Houston Independent School District

014 Sterling High School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

Ross Shaw Sterling Aviation Early College High School empowers every student with the skills and knowledge needed for college and career readiness along with the courage to believe in a future of success.

Vision

As a school within in a school early college, we are a community cornerstone. Through collaboration, students and families will acquire a sense of self-efficacy, become productive citizens in our global society, and build marketable skills that propel them into the workforce and/or college.

Core Values

Collaboration: Working together with students, staff, and stakeholders toward student success

- **Self-Efficacy**: The belief that we can prepare future-ready students for a globally competitive workforce and college
- **Data-Driven Decision Making:** Making decisions based on reliable data to address the needs and expectations of our community
- **Valuing Faculty, Students, and Parents**: Promoting, celebrating, and rewarding the accomplishments of our students and team members
- **College Mindset**: Increase college access, affordability, and completion

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Ross Shaw Sterling Aviation Early College High School is located in the Southeastern corridor of Houston, TX. Sterling is the southern most high school geographically in Houston ISD, serving students from predominately low to moderate income families; 98% of our students qualify for free and reduced lunch. While the school has been in existence since 1965, the surrounding area is mostly rural but is budding with new construction homes. The enrollment is 1620 students, which is an increase of almost 700 students over the past 5 years. About 53% of our students are Hispanic, 45% are African-American, 1% are White, and the remaining 1% is split between Asian and two or more races.

Sterling is the home to Houston ISD's aviation magnet program and most recently became an early college using the school-within-a-school model. The school also offers a plethora of programs and community partnerships for our welding, aviation, law enforcement, global logistics, aircraft maintenance, early college, and business track students. We have ongoing partnerships with Communities in Schools, MIAT, United and Southwest Airlines, to name a few.

Sterling is truly the hub of the community with a rich legacy that brings generations of families back to the RaiderNation!

Demographics Strengths

The Sterling school community is one that is family-oriented and holds quality education in high regards. Sterling has a strong alumni base and is known and depended upon to be the beacon of light in a poverty stricken "dead-end" neighborhood. Most recently, new middle income homes are being built nearby. The median income in our area is rising and we endeavor to make Sterling the school of choice for the students in our area.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): The assumption that our students come to us with adequate background knowledge in core content areas. **Root Cause:** Failure to effectively vertically-align with our feeder pattern schools for instructional planning PD.

Student Learning

Student Learning Summary

Spring 2021 EOC scores, as compared to 2019, indicate a decrease in the areas of Algebra I, Biology, and US History, but growth in English I and English II. This is largely due to the circumstances relating to the global Covid-19 pandemic.

Data is as follows:

Alg I DNM- 50% (2019) to 56% (2021)

Alg I Passing- 50% (2019) to 46% (2021)

Biology DNM- 34% (2019) to 45% (2021)

Biology Passing- 66% (2019) to 55% (2021)

US History DNM- 15% (2019) to 25% (2021)

US History Passiong- 85% (2019) to 75% (2021)

English I DNM- 70% (2019) to 60% (2021)

English I Passing- 30% (2019) to 40% (2021)

English II DNM- 55% (2019) to 54% (2021)

English II Passing- 45% (2019) to 54% (2021)

Student Learning Strengths

Our students demonstrate the courage and desire to learn. Many of them also exhibit a competitive trait. They consistently seek out resources when in need of assistance, whether it is academic, financial, or any other personal aspect. Students use the resources to maximize their efforts and to increase achievement.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): The lack of adequate instructional differentiation on a consistent basis has impacted student learning. **Root Cause:** Some of the teachers tend to teach to the lowest level in order to meet the needs of struggling students and, therefore, miss the opportunity to grow students who are performing at or above grade level.

School Processes & Programs

School Processes & Programs Summary

Programs: Sterling Aviation ECHS is an school Early College High School with a strong Magnet program. We offer a variety of learning pathways, in addition to core content, that allow students to earn certifications and licenses that they may immediately use in their transition from highschool to the "real world." Programs included are, Aviation Pilot, Aviation Mechanics, Business and Industry, Law Enforcement, Auto/Diesel Mechanics, Welding, and Early College.

Processes: Sterling Aviation ECHS faculty and staff utilize the school report card, individual professional appriasals, and community feedback to identify strengths, weaknesses, and areas of growth. The SIP planning process is used to set goals for identified areas of growth, as well as, to map out the plan of implementation of planned interventions.

School Processes & Programs Strengths

Sterling Aviation ECHS programs prepare students not only for college, but they also prepare students to enter industry or workforce immediately upon graduation. Our students earn certifications and licenses in their selected pathways of study.

The certification process ensures that students not only participate in and learn about industrial skills within their CTE courses, but they're also assessed at the professional level to determine mastery in those areas. Upon successful completion of assessments, our students prove that they are capable and prepared for the workforce.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Historically inconsistent implementation of our campus routines and procedures. **Root Cause:** Teacher buy-in with regard to campus routines and procedures and their implementation and enforcement of these policies.

