

Houston Independent School District
023 Sharpstown High School
2022-2023 Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	3
Priority Problems of Practice	4
Comprehensive Needs Assessment Data Documentation	5
Board Goals	7
Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.	8
Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.	10
Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.	14
Board Goal 4: 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 3-8 Reading and STAAR EOC English I and II assessments will increase.	16
Board Goal 5: N/A - Additional Campus Goals	18
State Compensatory	30
Budget for 023 Sharpstown High School	31
Personnel for 023 Sharpstown High School	31
Title I	31
1. Comprehensive Needs Assessment (CNA)	32
1.1: Comprehensive Needs Assessment	32
2. Campus Improvement Plan	32
2.1: Campus Improvement Plan developed with appropriate stakeholders	32
2.2: Regular monitoring and revision	33
2.3: Available to parents and community in an understandable format and language	33
2.4: Opportunities for all children to meet State standards	33
2.5: Increased learning time and well-rounded education	33
2.6: Address needs of all students, particularly at-risk	34
3. Annual Evaluation	34
3.1: Annually evaluate the schoolwide plan	34
4. Parent and Family Engagement (PFE)	34
4.1: Develop and distribute Parent and Family Engagement Policy	34
4.2: Offer flexible number of parent involvement meetings	34
5. Targeted Assistance Schools Only	34
Title I Personnel	34
Campus Funding Summary	35

Comprehensive Needs Assessment

Demographics

Demographics Summary

Currently, Sharpstown serves approximately 1,836 students in grades nine through twelve. 95.6% of the student population is considered Economically Disadvantaged. A significant percentage of the student population (61%) are English Language Learners and the school had a 17.7% mobility rate during the 2021-2022 school year. 80% of the student body is Hispanic, 13% African American, 5% is Asian, and less than 2% is white. The school's diversity is its greatest asset. Over 250 students sat for the Advanced Placement Spanish Language and Culture exam in May 2022. 330 students are enrolled in Advanced placement Spanish for the 2022-2023 school year.

Students at Sharpstown High school are able to take classes that fit their needs and future aspirations. They have the opportunity to take sequences of career-related courses in the areas of Health Science, Agriculture, and Audio/Video Technology. Advanced Placement courses are offered, as well as OnRamps, a unique partnership with the University of Texas in which students are able to earn college credit while completing advanced coursework in Physics, Chemistry, US History, and College Algebra, Precalculus, as well as Rhetoric and Writing. 245 individual students are currently enrolled in a total of 511 OnRamps courses.

In total, Sharpstown has 560 students, 31% of the student body, enrolled in an Advanced Placement or OnRamps course which will potentially earn a CCMR quality point.

With 82 classroom teachers and 9 Special Education co-teachers, Sharpstown has a student-teacher ratio of approximately 20:1. Total Special Education enrollment is currently 143 students, or 8%.

19 teachers are new to Sharpstown for the 2022-2023 school year, two of which are brand new to the profession.

Demographics Strengths

Sharpstown's true diversity is its greatest asset. The fact that such a large number of students are fluent Spanish speakers has resulted in positive returns from students passing the AP Spanish Language exam. This results in CCMR credit for the school and helps improve state accountability measures.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): Greater than 60% of the student population at Sharpstown High School is comprised of Emergent Bilingual (EB) students, some with significant gaps in their learning. Teachers at Sharpstown must be well-versed in strategies to teach content while integrating literacy strategies to assist students with learning English. **Root Cause:** Much of the teaching staff at Sharpstown is relatively young with less than 5 years experience. Teachers must learn literacy strategies in addition to regular pedagogy.

Problem of Practice 2: Teachers are not utilizing sufficient strategies to engage and grow English Language Learners in all content areas. **Root Cause:** Over 61% of the student body is Emergent Bilingual (EB). While teachers are planning for instruction and utilizing the resources available, a more targeted approach is necessary to provide individual attention including tutorials.

Student Learning

Student Learning Summary

in Spring of 2022, STAAR student performance was as follows:

50% of students scores Approaches or above on all tests. 23% of all students scored Meets on all tests, and 6% of all students scored Masters on all tests. For accountability purposes, a focus on African American students in ELA and Math who Meet or Exceed Expectations will help the school improve it's rating for the 2022-2023 school year.

