational services and our EL students exhibit at least a 20% gap in achievement in EOC tested areas.

Student Learning Strengths

Teachers are doing targeted, data-driven remediation, which is indicated by the increase in the percentage of students who are Approaches, Meets, and Masters on all EOC tested areas. The curriculum is aligned to the TEKS, and teachers participate in the curriculum alignment process.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students are failing to meet the minimum qualifications to be deemed "college ready." Critical-thinking via writing and articulating are skills that need to be fostered. **Root Cause:** A lack of cross-curricular writing exists on campus. Students are not routinely practicing writing skills outside of language arts classes. They should be consistently practicing these skills in all areas across the curriculum. Students are not demonstrating they are college ready through entrance exams or soft skills observed in the classroom.

Problem Statement 2: Students who receive Sp. Ed. services and EL students exhibit at least a 20% gap in achievement in EOC tested areas. **Root Cause:** Consistency in faculty expectations of students academic achievement and behavior needs to be improved.

School Processes & Programs

School Processes & Programs Summary

The majority of staff and students have adjusted well to an increased usage of technology for communication and instructional purposes. However, an increase in of charging outlets for the 1:1 iPad initiative is needed.

School Processes & Programs Strengths

There has been an increase of effective communication between teachers, students, and families with the increase of technology usage on campus. 1:1 iPads, the availability of hotspots, and 100% of teachers using Google Classroom have all been strengths added to our process of technology implementation.

Perceptions

Perceptions Summary

Based on staff, student, and parent surveys, our campus has several strengths in the various programs that we offer to our students and families. However, there seems to be a greater need of support for our multilingual students and in providing better consistency among the staff and administration regarding the implementation of campus rules and disciplinary consequences.

Perceptions Strengths

Here is a list of programs that our stakeholders mentioned as strengths on our campus: translators provided for ARDs, Backpack Buddy, Ho!Ho!Ho! Scavenger Hunt, PAL program, summer lunch program, parent night & parent conferences, Ranger United Google Classroom for the faculty, student wellness department, CIS, career academies, and certification National History Day. Additionally, the use of the 360 software and TEAMS software to track data and the effectiveness of various programs.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a lack of consistency in the implementation of discipline, which impacts classroom learning and teacher morale. **Root Cause:** There seems to be confusion about roles and responsibilities regarding the protocols to be followed for discipline and behavior issues. The staff feels that students are not held accountable for their actions and behaviors on campus and that students are not following campus rules.

Priority Problem Statements

Problem Statement 1: Students are failing to meet the minimum qualifications to be deemed "college ready." Critical-thinking via writing and articulating are skills that need to be fostered.

Root Cause 1: A lack of cross-curricular writing exists on campus. Students are not routinely practicing writing skills outside of language arts classes. They should be consistently practicing these skills in all areas across the curriculum. Students are not demonstrating they are college ready through entrance exams or soft skills observed in the classroom.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- (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
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress

- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

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
- Equity data
- TTESS data
- T-PSS data

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
- Budgets/entitlements and expenditures data
- Study of best practices
- 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.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Use remediation classes in Algebra 1, English 1-4, Biology, and US History grade at a ratio of 18 to 1 to help increase student understanding and close achievement gaps.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: RSS Administrative Team, Content Specialists</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus departments will utilize PLC time to review data, plan rigorous instruction, develop interventions, and monitor overall student performance.</p> <p>Strategy's Expected Result/Impact: Increase in EOC passing rates</p> <p>Staff Responsible for Monitoring: RSS Administrative Team, Content Specialists, Content Area Teachers</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Monitor gaps in achievement and plan interventions for academically fragile students through data meetings with teachers that are led by administrators and/or content specialists.</p> <p>Strategy's Expected Result/Impact: Increase in EOC performance</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Core Content Specialists</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will meet with students to set individual growth goals and monitor student progress through common formative assessments, benchmarks, and other forms of data.</p> <p>Strategy's Expected Result/Impact: Increase in Meets and Master Level performance on EOC exams</p> <p>Staff Responsible for Monitoring: RSS Administrative Team RSS Teachers</p>	Formative		
	Nov	Feb	June