Perceptions

Perceptions Summary

The Ross Shaw Sterling Aviation Early College High School Communication Survey results suggest that the campus, in many ways, partners effectively with parents and community stakeholders to increase and maintain high achievement amongst the student body. The Community Liaison is effective in supporting school leadership with communicating opportunities for parent and communication engagement via social media, email, phone, and our school website. One common suggestion over the years was to increase real-time information available to parents by providing methods for parents to check grades and attendance. This access is available via PS Connect.

Perceptions Strengths

The three components of the Communication Snapshot; Electronic Communication, School Website, Digital Communication Applications ask several questions that are similar to the following:

*My child's teacher gives me options for communicating with them (phone, text, email, social media)

*My child's teacher has informed me of their office hours; My child's teacher responds in a timely fashion; My school provides me with information such as links on how to access the school's social media page

*The school's social media links and pages are up to date, etc.

All responses provided have been yes, indicating that the campus communicates effectively with parents and community stakeholders.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: This area has been known as the "Dead End" for decades. Although there is vibrancy and growth now, the mentality of some of our staff and community members still reflects the idea of this being a dead end for scholars. **Root Cause:** Generational economic lack in the community.

Priority Problems of Practice

Problem of Practice 2: The assumption that our students come to us with adequate background knowledge in core content areas.

Root Cause 2: Failure to effectively vertically-align with our feeder pattern schools for instructional planning PD.

Problem of Practice 2 Areas: Demographics

Problem of Practice 1: The lack of adequate instructional differentiation on a consistent basis has impacted student learning.

Root Cause 1: Some of the teachers tend to teach to the lowest level in order to meet the needs of struggling students and, therefore, miss the opportunity to grow students who are performing at or above grade level.

Problem of Practice 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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- 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
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- 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
- Student failure and/or retention rates

- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- 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
- 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 progress
- 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, progress, and participation data
- 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
- 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.
- 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.
- 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

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

Board Goals

Board Goal 1: ELAR The percentage of students performing in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 1: ELAR-The percentage of students performing at the Meets level in ELA will increase from 26% to 34% as measured by the 2021 STAAR English 1 and 2 assessment. More specifically the percentage of students performing at the Meets level in English I will increase from 25% to 33% as measured by the 2021 STAAR English I assessment; and the percentage of students performing at the Meets level in English II will increase from 27% to 35%.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: Students will receive high leverage, effective Tier I instruction with the impact resulting in at least 50% passing rate on Campus Based Assessments, District Benchmarks, and Mock STAAR Assessments.

Evaluation Data Sources: CBA data, DLA data, Mock STAAR data.

Strategy 1 Details	Reviews			
Strategy 1: Increase learning for Tier I and Tier II students by providing high impact, targeted small group instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Well-planned, high impact lessons for classroom implementation. **Staff Responsible for Monitoring:** Teachers, Specialists, Dept. Dean	**Nov**	**Jan**	**Mar**	**June**
Action Steps: Calendar PLC dates Review District Pacing Calendar Vet supplemental resources Develop and use effective lesson planning template **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				
Strategy 2 Details	**Reviews**			
Strategy 2: Teachers will perform model lessons/at-bats.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved instructional delivery as a result of peer feedback. **Staff Responsible for Monitoring:** Teachers, Specialists, Dept. Dean	**Nov**	**Jan**	**Mar**	**June**
Action Steps: Develop a calendar for at-bats Revise and edit at-bats protocol **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math				
0% No Progress 100% Accomplished ➡ Continue/Modify ✗ Discontinue				

Measurable Objective 2: 65% of students will show mastery in applying effective writing strategies and use of graphic organizers to develop cohesive essays.

Evaluation Data Sources: Writing portfolios

Strategy 1 Details	Reviews			
Strategy 1: Teachers will engage students in a minimum of 1 writing conference per 6 week period.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will take ownership in their data and progress by building portfolios and completing data tracking.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, Students, Specialists, Department Dean				
Action Steps: PD on developing effective, data-driven portfolios. Develop protocol for facilitating writing conferences that promote student ownership and action oriented improvements.				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Measurable Objective 3: Reduce the number of English I & English II STAAR EOC Retesters by 25% by Spring of 2022.

Evaluation Data Sources: STAAR Data from Dec 2021 and Spring 2022.

Strategy 1 Details	Reviews			
Strategy 1: Small group, targeted instruction focused on essay writing.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will garner the necessary skills needed to be successful on the next administration of STAAR EOC for English I & II.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, Specialists, Interventions ELA TDS,				
Action Steps: Schedule students strategically in daily, school-day embedded intervention block based on previous STAAR administration. Review triangulation reports to determine student deficiencies and target those areas with high impact instructional strategies and learning activities/tasks.				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Board Goal 2: MATH The percentage of students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

Goal 1: MATH: Increase the level of all students meeting Meets of the STAAR Algebra EOC assessment as well as increasing the number of students reaching the masters level by providing on-going professional development in sheltered instruction (Literacy Routines), small group intervention and and decomposing of TEKS and data. By the end of the 2020-2021 school year, the overall percentage of students scoring at the "Meets" level in Math will increase by 5% as measured by STAAR.

    Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: By the end of the 2021-2022 school year, first-time 9th grade students will demonstrate mastery of Algebra 1 objectives by scoring at the Meets level on STAAR by at least 24%.