Math is the subject in need of the most improvement, with 47% of all students testing earning the Approaches level.

A significant percentage, just below 70% of the student body is reading well below grade level as measured by the Beginning of Year (BOY) Reading Screener.

The percentae of graduates earning College, Career, Military Readiness (CCMR) quality points in 2021 was 57%. The 4 year graduation rate was 83.2%.

Student Learning Strengths

Over 250 students sat for the Advanced Placement Spanish Language and Culture exam in May 2022. 330 students are enrolled in Advanced placement Spanish for the 2022-2023 school year.

Students at Sharpstown High school are able to take classes that fit their needs and future aspirations. They have the opportunity to take sequences of career-related courses in the areas of Health Science, Agriculture, and Audio/Video Technology. Advanced Placement courses are offered, as well as OnRamps, a unique partnership with the University of Texas in which students are able to earn college credit while completing advanced coursework in Physics, Chemistry, US History, and College Algebra, Precalculus, as well as Rhetoric and Writing. 245 individual students are currently enrolled in a total of 511 OnRamps courses.

In total, Sharpstown has 560 students, 31% of the student body, enrolled in an Advanced Placement or OnRamps course which will potentially earn a CCMR quality point.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Teachers are not utilizing sufficient strategies to engage and grow English Language Learners in all content areas. **Root Cause:** Over 61% of the student body is Emergent Bilingual (EB). While teachers are planning for instruction and utilizing the resources available, a more targeted approach is necessary to provide individual attention including tutorials.

Problem of Practice 2 (Prioritized): Mathematics instruction in Algebra 1 was not sufficient to meet the needs of incoming 9th graders. **Root Cause:** The math curriculum was not sufficiently implemented, and a key math teacher left during the year.

Problem of Practice 3 (Prioritized): Greater than 60% of the student population at Sharpstown High School is comprised of Emergent Bilingual (EB) students, some with significant gaps in their learning. Teachers at Sharpstown must be well-versed in strategies to teach content while integrating literacy strategies to assist students with learning English. **Root Cause:** Much of the teaching staff at Sharpstown is relatively young with less than 5 years experience. Teachers must learn literacy strategies in addition to regular pedagogy.

Priority Problems of Practice

Problem of Practice 1: Greater than 60% of the student population at Sharpstown High School is comprised of Emergent Bilingual (EB) students, some with significant gaps in their learning. Teachers at Sharpstown must be well-versed in strategies to teach content while integrating literacy strategies to assist students with learning English.

Root Cause 1: Much of the teaching staff at Sharpstown is relatively young with less than 5 years experience. Teachers must learn literacy strategies in addition to regular pedagogy.

Problem of Practice 1 Areas: Demographics - Student Learning

Problem of Practice 2: Mathematics instruction in Algebra 1 was not sufficient to meet the needs of incoming 9th graders.

Root Cause 2: The math curriculum was not sufficiently implemented, and a key math teacher left during the year.

Problem of Practice 2 Areas: Student Learning - School Processes & Programs

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.
- 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
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data

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
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Dual-credit and/or college prep course completion 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
- 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

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: ELAR: The percentage of students who meet expectations on the STAAR English tests will improve from 23% in 2022 to 32% in Spring 2022.

Strategic Priorities:





Expanding Educational Opportunities

Measurable Objective 1: 80% of all students enrolled in English 1 and 2 will show growth on the Universal Screener of at least one grade level equivalent.

