

Goose Creek Consolidated Independent School District

Ross S. Sterling High School

2025-2026 CIP Periodic Update - November 2025



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 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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

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 Emergent Bilingual (EB) 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- 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 rates of progress between groups
- Special programs 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- 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
- STEM and/or STEAM 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
- 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
- T-TESS data
- T-PSS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 1: ELA 1 : TEXAS STAAR averages for ELA 1 are as follows: 66% approaches, 51% Meets, and 16% Masters. The campus goal is to close the gap between state results and campus outcomes. To achieve this goal, the ELA 1 goal is to raise 24-25 8th grade feeder school scores to the state level or above.:

Approaches 70 [75]

Meets 45 [51]

Masters 20 [25]

Focus on E1.8 ,author's craft TEKS in reading and writing.

Growth Expectation: 10% increase for E1.8 averaged as a whole.

2025-2026 : 58 [68]

Focus for SPED : by monitoring the gaps in achievement and planning interventions RSS SPED students will increase the EOC performance of first-time testers by 10%

2025-2026 :33 [44].

Evaluation Data Sources: STAAR Results, Benchmark Assessments, CBA Data, PLC and CFA data, and Universal Screeners

Strategy 1 Details	Formative Reviews		
Strategy 1: The ELA 1 Focus is on TEK E1.8 ,author's craft, in reading and writing. RSS STAAR data indicates Tier 1 instruction focused on this TEK will improve overall scores. The focus for High Quality Tier 1 instruction is to increase student achievement in ELA by raising rigor and ensuring mastery of TEKS at the Meets and Masters levels by breaking down the TEKS and providing daily opportunities for student demonstration of mastery. The daily PLC's will be monitored by Administration and TLC with weekly walkthroughs in the classrooms focused on intentional checks for understanding and strategic monitoring. * Focus is on TEK E1.8 ,author's craft, in reading and writing. * Teach consistently at the Meets level while accelerating to higher-level TEKS verbs (identify - evaluate - create). * Use C&P and TEKS breakdown documents for intentional lesson design. * Backwards plan weekly to ensure alignment with assessment expectations. * PLC planning for targeted enrichment/acceleration. * Implement guided questioning, exemplars, sentence stems, and intentional discussions. * Analyze model texts and writing exemplars that meet grade-level standards. * Use the district "Author's Purpose Verb" document to align instruction with tested verbs. * Campus Administration - daily walkthroughs that focus on: student talk, teacher feedback through checking for understanding, PLC monitoring, calibrated teacher walks with all administration * Language skills using SI going beyond Word Walls: Visuals, sentence stems, structured talk activities and utilizing SummitK12 in the ELA classroom. Strategy's Expected Result/Impact: Increase in Meets and Masters student scores Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Strategy 2 The focus for Tier 2 intervention is to review data from CUA, CFA,s and STAAR to identify additional support needs. Campus Administration will conduct weekly walkthroughs through PLC and classroom monitoring that focus on: student and teacher data tracking (after CUA's) and teacher feedback through checking for understanding in multiple ways. * Use District workshop days and data-driven groups for remediation and enrichment * Provide direct feedback and structured student talk using sentence stems and discourse logs. * Integrate academic/domain-specific vocabulary to deepen comprehension and analysis. * Track (student and teacher)data consistently for ELA 1 students (after every CUA/NWEA/benchmark). * Increase structured student discourse and vocabulary use to support comprehension. * Focus on academic language as a pathway to deeper understanding. * Use the in school tutors pushing into classes to pull small groups during independent writing assignments for support and guidance. Strategy's Expected Result/Impact: Increase overall scores in CUA's, CFA,s and STAAR Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 2: Algebra 1 :The TEXAS STAAR averages for Algebra 1 are reported as : 76% approaches, 47% Meets, and 29% Masters. The campus goal is to close the gap between state results and campus outcomes. To achieve this goal, the Algebra 1 goal is to raise 24-25 8th grade feeder school scores to the state level or above with our focus on raising Meets and meeting Masters level:

Approaches 71 [85]
Meets 42 [47]
Masters 10 [29]

Evaluation Data Sources: STAAR Results, Benchmark Assessments, CBA Data, PLC and CFA data, and Universal Screeners