    Evaluation Data Sources: Exit Tickets (teacher-created assessments)
Campus Based Assessments
District Based Assessments

    HB3 Board Goal

Strategy 1 Details			Reviews	
Strategy 1: Students will receive a double-blocked math course to provide time for concepts to be pretaught, retaught, and assessed to ensure mastery.		**Formative**		**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Students will be provided with a maximized opportunity to learn and practice Algebra 1 content.
    Staff Responsible for Monitoring: Administrators, content-area specialists
    Action Steps: 1. Students who did not perform at the Approaches level or higher on the 8th Grade Math STAAR will be scheduled into the double-blocked Math courses. Students that passed Algebra 1 in 8th grade will not receive the double-blocked course. Instead, they will take Geometry.
2. Students will receive instruction and a daily check for understanding
3. Students will take a Campus Based Assessment every three weeks to monitor progress.
 	
    TEA Priorities: Build a foundation of reading and math				

Strategy 2 Details	Reviews			
Strategy 2: Students will receive an Algebra 1 intervention course to reteach content.	Formative			Summative
Strategy's Expected Result/Impact: Students will be provided with an additional opportunity to practice Algebra 1 content. This class will be built into their academic schedules.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, content-area specialists				
Action Steps: 1. Students will be scheduled into Math intervention courses. Students that passed Algebra 1 in 8th grade will be scheduled into an ELA or Science intervention course. 2. Students will receive instruction and a daily check for understanding. 3. Students will take a weekly assessment to monitor progress. **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy**				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Measurable Objective 2: MATH: The percentage of students who are required to re-taking Algebra 1 STAAR (December and Spring administrations combined) and score at the Meets level or higher will increase by 8 percentage points from 1% in spring 2019 to 8% in spring 2024.

Strategy 1 Details	Reviews			
Strategy 1: Students will receive spiraled Algebra instruction in the Geometry course to provide additional time for Algebra 1 concepts to be retaught and assessed to ensure mastery.	Formative			Summative
Strategy's Expected Result/Impact: Re-testers will be provided with another opportunity to learn and practice Algebra 1 content.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, content-area specialists				
Action Steps: 1. Students scheduled into the Geometry course will have time during class to review Algebra 1 concepts. 2. Teachers will identify Algebra 1 concepts to be spiraled into the Geometry course. 3. Students will take a weekly assessment to monitor progress. **TEA Priorities:** Build a foundation of reading and math				
Strategy 2 Details	Reviews			
Strategy 2: Re-testers will receive an intervention Math course to provide time for concepts to be retaught, and assessed to ensure mastery.	Formative			Summative
Strategy's Expected Result/Impact: Students will be provided with an additional opportunity to relearn and	**Nov**	**Jan**	**Mar**	**June**

practice Algebra 1 content.

Staff Responsible for Monitoring: Administrators, content-area specialists

Action Steps: 1. Students will be scheduled into intervention courses based on the 2021 STAAR data results.
2. Students will receive Algebra 1 review instruction and a daily check for understanding.
3. Students will take a weekly assessment to monitor progress.

TEA Priorities: Build a foundation of reading and math

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Measurable Objective 3: MATH: The percentage of the students passing the AP Calculus exam with a score of 3 of higher will increase by 10 percentage points from 50% in spring 2019 to 60% in spring 2024.

Strategy 1 Details			Reviews			
Strategy 1: Students in the AP Calculus course will receive College Board aligned instruction to prepare them for the exam.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will be able to achieve at the level set by the College Board. **Staff Responsible for Monitoring:** Teacher, Administrator, Content-area Specialist **Action Steps:** 1. Teacher will complete AP training during the summer 2. Teacher will refer to College Board-aligned materials to design lessons. **TEA Priorities:** Build a foundation of reading and math						
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue			

Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 1: SCHOOL PROGRESS
We will increase the percentage of graduates that meet the TEA criteria for CCMR by 8 percentage points from 76% to 84% by June 2022. This will be accomplished by increasing our students' access to and successful acquisition of industry-based certifications within their respective programs of study as outlined with TEA to at least 40%.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: CTE Teachers will plan for each student in a pathway to receive intensive and focused instruction to complete at least one IBC and enter the students' test results into SIS HISD Connect (Power School) for certification record.

Evaluation Data Sources: CTE Certification Spreadsheet
CCMR Tracker
CTE Teacher Certification Plan/Calendar

Strategy 1 Details	Reviews			
Strategy 1: CTE Teachers will ensure that all 12th grade students that are in their CTE pathway will be prepared to take as well as pass at least one industry based certification exam.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 12th Grade students will pass at least one industry based certification. **Staff Responsible for Monitoring:** CTE Teacher CTE Administrator CTE Support Staff **Action Steps:** CTE Teachers will start with planning for all grades levels for preparation that will lead to the IBC exam(s). The CTE teacher will ensure that 9th, 10th and 11th grade students are receiving instruction during the school year that will have them prepare to take the IBC exam. All students that are not successful the first attempt will go through intensive remediation to prepare for retest. **TEA Priorities:** Connect high school to career and college - **Targeted Support Strategy** **Funding Sources:** IBC Exam Preparation Materials - 1991010005 - General Fund - Career & Tech Ed (CTE) - 6300 - Supplies and Materials				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Measurable Objective 2: By June 2022, the percentage of graduating students earning an associate degree will increase from 6 students to no less than 12 students.