Evaluation Data Sources: R360 Universal Screener, BOY, MOY & EOY

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Tutoring will be provided to targeted students during assigned tutorial times through HB4545 tutorials and teacher tutorials on Saturdays.</p> <p>Strategy's Expected Result/Impact: Students will strengthen prerequisite skills and reinforce new learning so that they are successful on STAAR.</p> <p>Staff Responsible for Monitoring: C. Wood, Dean of Instruction. J. Gallardo, Academic Dean</p> <p>Action Steps: 1. Ensure that all students are screened using the Universal Screener 2. Assign appropriate remediation to students (Freckle, Apex or F2F Tutor). 3. Monitor progress through English classes and using tutorial attendance app. 4. Ensure all English teachers are implementing independent reading time each week 5. Purchase classroom libraries for ELA Classrooms</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Tutorial Payroll - 2890000000 - Federal Special Revenue - 6100 - Payroll - \$75,000, Classroom Libraries - 2890000000 - Federal Special Revenue - 6300 - Supplies and Materials - \$50,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Measurable Objective 1 Problems of Practice:

Demographics

Problem of Practice 1: Greater than 60% of the student population at Sharpstown High School is comprised of Emergent Bilingual (EB) students, some with significant gaps in their learning. Teachers at Sharpstown must be well-versed in strategies to teach content while integrating literacy strategies to assist students with learning English. **Root Cause:** Much of the teaching staff at Sharpstown is relatively young with less than 5 years experience. Teachers must learn literacy strategies in addition to regular pedagogy.

Student Learning

Problem of Practice 3: Greater than 60% of the student population at Sharpstown High School is comprised of Emergent Bilingual (EB) students, some with significant gaps in their learning. Teachers at Sharpstown must be well-versed in strategies to teach content while integrating literacy strategies to assist students with learning English. **Root Cause:** Much of the teaching staff at Sharpstown is relatively young with less than 5 years experience. Teachers must learn literacy strategies in addition to regular pedagogy.

Measurable Objective 2: 35% of African American students will achieve Meets Expectations in ELA/Reading STAAR.

Evaluation Data Sources: STAAR English 1 & 2, TEA Interim Assessments

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Targeted tutorials for students will be held after school and on Saturdays.</p> <p>Strategy's Expected Result/Impact: Increased achievement on STAAR ELA.</p> <p>Staff Responsible for Monitoring: C. Wood, M. Nichols</p> <p>Action Steps: 1. Identify students using A4E Student Performance Analyzer. 2. Create tutorial schedules and secure teachers. 3. Call parents of targeted students and send home tutorial commitment letter. 4. Provide tutorials and track student attendance</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 2110000000 - Title 1 Basic Programs - 6100 - Payroll</p>	Formative			Summative
	Nov	Jan	Mar	June

0% No Progress

100% Accomplished

Continue/Modify





Discontinue

Measurable Objective 3: 50% of ELL students will increase at least one proficiency level on TELPAS. No more than 25% will maintain their present level.

Evaluation Data Sources: TELPAS and Summit K12 benchmark scores.

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Summit K12 will be used at least 45 minutes per week to develop skills for EB students, especially in Listening and Speaking. Saturday tutorial sessions will be held for EB students.</p> <p>Strategy's Expected Result/Impact: TELPAS Composite Scores for students will improve at least one level.</p> <p>Staff Responsible for Monitoring: F. Ramirez</p> <p>Action Steps: 1. Teachers must set up classes in Summit K12 and administer pre-tests in September. 2. Monitor student usage throughout the year, including mid-year and end-of-year assessments. 3. Identify all students with a composite rating last year. 4. Invite those students to Saturday tutorials, monitor attendance and Summit K12 usage.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Extra-duty pay - 2890000000 - Federal Special Revenue - 6100 - Payroll - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Measurable Objective 3 Problems of Practice:

Demographics
<p>Problem of Practice 1: Greater than 60% of the student population at Sharpstown High School is comprised of Emergent Bilingual (EB) students, some with significant gaps in their learning. Teachers at Sharpstown must be well-versed in strategies to teach content while integrating literacy strategies to assist students with learning English. Root Cause: Much of the teaching staff at Sharpstown is relatively young with less than 5 years experience. Teachers must learn literacy strategies in addition to regular pedagogy.</p>
Student Learning
<p>Problem of Practice 3: Greater than 60% of the student population at Sharpstown High School is comprised of Emergent Bilingual (EB) students, some with significant gaps in their learning. Teachers at Sharpstown must be well-versed in strategies to teach content while integrating literacy strategies to assist students with learning English. Root Cause: Much of the teaching staff at Sharpstown is relatively young with less than 5 years experience. Teachers must learn literacy strategies in addition to regular pedagogy.</p>

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: STAAR Math Meets Grade Level percentage will increase by 12% from 14% in Spring 2022 to 26% in Spring 2023.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: 70% of retesters for STAAR Algebra I will reach Approaches level.