Strategy 1 Details	Formative Reviews		
Strategy 1: The Algebra 1 focus is to raise STAAR scores to the state level of Meets to Masters, with Meets level Tier 1 instruction. The daily PLC's will be monitored by Administration and TLC with weekly walkthroughs in the classrooms focused on intentional checks for understanding and strategic monitoring. * Teachers are incorporating Bluebonnet resources by internalizing lessons prior to participating in PLC and using warmups to review and accelerate common misconceptions. * Algebra 1 team will utilize real-world connections in Bluebonnet lessons with teachers being intentional about helping students connect the real-world application to math concepts * Classes will use real world application problems embedded in Bluebonnet assessments. * Encourage students to take ownership of their own learning by encouraging discussion, Student TEK/CMA trackers, collaborative student groups and teacher/student conferences. * Teachers will use probing questions to prompt students to analyze and evaluate their work, and to emphasize growth in learning. * Students will get immediate feedback through Mathia, Bluebonnet Skills Plan IXL, and Delta Math Skills Practice * Campus Administration - daily walkthroughs that focus on: student talk, teacher feedback through checking for understanding, PLC monitoring, calibrated teacher walks with all administration * Language skills using SI going beyond Word Walls: Visuals, sentence stems, structured talk activities. Strategy's Expected Result/Impact: Increase in Meets and Masters student scores Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: The focus for Tier 2 intervention is to review data from CUA, CFA,s and STAAR to identify additional support needs. Campus Administration will conduct weekly walkthroughs through PLC and classroom monitoring that focus on: student and teacher data tracking (after CUA's) , teacher feedback through checking for understanding in multiple ways and Bluebonnet material. * Incorporating a RARE day after each module by continuing using groups with differentiated instruction based on CMA data. * Student tracking that allows more time for student reflection added after each CUA, CFA, NWEA, and Benchmark. * Students who have mastered grade level TEKS will receive enrichment assignments vertically aligned to future grade levels * Students in the reteach and review groups will focus on conceptual understanding of the material and strategies from Bluebonnet to improve skills Strategy's Expected Result/Impact: Increase in overall scores on CUA's, CFA's and STAAR Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 3: The TEXAS STAAR averages for Biology are reported as : 91% approaches, 62% Meets, and 21% Masters. The campus goal is to close the gap between state results and campus outcomes. To achieve this goal, the Biology goal is to raise 24-25 Biology scores to the state level or above :

Approaches 88 [91]
Meets 55 [62]
Masters 12 [21]

Biology: Focus 75% of students will meet or exceed projected growth (BOY to EOY Universal Screener) through formal assessments(CUA, CFA, Benchmarks, STAAR etc.) data.

Evaluation Data Sources: STAAR Results, Benchmark Assessments, CBA Data, PLC and CFA data, and Universal Screeners

Strategy 1 Details	Formative Reviews		
Strategy 1: Biology's focus is on exceeding projected growth. Tier 1 instruction will be focused on teaching the TEKS at the Meets level. The daily PLC's will be monitored by Administration with weekly walkthroughs in the classrooms focused on intentional checks for understanding and strategic monitoring. * Student Data Tracking by TEKS (student self-tracking & Bio teacher/team tracking) will be updated after each CUA. * Tracking to encourage students to make a plan for next steps. * Use probing questions for Meets/Masters students in their reflection in order for them to analyze performance on assessments to encourage higher level skills in comprehension of the material. * Detailing and/or specific planning & collaboration during PLC planning period targets instruction over specific low TEKS * "Break down" units of study to better understand the TEKS. * Differentiated questions for Level & Honors using higher-level thinking questions or free response vs multiple choice or fill-in-the-blank * Analyzing data to incorporate into lessons & create checks for understanding (exit tickets). * Language skills using SI going beyond Word Walls: Visuals, sentence stems, structured talk activities. Strategy's Expected Result/Impact: Increase in Meets and Masters student scores Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: The focus for Tier 2 intervention is to review data from CUA, CFA,s and STAAR to identify additional support needs. Campus Administration will conduct weekly walkthroughs through PLC and classroom monitoring that focus on: student and teacher data tracking(after CUA's) and teacher feedback through checking for understanding in multiple ways. * RARE Days will use small group instruction to target needs based on exit tickets and/or CUA data before the CUA utilizing student trackers. * Differentiated instruction, re-teach and review groups and enrichment before the CUA and after the CUA will allow comparison of data from the previous year. * Incorporate more writing in the enrichment group's assignment will allow for more practice on STAAR free-response. Strategy's Expected Result/Impact: Increase in overall scores on CUA's, CFA's and STAAR Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 4: ELA 2 : TEXAS STAAR averages for ELA 2 are as follows: 71 % approaches, 56% Meets, and 8% Masters. The campus goal is to close the gap between state results and campus outcomes. To achieve this goal, the ELA 2 goal is to raise the ELA 1 24-25 scores to the state level:

Approaches	58 [75]
Meets	43 [56]
Masters	8 [10]

English II: Focus on the 8s (author's craft TEKS) in reading and writing with a 10% overall growth in the average of the 8TEKS that are tested (based on last year's STAAR)

Targeted 8TEKS with percentages from 9th grade STAAR test to increase:

8A: 40[50] 8B: 50 [60] 8D:62 [72] 8E: 45 [55].

By increasing author's craft TEKS by 10%, students will grow to or over state's average for approaches, meets, and masters.

Evaluation Data Sources: STAAR Results, Benchmark Assessments, CBA Data, PLC and CFA data, and Universal Screeners

Strategy 1 Details	Formative Reviews		
Strategy 1: The ELA 2 Focus is on TEK E1.8 ,author's craft, in reading and writing. RSS STAAR data indicates Tier 1 instruction focused on this TEK will improve overall scores. The daily PLC's will be monitored by Administration and TLC with weekly walkthroughs by administration and TLC in the classrooms focused on intentional checks for understanding and strategic monitoring. * Breaking down and understanding the TEKS and question stems to create targeted lessons by analyzing distractors and the steps necessary for students to reach analysis of author's craft. * Teach on the level of the TEKS or accelerate the TEK verbs (identify, analyze, synthesize, evaluate, create). * Provide opportunities by asking leading questions to facilitate student thinking and purposeful teacher/student talk ratio. * PLC reflections will show agendas and C & P charts with the breakdown of TEKS and texts, as well as where we are incorporating in our lesson plans at least one strategy for author's craft. * Give students time to practice on their own to build endurance as it relates to their ability to work independently for sustained periods of time. * Integrate academic and domain-specific vocabulary into lessons and discussions, using context to foster deep understanding. * MORE Writing opportunities that include creative writing focused on the genre/purpose. * Asking students intentionally, What do you need to do? Why do you need to do it?, and helping to see the thought process and steps utilizing portfolios. * Know when to remove scaffolding and allow students to work at the appropriate level. * Utilize mentor texts by providing students with high-quality writing examples to observe effective style, structure, and techniques * Encourage students to "read like a writer," analyzing and emulating the strategic choices made by published authors. * Language skills using SI going beyond Word Walls: Visuals, sentence stems, structured talk activities and utilizing SummitK12 in the ELA classroom Strategy's Expected Result/Impact: Increase in Meets and Masters student scores Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: The focus for Tier 2 intervention is to review data from CUA, CFA,s and STAAR to identify additional support needs. Campus Administration will conduct weekly walkthroughs through PLC and classroom monitoring that focus on: student and teacher data tracking (after CUA's) and teacher feedback through checking for understanding in multiple ways. * Use District workshop days and data-driven groups for remediation and enrichment * Provide direct feedback and structured student talk using sentence stems and discourse logs. * Integrate academic/domain-specific vocabulary to deepen comprehension and analysis. * Track data consistently for ELA 1 students through teacher and student trackers. * Increase structured student discourse and vocabulary use to support comprehension. * Focus on academic language as a pathway to deeper understanding. * Use the in school tutors pushing into classes to pull small groups during independent writing assignments for support and guidance. Strategy's Expected Result/Impact: Increase overall scores in CUA's, CFA,s and STAAR Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 5: The TEXAS STAAR averages for US History are reported as : 94% approaches, 68% Meets, and 37% Masters. The campus goal is to close the gap between state results and campus outcomes. To achieve this goal, the US History goal is to raise the 24-25 USH scores to the state level or above:

Approaches 94 [96]
Meets 67 [68]
Masters 35 [37]