Evaluation Data Sources: HCC Transcripts & Grades
Student Progress Monitoring Notes

Strategy 1 Details				**Reviews**			
Strategy 1: Bi-weekly check-ins with Sterling College Access Coordinator or another member of the CCR or leadership team.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Enhanced accountability for students' personal success in their college classes. **Staff Responsible for Monitoring:** College Access Coordinator, Dual-Credit Dean **Action Steps:** 1. Bi-weekly check-ins with dual-credit scholars 2. Additional resources provided as needed to increase success in college classes				**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	Continue/Modify	✗ Discontinue				

Measurable Objective 3: By June 2022, the number of students taking AP Exams will increase by 50% from 291 students to 436 students and we will provide instructional support to teachers to ensure that we increase the rigor in those classes so students are prepared to be successful on the AP assessments.

Strategy 1 Details				**Reviews**			
Strategy 1: AP course tutorials during Intervention period and after school				**Formative**			**Summative**
Strategy's Expected Result/Impact: Additional instructional support for students in Advanced courses **Staff Responsible for Monitoring:** Advanced Academics Dean, College Access Coordinator **Action Steps:** Tutorials offered after school for AP courses **TEA Priorities:** Connect high school to career and college - **Targeted Support Strategy**				**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	Continue/Modify	✗ Discontinue				

Board Goal 4: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

Goal 1: CLOSING THE GAPS: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR EOC English I and II assessments will increase 8 percentage points by spring 2022.

> **Strategic Priorities:** Expanding Educational Opportunities

Measurable Objective 1: By the summer administration of STAAR 2022, students receiving special education services will increase progress in the English 1 and 2 EOC by 10 percentage points from 7% in spring 2021 to 17% in spring 2022.

> **Evaluation Data Sources:** Campus Based Assessments
> District Snapshots
> District Level Assessments
> Final Exams
> STAAR Test Practice

Strategy 1 Details	Reviews			
Strategy 1: Special Education co-teachers will implement small-group instruction with heterogenous groups of identified students and provide targeted instruction based on assessment data.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: By participating in the various supports offered during school hours, students served in special education will be provided with the remediation or enrichment needed to successfully pass English 1 and 2 EOC at the Approaches, Meets, and Masters levels.				
Staff Responsible for Monitoring: Administrators Special Education Chair Special Education Co-Teachers English Specialists				
Action Steps: 1. Co-teachers will plan with English 1 and 2 teachers during PLC to keep abreast of current objectives and strategies. 2. Using current data, co-teachers and English teachers will collaborate to identify students requiring small group instruction. 3. Co-teachers will utilize small group instruction (push-in model) to provide additional instructional support to identified students. 4. Co-teachers will collect progress data weekly and report student progress after all campus-based and district-based assessments.				
TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy**				
Funding Sources: Time for planning, additional materials for small group (pencils, pens, paper, whiteboards, etc), space to implement small-group instruction, - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 2: The students receiving special education services will engage in differentiated instruction via online platforms and small group instruction for a minimum of 60 minutes per week.

Evaluation Data Sources: Usage reports from online platforms
Grouping reports
Small group lesson plans and anecdotal records.

Strategy 1 Details	Reviews			
Strategy 1: Students will participate in the Renaissance universal screener and Imagine Learning as applicable to develop additional skills through personalized lessons to target their deficits.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will improve reading and writing skills, **Staff Responsible for Monitoring:** Teachers, Co-Teachers, Case Managers, Specialists, and Deans. **Action Steps:** Ensure students access to the various platforms. Research platforms that will help to meet the desired outcome. Train teachers to use the platforms to garner data points for monitoring and to drive instruction. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 3: By increasing student achievement on STAAR EOC, we will reduce the number of re-testers in English I and II EOCs by at least 5%.

Strategy 1 Details	Reviews			
Strategy 1: Review re-tester data and engage students in data conferences to devise targeted action plans to meet their specific instructional needs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will develop ownership of their data and work toward improving their performance on targeted concepts and skills. **Staff Responsible for Monitoring:** Instructional specialist, DDI, Case managers, Special Education chairperson, students and teachers. **Action Steps:** Facilitate data conferences once per cycle **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy**				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

**Board Goal 5:** N/A - Additional Campus Goals

Goal 1: ATTENDANCE: By June 2022, the average attendance rate will increase to a minimum of 93%.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: By June 2022, the average attendance rate will increase from 87.73% to a minimum of 93%.

Evaluation Data Sources: * Daily Attendance Report
* Graduation Assistance Team Meeting Minutes

Strategy 1 Details	Reviews			
Strategy 1: An attendance committee will hold Parent Intervention conferences with students who accumulate 3 or more absences during any grading period during the school year.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: By increasing awareness and knowledge of current state, local, and federal laws regarding attendance and truancy, students will understand the importance of attending classes daily.				
Staff Responsible for Monitoring: Members of Attendance Team: Administrators, School Nurse, Attendance Clerk, Special Education Chair				
Action Steps: Attendance team will meet weekly to review data and create action plans for students. Parent meetings will be held to review interventions for individual students.				
Comprehensive Support Strategy				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 2: Increase daily attendance from 88% to 93% by involving parents and students in monitoring and accountability.