Evaluation Data Sources: STAAR Algebra 1, TEA Interim Assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: The Math Teacher Specialist will teach 3 sections of Algebra 1 to students repeating the class. Strategy's Expected Result/Impact: Students will reach Approaches level or higher on Algebra 1 STAAR. Staff Responsible for Monitoring: K. Seals, C. Wood Action Steps: 1. Enroll students into trailer course. 2. Monitor progress using Agile Minds and teacher created assessments.</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All retesters enrolled in Geometry will use Freckle Math for at least one class period per week Strategy's Expected Result/Impact: Students will have practice on critical skills throughout the year prior to testing again in December and May.</p>	Formative			Summative
	Nov	Jan	Mar	June

Staff Responsible for Monitoring: K. Seals, C. Wood

- Action Steps:**
1. Ensure that all retesters take the R360 Math screener.
 2. Identify students who need to use Freckle Math by teacher and period.
 3. Monitor usage and progress.
 4. Set planning day for Geometry teachers to review accelerated curriculum.

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math



No Progress



Accomplished



Continue/Modify



Discontinue

Measurable Objective 1 Problems of Practice:

Student Learning





Problem of Practice 2: Mathematics instruction in Algebra 1 was not sufficient to meet the needs of incoming 9th graders. **Root Cause:** The math curriculum was not sufficiently implemented, and a key math teacher left during the year.

School Processes & Programs

Problem of Practice 1: Mathematics instruction in Algebra 1 was not sufficient to meet the needs of incoming 9th graders. **Root Cause:** The math curriculum was not sufficiently implemented, and a key math teacher left during the year.

Measurable Objective 2: Students will show mastery of Readiness Standards for STAAR by the end of the 2022-2023 School year.

Evaluation Data Sources: STAAR Algebra 1 results, TEA Interim Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Algebra 1 teachers will plan lessons during common planning time that address readiness standards, with a focus on underlying supporting standards. Agile Minds will be used with fidelity to provide a quality, standards-based curriculum.</p> <p>Strategy's Expected Result/Impact: Student achievement on Algebra 1 STAAR will increase significantly.</p> <p>Staff Responsible for Monitoring: K. Seals, C. Wood</p> <p>Action Steps: 1. Send teachers to Agile Minds Training 2. Distribute hard copies of textbooks and ensure students can access online modules. 3. Meet twice weekly with Algebra I PLC to ensure fidelity of implementation. 4. Purchase Step Up to TEKS practice booklets for all students enrolled in Algebra I 5. Purchase relevant manipulatives for Algebra I instruction</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: STAAR Practice Books and Manipulatives - 2890000000 - Federal Special Revenue - 6300 - Supplies and Materials - \$22,422.68</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Measurable Objective 2 Problems of Practice:

Student Learning
<p>Problem of Practice 2: Mathematics instruction in Algebra 1 was not sufficient to meet the needs of incoming 9th graders. Root Cause: The math curriculum was not sufficiently implemented, and a key math teacher left during the year.</p>
School Processes & Programs
<p>Problem of Practice 1: Mathematics instruction in Algebra 1 was not sufficient to meet the needs of incoming 9th graders. Root Cause: The math curriculum was not sufficiently implemented, and a key math teacher left during the year.</p>

Measurable Objective 3: Students will grow at least one grade level during the 2022-2023 school year in the Universal Screener.