Evaluation Data Sources: CUA, STAAR, CFA's, Benchmarks

Strategy 1 Details	Formative Reviews		
Strategy 1: The US History focus is to raise STAAR Masters scores with Meets to Masters level Tier 1 instruction. The daily PLC's will be monitored by Administration in the classrooms focused on intentional checks for understanding and strategic monitoring. * Use cause-and-effect charts so students critically think about concepts or events rather than just identifying definitions. * Have students create timelines of events, focusing on sequencing and impact. * Intentional and quality checking for understanding using Pear Deck, NearPod, and questioning strategies * Modify slides/other materials to emulate question types most missed by Meets and Masters level students. * Develop levels of questions embedded with academic vocabulary to strengthen checks for understanding. * Focus on low TEKS and topics using TEK data from all sources, spiraled into lessons. * Demonstrate rigor through PLC discussions over data with specific and detailed planning and collaboration * Implement targeted instruction by aligning daily lessons with the correct level of the TEKS. * Create alternate versions of assignments with extended activities for Masters-level students. * Embed extension activities into original assignments, specifically for Meets and Masters students, to deepen learning. * Students will use data from assessments to track growth and TEK areas of need. * Language skills using SI going beyond Word Walls: Visuals, sentence stems, structured talk activities Strategy's Expected Result/Impact: Increased scores in Meets to Masters Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: The focus for Tier 2 intervention is to review data from CUA, CFA,s and STAAR to identify additional support needs. Campus Administration will conduct weekly walkthroughs through PLC and classroom monitoring that focus on: student and teacher data tracking (after CUA's)and teacher feedback through checking for understanding in multiple ways. * Pre test Rare Day - Students are grouped based on previous CUA scores and Progress Learning for pre-test day interventions. - o Activities are leveled to the specific group. - o Enrichment groups - analyzing questions and answers with analyzing with a writing extension - o Meets students - activities based on vocabulary and academic language. * Post CUA Rare Day - students are assigned an extension identifying the questions and answers most missed. - o Research in note journals to review the topic notes. - o Write an extension that extends the correct answer. - o Find an Academic vocabulary word they have learned and provide a statement using the material tested and that word correctly, Strategy's Expected Result/Impact: Increase overall scores in CUA's, CFA,s and STAAR Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 6: College and Career Readiness - RSS percentage of students earning 9 college hours by graduation is only 13%. This year's goal will raise the percentage of students from 13% to 28% by the end of the 2026-2027 school year.

College and Career Readiness: At Sterling High School, the percentage of students earning 9 college hours by graduation will increase by 15% by the 2026-2027 school year.

Evaluation Data Sources: TSI, SAT, PSAT, ACT,

Strategy 1 Details	Formative Reviews		
Strategy 1: RSS will focus on increasing the percentage of students earning 9 college hours (a criteria for meeting CCMR point) by graduation. * Use Progress Learning as the main source for TSIA preparation * Schedule check-ins to ensure students complete Progress Learning before retesting on TSIA. * Increase the number of TSIA tests offered during the school year. * Add Saturday Boot Camps for Progress Learning test prep and TSIA testing. * Assign and enroll all students in Progress Learning TSI classes. * Intentionally recruit students in the top quartile of each grade to enroll in dual credit courses * Increase communication with parents and students through: - o School-wide parent meetings - o Postings on the school webpage - o Parent Square updates * Collaborate with the Shared Dual Credit advisor to develop degree plans for all dual credit students. * Schedule parent meetings to address dual credit opportunities. * Schedule classroom lessons on dual credit opportunities. * Develop a guide for counselors to add dual credit courses to 4-year plans * Individually advise students in dual credit to develop degree plans for Lee College. * Track students who want to be Core Complete or earn an Associate's degree. * Track test data for underclassmen, not just seniors. Strategy's Expected Result/Impact: Increased percentages of students earning 9 dual credit hours Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT

Performance Objective 1: The campus will facilitate a partnership between home, school, and community by providing on-going communication and opportunities for involvement that educates and informs students, teachers, and parents.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Grade level offices will routinely contact parents to ensure the accuracy of student records and contact information. Strategy's Expected Result/Impact: Completed record checks Corrected student records Staff Responsible for Monitoring: RSS Administrative Team	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Parent and student meetings will be conducted throughout the year to inform stakeholders about academic strengths, areas of concern, parental support, and student expectations. Strategy's Expected Result/Impact: Increase in parent involvement by 20%. Staff Responsible for Monitoring: RSS Administrative Team, Counselors, CTE	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Sterling High School will host various activities and events in order to encourage parents to participate in their student's high school education. Strategy's Expected Result/Impact: Completion and attendance of the following: College night, Career night, Grade level meetings, College Readiness seminars with sign in sheets and QR codes to track parent and student attendance at multiple parent opportunities at RSS. Staff Responsible for Monitoring: RSS Administrative Team, College/Career Counselor	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: 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 by 20%. Staff Responsible for Monitoring: RSS Administrative Team, CTE admin, PIE	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Sterling High School will continue to communicate to parents using parent emails, Parent Square trainings and alerts, website postings and parent conferences/meetings, and social media. Strategy's Expected Result/Impact: Parent Square trainings through parents nights and social media. Parent Square logs by administration and teachers to monitor communication to parents. Updated website and social media Staff Responsible for Monitoring: RSS Administrative Team, Librarian	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Counselors will schedule a minimum of 1 parent conference per semester for every student at risk of failing. Strategy's Expected Result/Impact: Increase in Parent call log as documented by log data Staff Responsible for Monitoring: RSS Administrative Team, Grade Level Counselors	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Senior parents and students will be notified if the student is at risk of not graduating. Strategy's Expected Result/Impact: Increase in student achievement by 10%. Staff Responsible for Monitoring: RSS Administrative Team, Senior Counselors,	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

Performance Objective 1: Sterling High School faculty will be proactive and consistent in enforcing a positive, structured campus environment to promote student success with attendance, academic, behavior, and/or other wellness needs.

Evaluation Data Sources: Campus discipline reports

Strategy 1 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Increase in student achievement by 10%. Staff Responsible for Monitoring: RSS Administrative Team, Teaching and Learning Coach	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: All honors 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 (AP summer institute and AP classroom). Strategy's Expected Result/Impact: Increase in EOC Master Level performance by 20% Staff Responsible for Monitoring: RSS Administrative Team	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Increase in EOC performance of first time testers of academically fragile students by 10%. Staff Responsible for Monitoring: RSS Administrative Team, Content Specialists, PLC	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: An individualized intervention plan will be created for all students at risk of dropping out or not graduating from Sterling High School Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: RSS Administrative Team, Counselors	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Students who received all A's on the nine weeks report card will receive a reward Strategy's Expected Result/Impact: Increased number of student earning earning all A's Staff Responsible for Monitoring: RSS Administrative Team	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
Strategy 6: Students who pass all classes for a nine week grading period are awarded through PBIS/ILT.. Strategy's Expected Result/Impact: Increased number of students passing all classes each six weeks by 20%. Staff Responsible for Monitoring: RSS Administrative Team	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Counselors will meet with students who have failed one or more subjects every nine weeks to discuss grade repair options. Strategy's Expected Result/Impact: Documentation of the meetings conducted Staff Responsible for Monitoring: RSS Administrative Team, Counselors	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
Strategy 8: 100% of seniors at Sterling High School will complete the Apply Texas application Strategy's Expected Result/Impact: Apply Texas report of seniors applying to a college, technical school or university will increase by 25%. Staff Responsible for Monitoring: RSS Administrative Team, College/Career Counselor Funding Sources: Costs for College and Career Counselor - Coordination of Local and State Funds - CCMR Funds - \$75,000	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
Strategy 9: All seniors at Sterling High School will utilize the College/Career center to complete tasks (FAFSA, Apply Texas, etc.) that work toward a comprehensive individualized postsecondary plan. Strategy's Expected Result/Impact: All plans are on file Senior Plan Review Meeting Staff Responsible for Monitoring: RSS Administrative Team, College/Career Counselor	Formative		
	Nov	Feb	June
Strategy 10 Details	Formative Reviews		
Strategy 10: 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 by 20%. Staff Responsible for Monitoring: RSS Administrative Team	Formative		
	Nov	Feb	June
Strategy 11 Details	Formative Reviews		
Strategy 11: All teachers and administrators will follow the campus discipline management process and code of conduct Strategy's Expected Result/Impact: Decrease in discipline referrals by 20% Staff Responsible for Monitoring: RSS Administrative Team	Formative		
	Nov	Feb	June

Strategy 12 Details	Formative Reviews		
Strategy 12: We will initiate PBIS campus activities that increase school spirit and pride in accordance to MTSS goals and work to increase membership participation in clubs, fine arts, athletics, etc. Strategy's Expected Result/Impact: Increased attendance by 10% Decrease in the number of discipline referrals by 20% Staff Responsible for Monitoring: RSS Administrative Team, PBIS team	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT

Performance Objective 1: The campus will recruit, develop, and retain highly effective personnel by implementing strategic hiring practices, providing ongoing professional development, and fostering a supportive and collaborative work environment.