Evaluation Data Sources: Daily attendance review
Parent Contact Logs
Home Visits
Attendance Contracts

Strategy 1 Details	Reviews			
Strategy 1: Deans will monitor attendance every 3 weeks and reach out to students and parents as needed to develop attendance contracts.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved daily attendance rate. **Staff Responsible for Monitoring:** Attendance Clerk DRIP committee Parents Teachers Deans **Title I Schoolwide Elements:** 2.5, 2.6, 3.2				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Measurable Objective 3: Decrease the need for attendance contracts by 30% incentivizing good attendance for students.

Evaluation Data Sources: Attendance records
Attendance contracts

Strategy 1 Details	Reviews			
Strategy 1: Invite students for tangible rewards (Raider Bucks) for good/improved attendance.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved daily attendance **Staff Responsible for Monitoring:** Attendance clerk DRIP Committee **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE - Reduce our ISS and OSS rates by at least 30% from 271 and 574 in the 2018-19 school year, which was the last full year that students were on campus, to no more than 189 and 401 this year.

    Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Utilize non-exclusionary disciplinary practices (parent conferences, detention, RethinkED) for low-level offenses.

    Evaluation Data Sources: Monthly discipline report

Strategy 1 Details	Reviews			
Strategy 1: Use non-exclusionary discipline practices such as conferences with parents, Saturday detention, and the online program - ReThinkED.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Keep students in class and engaged in the instructional process, which will increase student achievement on STAAR and other assessments.
  Staff Responsible for Monitoring: Leadership Team (Deans and Specialists)
  Action Steps: Seek the least exclusive disciplinary method for each infraction according to the HISD Code of Student Conduct.
 	
Comprehensive Support Strategy				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Measurable Objective 2: Develop a culture that focuses on restorative practices and building quality student and staff relationships.

    Evaluation Data Sources: Discipline records
PD participation logs

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers will professional development on restorative practices.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will implement the strategies .	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Discipline coordinator Teachers **Action Steps:** Collaborate with SEL dept to provide PD **Title I Schoolwide Elements:** 2.6				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Measurable Objective 3: Develop mentorship program to target high risk population and reduce discipline infractions by 15%.

Evaluation Data Sources: Discipline records.
Assign mentors.

Strategy 1 Details		Reviews			
Strategy 1: Teachers and staff members will be assigned 5 9th grade students to mentor and monitor on a weekly basis.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will develop relationships with students so they will have a contact person to reach out to to avoid negative behaviors and incidents.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers Staff members Leadership Team Prinicipal **Action Steps:** Develop system by assigning mentors Provide resources and tips on establishing relationships with students. **Title I Schoolwide Elements:** 3.2					
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION - Provide support and intervention that leads to a safe environment for scholars and ensures they're health, safety and wellbeing. Decrease school safety issues by 10% by the end of 2022.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Create a safe, secure environment that aims to educate our students on drug awareness, bullying prevention and conflict resolution. We endeavor to reduce related incidents by 50% by the close of the 2021-2022 school year.

Evaluation Data Sources: Discipline records.
SEL trainings.
Student education rosters.

Strategy 1 Details	Reviews			
Strategy 1: Collaborate with Boys and Girls Club, Communities in Schools, HISD Police Department and other community based organizations to conduct seminars and small group sessions for students who may be at risk or have demonstrated a need for intervention.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Lower incidents of drugs, violence, bullying on campus to decrease ISS, OSS, and DEAP referrals.
    Staff Responsible for Monitoring: Deans, Campus Police, CIS, Social Workers, WrapAround Specialist.
    Action Steps: Develop list of targeted students.
Develop calendar for implementation of seminars and groups.				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Measurable Objective 2: Reduce incidents involving gang activity by 50% by the close of the 2021-2022 school year.

Evaluation Data Sources: Discipline records

Strategy 1 Details				Reviews			
Strategy 1: Administrators will collaborate with the City of Houston and HISD PD to bring gang prevention educational programing to students.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will be less likely to join a gang. Students will know the protocols to report gang activity. **Staff Responsible for Monitoring:** Discipline coordinator teachers campus police **Action Steps:** schedule meeting with stakeholders. plan assembly or educational opportunities for students to engage in. **Title I Schoolwide Elements:** 2.6							
0% No Progress	100% Accomplished	→ Continue/Modify		✖ Discontinue			

Measurable Objective 3: Increase by 75% restorative practices and conflict resolution initiatives across the campus.

    Evaluation Data Sources: Restorative circle calendar
    discipline records.

Strategy 1 Details				Reviews			
Strategy 1: Collaborate with and receive ongoing professional development from the social and emotional learning department				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers and staff will implement restorative practices and offer conflict resolution opportunities for students with hopes that they will refrain from engaging in fights and violent acts. **Staff Responsible for Monitoring:** Teachers Deans Principal SEL department **Action Steps:** Coordinate PD dates with SEL dept. Facilitate trainings and campus visits **Title I Schoolwide Elements:** 2.6, 3.1							
0% No Progress	100% Accomplished	→ Continue/Modify		✖ Discontinue			

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION: By June 2022, at least 38% of the identified Special Education population will demonstrate academic proficiency by meeting the standard on STAAR EOCs.