Evaluation Data Sources: Universal Screener BOY, MOY & EOY

Strategy 1 Details	Reviews			
<p>Strategy 1: Targeted tutorials will be held through HB4545 as well as Saturday teacher-led tutorials.</p> <p>Strategy's Expected Result/Impact: Increased achievement for students who need assistance with supporting and readiness skills.</p> <p>Staff Responsible for Monitoring: K. Seals, C. Wood</p> <p>Action Steps: 1. Identify students in need of tutorials based on Universal Screener. 2. Set tutorial days and times. 3. Assign teachers to tutorials. 4. Contact students and parents. 5. Monitor progress using Freckle.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 2890000000 - Federal Special Revenue - 6100 - Payroll - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Measurable Objective 3 Problems of Practice:

Student Learning
<p>Problem of Practice 2: Mathematics instruction in Algebra 1 was not sufficient to meet the needs of incoming 9th graders. Root Cause: The math curriculum was not sufficiently implemented, and a key math teacher left during the year.</p>
School Processes & Programs
<p>Problem of Practice 1: Mathematics instruction in Algebra 1 was not sufficient to meet the needs of incoming 9th graders. Root Cause: The math curriculum was not sufficiently implemented, and a key math teacher left during the year.</p>

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.





Goal 1: SCHOOL PROGRESS 60% of the graduating class of 2023 will receive a CCMR quality point.

Strategic Priorities:

Expanding Educational Opportunities, Increasing Organizational Efficiency

Measurable Objective 1: 50% of graduating seniors with no CCMR quality point will obtain one by taking and passing the AP Spanish language test.

Evaluation Data Sources: AP Spanish Language Test Results from College Board

Strategy 1 Details	Reviews			
<p>Strategy 1: Identify and enroll students with no CCMR point into AP Spanish Language and Culture test in May and provide tutorials prior to testing.</p> <p>Strategy's Expected Result/Impact: The number and percentage of students with no CCMR point will increase.</p> <p>Staff Responsible for Monitoring: J. Gallardo</p> <p>Action Steps: 1. Identify students using CCMR Analyzer on A4E. 2. Enroll students through College Board by mid-October. 3. Begin AP Spanish tutorials and testing tips through Senior Social Studies Classes in January. 4. Ensure all students report to testing in May.</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for OnRamps Dual Credit will increase from 20% to 35% by August 2024.

Evaluation Data Sources: PEIMS Reports, information provided by UT.

Strategy 1 Details	Reviews			
<p>Strategy 1: OnRamps enrollment will be monitored and incentives given for students to attend study sessions and tutorials for their OnRamps courses.</p> <p>Strategy's Expected Result/Impact: More students receiving credit through University of Texas and becoming college and career ready.</p> <p>Staff Responsible for Monitoring: D. De Leon</p> <p>Action Steps: 1. Create support structure for OnRamps students including tutorial times 2. Publicize incentives for attending tutorials and completing OnRamps work 3. Schedule a field trip to UT in May to serve as incentive and raise awareness about college life.</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: Transportation and tutorial funding - 1991010001 - General Fund - Regular Program - 6400 - Other Operating Expenses - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Measurable Objective 3: The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for TSI Criteria in both ELA and Mathematics will increase from 26% to 50% by August 2024.

Evaluation Data Sources: TSI testing reports, PEIMS data

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be identified and provided tutors prior to taking the TSI.</p> <p>Strategy's Expected Result/Impact: More students will be college ready.</p> <p>Staff Responsible for Monitoring: C. Wood</p> <p>Action Steps: 1. Run CCMR Report from A4E to identify class of 2023 graduating students with no CCMR Credit 2. Identify students who did not meet TSI criteria in either math, Reading or both 3. Set up tutorial schedule for those students and assign tutors 4. Administer TSI to students again after further tutorials if needed</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Board Goal 4: 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 3-8 Reading and STAAR EOC English I and II assessments will increase.





Goal 1: CLOSING THE GAPS Students who receive special education services will increase the percentage of Meets grade level in Reading by 5% from 29% to 34%.

Strategic Priorities:

Expanding Educational Opportunities





Measurable Objective 1: 100% of students in special education will participate in district and school formative assessments.

Evaluation Data Sources: TEA Interim assessments. Universal Screener.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be assessed and progress monitored. Personalized instruction programs will be developed based on needs of student as determined by data.</p> <p>Strategy's Expected Result/Impact: Special Education students will meet targets for Closing the Gaps.</p> <p>Staff Responsible for Monitoring: M. Glover</p> <p>Action Steps: 1. Ensure that all students are screened using the Universal Screener 2. Assign appropriate remediation to students including Freckle. 3. Monitor progress through English courses and using Freckle reports.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Measurable Objective 2: 75% of students in special education will improve their lexile level by 50 points by May 2023.