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
Strategy 2 Details	Formative Reviews		
Strategy 2: During PLC time, the campus departments will review data, plan rigorous instruction, develop interventions and enrichment activities, and monitor overall student performance. Strategy's Expected Result/Impact: Increase in EOC passing rates by 20%. Staff Responsible for Monitoring: RSS Administrative Team Content Specialists	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: EOC tested areas will evaluate common formative assessments (CUA, MAPS, Interim) data in PLC meetings using a data analysis protocol in order to identify strengths, weaknesses, interventions and enrichment activities. Strategy's Expected Result/Impact: Increase in identified strategies or focus as measured by a 20% Increase in scores Staff Responsible for Monitoring: RSS Administrative Team Content Specialists PLC team members	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: RSS Administrators will conduct a minimum of ten walk throughs a week with instructional feedback provided on five . Strategy's Expected Result/Impact: Increase in student achievement by 10% Staff Responsible for Monitoring: RSS Administrative Team	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Assistant Principals, Counselors, and Academic Dean will hold monthly meetings and review the status of each senior. Strategy's Expected Result/Impact: Graduation rate will increase Staff Responsible for Monitoring: RSS Administrative Team Counselors	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: ESL administrator will conduct targeted walk-throughs for SI Team members offering feedback to improve instruction. Strategy's Expected Result/Impact: Increase in TELPAS scores by 20% Staff Responsible for Monitoring: RSS Administrative Team	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Campus administration will work with the district ESL specialist to ensure staff is SI trained and understands TELPAS accountability. Strategy's Expected Result/Impact: Increase in TELPAS scores by 20% and EOC scores by 10%. Staff Responsible for Monitoring: RSS Administrative Team	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
Strategy 8: All faculty will be trained and familiar with campus and district emergency crisis plans. Strategy's Expected Result/Impact: Decrease in incidents by 20%. Staff Responsible for Monitoring: RSS Administrative Team	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
Strategy 9: All faculty will be trained for PBIS procedures. Strategy's Expected Result/Impact: Increase teacher strategies for addressing social and emotional needs of students by providing teachers with relevant PD trainings on social/ emotional needs and Feedback forms from Character Strong lessons. Staff Responsible for Monitoring: RSS Administrative Team	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 1: The campus will align all campus activities to support the district Strategic Plan to maintain a 25% or more operating reserve budget and maintain a AAA or higher rating.

Evaluation Data Sources: Campus budget reviews, operating expenditures per student, instructional expenditures per student, staffing reports, and compliance documentation

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will routinely monitor campus budget accounts to align available funds to allowable and allocable expenditures. Strategy's Expected Result/Impact: All budgets will be reviewed, allocated, and expended as required by district financial procedures and requirements. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will monitor the staffing position inventory to ensure accurate data for personnel budgeting. Strategy's Expected Result/Impact: Staff positions will be accurately assigned and position budgets will be accurately expended. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: The campus will align the Campus Improvement Plan with to the district financial stewardship goals. Strategy's Expected Result/Impact: The CIP will align 100% with district strategic plan financial stewardship goals. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
No Progress Accomplished Continue/Modify Discontinue			

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 2: The campus will meet all state and federal program elements, funding, and compliance requirements.

Evaluation Data Sources: Campus documents related to State Accountability, State Allotment Reports, TEA Random Validations, TEA Federal Fiscal Monitoring, TEA Program Monitoring, etc.