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1: By the summer administration of STAAR 2022, students receiving special education services will increase progress in the Algebra 1, Biology, and US History EOCs by 10 percentage points from 28% in spring 2021 to 38% in spring 2022.

Strategy 1 Details	Reviews			
Strategy 1: Special Education co-teachers will implement small-group instruction with PLC identified, heterogenous grouped students to provide targeted instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: By participating in the various supports offered during school hours, students served in special education will be provided with the remediation or enrichment needed to successfully pass Algebra 1, Biology, and US History EOCs. **Staff Responsible for Monitoring:** Administrators Special Education Chair Special Education Co-Teachers Instructional Specialists **Action Steps:** 1. Co-teachers will plan with Algebra, Biology, and US History teachers during PLC to keep abreast of current objectives and strategies. 2. Using current data, co-teachers and General Education teachers will collaborate to identify students requiring small group instruction 3. Co-teachers will provide small group support (using a push-in model) to provide the support for students by providing additional instruction for the identified students. 4. Co-teachers will collect progress data every three weeks and report student progress after all campus-based and district-based assessment				
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Measurable Objective 2: By the summer administration of STAAR 2022, students receiving special education services will make progress in STAAR English 1 and 2.

Strategy 1 Details	Reviews			
Strategy 1: Special Education co-teachers will implement small-group instruction with PLC identified, heterogenous grouped students to provide targeted instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: By participating in the various supports offered during school hours, students served in special education will be provided with the remediation or enrichment needed to successfully pass English 1 and 2 EOC. **Staff Responsible for Monitoring:** Administrators Special Education Chair Special Education Co-Teachers English Specialists **Action Steps:** 1. Co-teachers will plan with English teachers during PLC to keep abreast of current objectives and strategies. 2. Using current data, co-teachers and General Education teachers will collaborate to identify students requiring small group instruction 3. Co-teachers will provide small group support (using a push-in model) to provide the support for students by providing additional instruction for the identified students. 4. Co-teachers will collect progress data every three weeks and report student progress after all campus-based and district-based assessment				
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Measurable Objective 3: By the summer administration of STAAR 2022, 100% of the students students receiving special education services in self contained classes will pass STAAR ALT 2. in English 1, English 2, Algebra 1, Biology, and US History.

Evaluation Data Sources: District designed assessments for students in self contained classes.
Teacher created assessments.
IEP progress reports.

| Strategy 1 Details	Reviews			
Strategy 1: Teachers will use the UNIQUE learning system to ensure all students in self-contained classes receive instruction aligned with their transitional and grade-level academic needs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The alignment will provide students a way to acquire and generalize new concepts in the context of their transitional needs. **Staff Responsible for Monitoring:** Instructional Specialist Administrators Special Education Department Chair **Action Steps:** 1. Ensure all teachers are trained in UNIQUE Learning System. 2. Align all content with students' transitional needs during PLC (planning)				
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: At least 36% of English Learners will advance one proficiency level or exit the EL program by performing at the level of Advanced High in the Spring 2022 administration of TELPAS.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: By the Spring 2022 administration of TELPAS, long-term EL students (students with 6 or more years in US Schools) will make progress on TELPAS by achieving a composite score of Advanced High.

Evaluation Data Sources: English Language Development Assessment (ELD)
Campus Based Language Assessments
District Based Language Assessments

Strategy 1 Details	Reviews			
Strategy 1: Identified EL students will be provided the opportunity to take the ELD assessment in order to practice for TELPAS. The ELD mirrors the TELPAS and allows students to become familiar with this testing format before taking the actual TELPAS.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will understand the questioning and expectations of each component of TELPAS to increase their confidence when presented with the exam.				
Staff Responsible for Monitoring: Specialists, teachers, ESL administrator				
Action Steps: We will administer the ELD to our English Learners during two testing windows in the Fall semester.				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Measurable Objective 2: During the 2021-2022 school year, new 9th grade beginning and intermediate will make progress on TELPAS by advancing at least one level in the composite score in TELPAS.

Evaluation Data Sources: English Language Development Assessment (ELD)
Campus Based Language Assessments
Las Links
TELPAS

Strategy 1 Details	Reviews			
Strategy 1: New 9th grade beginning and intermediate all level students that have been in the country for less than 4 years will receive sheltered instruction for Algebra 1, Biology, and World Geography.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will receive additional support to practice newly acquired language in the context of their math, science, and social studies classes. **Staff Responsible for Monitoring:** Administrators Instructional Specialists **Action Steps:** 1. Identify students' English level using data or LAS Links 2. Place students in pre-determined ESL content areas				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Measurable Objective 3: By the Spring 2022 administration of TELPAS, at least 36% of all EL students will progress by at least one level in the TELPAS composite score.