Strategy 5 Details	Formative Reviews		
<p>Strategy 5: All Pre-AP and AP teachers will focus on their students achieving Master Level performance by using the appropriate questioning strategies, setting goals, and monitoring progress towards those goals.</p> <p>Strategy's Expected Result/Impact: Increase in EOC Master Level performance</p> <p>Staff Responsible for Monitoring: RSS Administrative Team</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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: 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: Xello data, Apply Texas data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 100% of seniors at Sterling High School will complete the Apply Texas application</p> <p>Strategy's Expected Result/Impact: Increase in Apply Texas report of seniors applying to a college, technical school or university</p> <p>Staff Responsible for Monitoring: College/Career Counselor</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Increase availability of courses and the percentage of students taking dual enrollment and advanced placement classes at Sterling High School</p> <p>Strategy's Expected Result/Impact: Increase Dual Enrollment/AP course offering report Dual Enrollment/AP student enrollment</p> <p>Staff Responsible for Monitoring: College/Career Counselor RSS Counselors Academic Dean</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All seniors at Sterling High School will utilize the College/Career center to complete a comprehensive individualized postsecondary plan.</p> <p>Strategy's Expected Result/Impact: All plans are on file Senior Plan Review Meeting</p> <p>Staff Responsible for Monitoring: College/Career Counselor</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: All juniors and seniors at Sterling High School will take at least one college preparation/entrance exam(ACT, SAT, PSAT, TSIA)</p> <p>Strategy's Expected Result/Impact: Increase in scores as reflected on SAT, PSAT, ACT, TSIA reports</p> <p>Staff Responsible for Monitoring: College/Career Counselor</p>	Formative		
	Nov	Feb	June





Strategy 5 Details	Formative Reviews		
Strategy 5: Continue to offer the school day ACT to juniors with 16 or more credits. Strategy's Expected Result/Impact: Increase in ACT participation Staff Responsible for Monitoring: Principal Academic Dean College/Career Counselor	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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
TESS Appraisals and Walk Throughs





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

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Campus administration will work with the district ESL specialist to ensure staff is SI trained and understands TELPAS accountability.</p> <p>Strategy's Expected Result/Impact: Increase in TELPAS scores and EOC scores</p> <p>Staff Responsible for Monitoring: Principal Special Programs Administrator</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide accelerated instruction/high impact tutorials for students that are identified as at-risk in order to increase academic performance.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Principal Academic Dean</p> <p>Funding Sources: Costs for intervention tutors - Coordination of Local and State Funds - SCE Funds - \$13,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Counselors will schedule a minimum of 1 parent conference per semester for every at risk student.</p> <p>Strategy's Expected Result/Impact: Increase in Parent call log</p> <p>Staff Responsible for Monitoring: Principal Academic Dean Grade Level Counselors</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Assistant Principals, Counselors, and Academic Dean will hold monthly meetings and review the status of each senior.</p> <p>Strategy's Expected Result/Impact: Increase in graduation rate for the 2021 Cohort</p> <p>Staff Responsible for Monitoring: Assistant Principals Counselors Academic Dean Principal</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All core teachers will use Eduphoria Aware in order to understand their student's historical performance on state assessments and be able to monitor academic progress throughout the year.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Academic Dean Assistant Principals</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: An individualized intervention plan will be created for all students at risk of dropping out or not graduating from Sterling High School</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Counselors Assistant Principals</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Counselors notify by mail and meet with every parent and every student during the fall semester of the senior year.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Senior Counselors</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Counselors meet with all seniors in danger of not graduating, who have passed all EOCs but lack credits to graduate to apply to Peter E. Hyland alternative campus.</p> <p>Strategy's Expected Result/Impact: Documentation of the student meetings Copies of the PEH application</p> <p>Staff Responsible for Monitoring: Counselors Assistant Principals</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Counselors meet with students who have failed one or more subjects every six weeks to discuss grade repair options. Strategy's Expected Result/Impact: Documentation of the meetings conducted Staff Responsible for Monitoring: Counselors	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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 3: 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

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

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

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

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





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

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

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

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





Evaluation Data Sources: Certification Data Report, Teacher Retention Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Attend job fairs and hire highly effective teachers for all vacancies. Strategy's Expected Result/Impact: 100% highly effective teacher roster Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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

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

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





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

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

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will integrate technology tools into their lessons with an emphasis on iPads and Promethean boards. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Administrators	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Campus Funding Summary

Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Costs for intervention tutors	SCE Funds	\$13,000.00
Sub-Total					\$13,000.00
Grand Total					\$13,000.00