Evaluation Data Sources: Universal Screener EOY

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will differentiate reading instruction depending on students needs as determined by data.</p> <p>Strategy's Expected Result/Impact: Improved reading level for Special Education Students</p> <p>Staff Responsible for Monitoring: Reading and ELA teachers.</p> <p>Action Steps: 1. Ensure that all students are screened using the Universal Screener 2. Assign appropriate remediation to students including Freckle 3. Monitor progress during English Courses 4. Ensure all English teachers are implementing independent reading time each week</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: 100% of students that score below approaches on BOY will receive small group remediation on targeted skill weaknesses.

Evaluation Data Sources: EOY Screener, Tutorial Rosters

Strategy 1 Details	Reviews			
<p>Strategy 1: Special Education teachers will create groups of students with similar needs to reinforce needed skills.</p> <p>Strategy's Expected Result/Impact: Improved results for special education students.</p> <p>Staff Responsible for Monitoring: M. Glover</p> <p>Action Steps: 1. Ensure that all students are screened using the Universal Screener 2. Assign appropriate remediation to students (Imagine Language & Literacy, Apex, or F2F tutor) 3. Implement after-school tutorials</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: tutorial payroll - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals





Goal 1: ATTENDANCE Increase overall attendance for the year from 85% to 92%.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: Increase overall attendance for the year from 85% to 92%

Evaluation Data Sources: ADA attendance reports.

Strategy 1 Details	Reviews			
Strategy 1: Community outreach to notify all stakeholders of school start and end times as well as credit implications of poor attendance.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Truancy officer will track students with chronic attendance and offer restorative strategies.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide incentives for good attendance to students such as final exam exemptions and Food Truck Fridays.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE Level III and higher offenses will be decreased by 30% for the 2022-2023 school year.





Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Level III and higher offenses will be decreased by 30% for the 2022-2023 school year.

Evaluation Data Sources: PEIMS and PowerSchool data.

Strategy 1 Details	Reviews			
<p>Strategy 1: A school climate and culture team will be restructured and team members assigned with specific roles. Strategy's Expected Result/Impact: Increased student assistance and streamlined systems for behavior response and support. Staff Responsible for Monitoring: M. Williams, M. Session Action Steps: 1. Define roles and expectations for School Climate Office personnel.</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Restorative discipline practices will be implemented and work with teachers to model those practiced.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: An Socio-Emotional Learning (SEL) counselor will work with students to curb behavior issues. Strategy's Expected Result/Impact: Less student behavior issues as a result of counseling availability. Staff Responsible for Monitoring: C. Eastburn Action Steps: 1. Hire counselor and assign private office. 2. Plan with School Climate team to identify students in need of services. 3. Review data every 6 weeks.</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Grade-level student assemblies will be held at the beginning of each semester to communicate expectations to all students.</p> <p>Strategy's Expected Result/Impact: Students will be more aware of expectations.</p> <p>Staff Responsible for Monitoring: M. Session, M. Williams, L. Whiting</p> <p>Action Steps: 1. Schedule assemblies 2. Create agenda and slide show 3. Hold assemblies and follow up with students.</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Measurable Objective 1: To decrease the number of violent incidents on campus by 50%

Evaluation Data Sources: PEIMS discipline data. PowerSchool Incident reports.

Strategy 1 Details	Reviews			
<p>Strategy 1: Select staff will be trained in Crisis Prevention Institute (CPI) strategies to help staff learn how to deescalate situations safely.</p> <p>Strategy's Expected Result/Impact: Teachers and staff will learn better strategies for de-escalation, thereby reducing the number of violent or potentially violent incidents.</p> <p>Staff Responsible for Monitoring: M. Session</p> <p>Action Steps: 1. Setup Train-The-Trainer sessions for CPI 2. Use Staff Development Days to deliver training to teachers and staff.</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals





Goal 4: SPECIAL EDUCATION Students in Special Education will continue to meet the closing the gaps target with a goal of 50% this year.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: 35% of all special education students will achieve Meets expectation on STAAR Reading and Math.