Evaluation Data Sources: English Language Development Assessment (ELD)
Campus Based Language Assessments
TELPAS

Strategy 1 Details	Reviews			
Strategy 1: All EL students will attend mandatory assemblies to ensure they understand their ESL placement and implications of TELPAS.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students need to become aware of their placement, the services their placement provides, and understanding of the reclassification process. **Staff Responsible for Monitoring:** Administrators Instructional Specialists **Action Steps:** 1. Identify students and place them into groups: Long term and newcomers 2. Schedule assemblies				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT: Attendance and engagement of parents and community partners will increase by 5% to a minimum of 85%. We will also maintain the FACE (Family and Community Engagement) Platinum Rating.

Strategic Priorities: Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Measurable Objective 1: By June 2022, the number of parental/community contacts and/or engagement will increase by 5% over the year prior to a minimum of 85%.

Evaluation Data Sources: Event Sign-In Sheets, Parent Contact Logs, Parent/Community Surveys

Strategy 1 Details	Reviews			
Strategy 1: Develop a Community Relations program that includes, the campus wraparound specialist, volunteers, businesses, parents and other agencies to increase parent/community engagement	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: With increased positive community relations, parents will become active partners in their student's education. **Staff Responsible for Monitoring:** Administrators, Parent Engagement Specialist, Title I Coordinator, Wraparound Specialist, Grant Coordinator, Instructional Specialists **Action Steps:** Increase the awareness of educational programs through Quarterly Parent Workshops and community meetings **Title I Schoolwide Elements:** 3.1, 3.2				
Strategy 2 Details	Reviews			
Strategy 2: Provide monthly campus parent university to give parents tools needed to understand the dynamics of the EOC	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Parents have a better understanding of the EOC and how it aligns with classroom participation **Staff Responsible for Monitoring:** Title I Coordinator, Campus Specialist, teaching assistants **Action Steps:** Provide parents curriculum and assessments used to evaluate academic progress. **Title I Schoolwide Elements:** 2.4, 2.6 - **Comprehensive Support Strategy - Targeted Support Strategy**				
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Measurable Objective 2: Increase parental involvement by by 5% offering volunteer opportunities for parents and community members

Evaluation Data Sources: Sign in sheets
Volunteer solicitation flyers

Strategy 1 Details		Reviews			
Strategy 1: Develop concise volunteer roles and solicit parent volunteers.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased parent involvement and presence.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Parent Engagement Rep Deans Principal **Title I Schoolwide Elements:** 2.6, 3.1, 3.2					
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Measurable Objective 3: Increase parent access by 50% to school activities and parent engagement opportunities.

Evaluation Data Sources: Website traffic reports
Participation rosters

Strategy 1 Details		Reviews			
Strategy 1: Improve parent communication efforts and create alternative participation methods (TEAMS, Zoom)		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased opportunities for parental involvement		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Parent Engagement Rep Dean **Title I Schoolwide Elements:** 2.5, 2.6, 3.1, 3.2					
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES
The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE:
Estimated number of students to be screened:
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: Consult with HISD health and medical services for assistance as we do not currently have a certified nurse on campus.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: completed data entry				
data review				
Staff Responsible for Monitoring: administrative assistant				
HISD Health and Medical Services				
Title I Schoolwide Elements: 2.6				
0% No Progress 100% Accomplished ⟶ Continue/Modify ✖ Discontinue				

Measurable Objective 2: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by Sylvia Stieb, School Nurse:
Estimated number of students to be screened: 525
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 3: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022.

Evaluation Data Sources: Sylvia Stieb: School Nurse/Health Wellness Team (Sylvia Garcia, backup)
Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: Collaborate with other campuses to schedule for visiting nurses to conduct screening.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Minimum 90% compliance	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: administrative assistant principal **Action Steps:** collaborate and calendar with other campuses nearby.				
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Board Goal 5: N/A - Additional Campus Goals

Goal 8: OTHER UNMET (If applicable)

Comprehensive Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
4	1	1	1	Special Education co-teachers will implement small-group instruction with heterogenous groups of identified students and provide targeted instruction based on assessment data.
5	1	1	1	An attendance committee will hold Parent Intervention conferences with students who accumulate 3 or more absences during any grading period during the school year.
5	2	1	1	Use non-exclusionary discipline practices such as conferences with parents, Saturday detention, and the online program - ReThinkED.
5	6	1	2	Provide monthly campus parent university to give parents tools needed to understand the dynamics of the EOC

Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
2	1	1	2	Students will receive an Algebra 1 intervention course to reteach content.
3	1	1	1	CTE Teachers will ensure that all 12th grade students that are in their CTE pathway will be prepared to take as well as pass at least one industry based certification exam.
3	1	3	1	AP course tutorials during Intervention period and after school
4	1	1	1	Special Education co-teachers will implement small-group instruction with heterogenous groups of identified students and provide targeted instruction based on assessment data.
4	1	3	1	Review re-tester data and engage students in data conferences to devise targeted action plans to meet their specific instructional needs.
5	6	1	2	Provide monthly campus parent university to give parents tools needed to understand the dynamics of the EOC

Additional Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
4	1	1	1	Special Education co-teachers will implement small-group instruction with heterogenous groups of identified students and provide targeted instruction based on assessment data.