Strategy 1 Details	Formative Reviews		
Strategy 1: Gifted and Talented (GT) State Program - Conduct data talks, disseminate information by ethnicity, and utilize the PLC process to develop strategies to provide supplemental support for identified students that will increase student success. Strategy's Expected Result/Impact: Increase in Meets 20% and Master Level 10% performance on EOC exams Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental Materials and Supplies - Coordination of Local and State Funds - GT Funds - \$750	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Special Education State Program - Provide supplemental support for identified students to increase student success in all instructional areas. Strategy's Expected Result/Impact: Special Education students will demonstrate increased success, greater independence, and meaningful progress toward their individualized education goals. Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental Materials and Supplies - Coordination of Local and State Funds - Special Education Funds - \$700	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Bilingual/ESL State Program - Provide supplemental support for identified students to increase student success in all instructional areas as determined by meeting with students to set individual growth goals and monitor student progress through common formative assessments, benchmarks, CUA's and other forms of data to increase the achievement success of identified student groups. Strategy's Expected Result/Impact: Increase in Meets 20% and Master Level 10% performance on EOC exams Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental Materials and Supplies - Coordination of Local and State Funds - ESL Funds - \$750	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Career and Technology Education State Program - The campus will facilitate funds to prepare students for successful careers in a dynamic economy by improving program quality, expanding access, supporting educators, and aligning with workforce demands. Strategy's Expected Result/Impact: Student and Staff Data Reports Program of Study Reports Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Costs for Staff and Program materials/supplies - Coordination of Local and State Funds - CTS Funds - \$200,000	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: State Compensatory Education (SCE) State Program - Conduct PLC meetings to collaborate about instructional practices, student artifacts, review data following formative and summative assessments, and make informed decisions to guide all tiered instruction that address at-risk student academic improvement. Strategy's Expected Result/Impact: Increase in student achievement by 10% Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Costs for Accelerated Instruction - Tutoring - Coordination of Local and State Funds - SCE Funds - \$10,000, Cost for At-Risk Intervention Teacher - Coordination of Local and State Funds - SCE Funds - \$70,000, Cost for Teaching and Learning Coach - Coordination of Local and State Funds - SCE Funds - \$70,000	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: State Compensatory Education (SCE) State Program - The Student Support Team including the campus staff, Student Wellness Interventionist, Communities in Schools, etc. will provide support with at risk students on attendance, academic, behavior and/or other wellness needs. Strategy's Expected Result/Impact: Students will have a team of staff members that will monitor the AR student by tracking data of assessments, attendance and behavior and using that data to determine strategies that will enhance student learning in all areas. Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Costs for Student Wellness Interventionist - Coordination of Local and State Funds - SCE Funds - \$85,000	Formative		
	Nov	Feb	June

Strategy 7 Details	Formative Reviews		
Strategy 7: College, Career, and Military Readiness - Address higher education/continuing education by providing opportunities for all students through the campus College and Career Center and Counseling Department including: *Increase availability of courses and the percentage of students taking dual enrollment and advanced placement classes *All juniors and seniors will take at least one college preparation/entrance exam(ACT, SAT, PSAT, TSIA) *Continue to offer the school day SAT to juniors with 16 or more credits Strategy's Expected Result/Impact: Increase Dual Enrollment/AP course offerings 25% Increase in scores as reflected on SAT, PSAT, ACT, TSIA reports by 10% Increase in SAT participation by 20% Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Costs for College, Career, and Military Counselor - Coordination of Local and State Funds - CCMR Funds - \$85,000	Formative		
	Nov	Feb	June
No Progress Accomplished Continue/Modify Discontinue			

Campus Funding Summary

Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	8	Costs for College and Career Counselor	CCMR Funds	\$75,000.00
5	2	1	Supplemental Materials and Supplies	GT Funds	\$750.00
5	2	2	Supplemental Materials and Supplies	Special Education Funds	\$700.00
5	2	3	Supplemental Materials and Supplies	ESL Funds	\$750.00
5	2	4	Costs for Staff and Program materials/supplies	CTS Funds	\$200,000.00
5	2	5	Cost for Teaching and Learning Coach	SCE Funds	\$70,000.00
5	2	5	Costs for Accelerated Instruction - Tutoring	SCE Funds	\$10,000.00
5	2	5	Cost for At-Risk Intervention Teacher	SCE Funds	\$70,000.00
5	2	6	Costs for Student Wellness Interventionist	SCE Funds	\$85,000.00
5	2	7	Costs for College, Career, and Military Counselor	CCMR Funds	\$85,000.00
Sub-Total					\$597,200.00