State Compensatory

Budget for 014 Sterling High School

Total SCE Funds: $379,893.82

Total FTEs Funded by SCE: 6

Brief Description of SCE Services and/or Programs

Our State Comp Ed funds are used to pay for the salaries and fringe benefits for six employees. We also have a remaining balance of $564, which will be used to purchase test prep materials for English Language Arts.

Personnel for 014 Sterling High School

Name	Position	FTE
Auguillard, Keiana Georgette	Tchr, History	1
Falls, Anitra Kay	Tchr, Math	1
Harkless Williams, Laquita Ant	Tchr, English	1
Johnson, Jevonne R	Tchr, Science	1
Mongkuo, Martin N	Tchr, Math	1
Nguyen, Xuan P	Tchr, Math	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus consist of the following:

Academic assessments including -BOY, EOY, STAAR, AP exams, and TSI

Student attendance - evaluation of the impacts of absences and tardies on academic achievement

Behavior - evaluation of current behavior data in comparison to historical behavior trends

Social and Emotional Referrals - providing SEL services to students as needed via our Counseling team, Social Worker, Wraparound Specialist, and Communities in Schools representative

Parent/Community Feedback - monthly parent engagement events wherein parents and community members are able to share ideas as well as concerns

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

- PTO Meetings
- Title I Parent Committee Meetings
- SDMC Meetings
- Coffee with the Principal & Donuts with Dads
- Grade Level Meetings
- Community Leaders monthly meeting
- Student grade level meetings

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes:

- Progress reports
- Report cards- failing grades
- Cycle reports of attendance
- Number of discipline referrals
- Dropouts prevention efforts
- Parental involvement events and initiatives

2.3: Available to parents and community in an understandable format and language

The SIP is available to parents in the following locations:

- Main Office
- Title I Office

The SIP was made available to parents by:

- Website
- Copies also available for review

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the state standards of TEKS and assessed by STAAR include these schoolwide reform strategies:

- Campus Bootcamps (Summer, Thanksgiving, Winter Break, Spring Break)
- After School Tutorials
- Intervention classes
- Pull Outs

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include:

- Intervention classes included in the master schedule
- Accelerated Learning opportunities
- Credit Recovery offered 3 times per semester
- Field lessons
- Dual-credit learning opportunities
- Community Outreach activities
- Professional Internships

2.6: Address needs of all students, particularly at-risk

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas:
- Proficient Tier 1 explicit instruction taking place in all content areas:
- Bi-weekly AT BATs:
- Small Group Instruction based on student data needs:

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parent
- Teachers
- Support Staff
- Administrators

The PFE was distributed

- On the campus website
- placed in offices on campus, main office, attendance, counselor, magnet
- all campus meeting or activities thta involve parents...

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Parent incentive program - Raider Bucks
- Alternative dates and times for meetings

- Meetings translated in Spanish
- VIPS/Volunteer Opportunities
- Athletic and Club Booster Clubs
- Multi-meida announcements and calendars

3.2: Offer flexible number of parent involvement meetings

 The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 - September 20, 2021
- Meeting #1 Alternate - September 21
- , 2021
- Meeting #2 - December 13, 2021
- Meeting #2 Alternate - December 14, 2021
- Meeting #3 - March 21, 2022
- Meeting #3 Alternate - March 22, 2022
- Meeting #4 - May 23, 2022
- Meeting #4 Alternate - May 24, 2022

Campus Funding Summary

1991010005 - General Fund - Career & Tech Ed (CTE)

Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	1	IBC Exam Preparation Materials	6300 - Supplies and Materials	$0.00
					Sub-Total	$0.00

1991010007 - General Fund - Special Education

Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	1	Time for planning, additional materials for small group (pencils, pens, paper, whiteboards, etc), space to implement small-group instruction,	6300 - Supplies and Materials	$0.00
					Sub-Total	$0.00
					Grand Total	$0.00

Addendums

2021-2022 Professional Development Plan

PD Dates	PD Format	PD Topic	Resources Needed	SIP Goal Alignment
Aug. 16	Face to Face Whole Group	Who Are We, Where Have We Been, Where Are We Going: Campus Data Review & Growth Mindset	Growth Mindset printables and resources	Board Goals 1, 2, 3, 4, & 5
Aug. 17	Face to Face Whole Group	Intervention, Programs, & Services: Campus Culture, Social Emotional Learning	School based staff, district protocols	Board Goal 4
Aug. 18		*Teacher Preparation Day*		
Aug. 19	Face to Face Whole Group	Instructional Excellence: Empowering Emerging Bilinguals, Writing Across Content	Multilingual resources Writing best practices	Board Goal 5 Goal 4
Aug. 20	Face to Face Department Groups	Instructional Technology	The HUB Microsoft Teams Near Pod No Red Ink Vocabulary.com	Board Goals 1, 2, & 3
Sept. 17	Face to Face	Social & Emotional Learning: Restorative Practices	HISD SEL Dept.	Board Goal 5 Goals 1, 2, & 3
Oct. 4	Face to Face Department/ Content PLC groups Online, Remote Learning	Planning with the End In Mind Data Driven Instruction Independent Learning (Teacher Selected)	HISD Professional Development Dept	Board Goals 1, 2, & 3
Feb. 21	Face to Face	Countdown to STAAR: Rockin' Review	Lead4Ward	Board Goals 1 & 2