Evaluation Data Sources: STAAR Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Special Education Co teacher in 9th and 10th grade will attend Reading By Design training.</p> <p>Strategy's Expected Result/Impact: More targeted strategies for reading will be utilized and students will grow.</p> <p>Staff Responsible for Monitoring: J. Solis</p> <p>Action Steps: 1. Register teachers for training. 2. Identify students and ensure they are in classes with appropriate co-teachers. 3. Observe teachers implementing curriculum. 4. Monitor progress on TEA Interim assessments.</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals





Goal 5: SPECIAL POPULATIONS: Sharpstown High School will be placed in the correct comparison group for student growth based on Economically Disadvantaged students and EB population.

Strategic Priorities:

Increasing Organizational Efficiency





Measurable Objective 1: 100% of students will return a Socioeconomic Information Form to the school by PEIMS Snapshot date.

Evaluation Data Sources: PowerSchool Reports. PEIMS Fall Submission Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Academic Dean clerks will collect and monitor return of SES forms and call parents for missing forms.</p> <p>Strategy's Expected Result/Impact: Correct data reporting.</p> <p>Staff Responsible for Monitoring: C. Miller</p> <p>Action Steps: 1. Run list of students with no form. 2. Create lists by grade level dean 3. Monitor returns through dean clerks. 4. Dean clerks call parents</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Measurable Objective 2: 50% of ELL students will increase at least one proficiency level on TELPAS. No more than 25% will maintain their present level.

Evaluation Data Sources: Summit K12, TELPAS Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: All ELL students will use the Summit K-12 program for at least 30-45 minutes per week and take BOY, MOY and EOY progress monitoring assessments.</p> <p>Strategy's Expected Result/Impact: Increased practice on TELPAS skills and a focus on ELPS.</p> <p>Staff Responsible for Monitoring: F. Ramirez</p> <p>Action Steps: 1. Ensure that all ELA teachers have access to Summit K12 and have set up their classes by September 16. 2. Ensure all students take initial BOY assessments and can access Personalized Learning Plans 3. Monitor progress throughout the year.</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2 Problems of Practice:

Demographics
<p>Problem of Practice 1: Greater than 60% of the student population at Sharpstown High School is comprised of Emergent Bilingual (EB) students, some with significant gaps in their learning. Teachers at Sharpstown must be well-versed in strategies to teach content while integrating literacy strategies to assist students with learning English. Root Cause: Much of the teaching staff at Sharpstown is relatively young with less than 5 years experience. Teachers must learn literacy strategies in addition to regular pedagogy.</p>
Student Learning
<p>Problem of Practice 3: Greater than 60% of the student population at Sharpstown High School is comprised of Emergent Bilingual (EB) students, some with significant gaps in their learning. Teachers at Sharpstown must be well-versed in strategies to teach content while integrating literacy strategies to assist students with learning English. Root Cause: Much of the teaching staff at Sharpstown is relatively young with less than 5 years experience. Teachers must learn literacy strategies in addition to regular pedagogy.</p>

Board Goal 5: N/A - Additional Campus Goals





Goal 6: PARENT and COMMUNITY ENGAGEMENT Increase parent involvement by hosting several parent events throughout the school year and meeting with individual parents.

Strategic Priorities:

Transforming Academic Outreach





Measurable Objective 1: All parents will have the opportunity to meet their child's teachers at least twice per school year.

Evaluation Data Sources: Parent sign in sheets and calendar of events.

Strategy 1 Details	Reviews			
<p>Strategy 1: In addition to Open House, all academic deans will meet with students and parents in a conference at least once during the school year to explain credits, as well as discuss progress and attendance.</p> <p>Strategy's Expected Result/Impact: Parents will feel connected to the school and be more informed about their child's progress.</p> <p>Staff Responsible for Monitoring: M. Williams, M. Session</p> <p>Action Steps: 1. Create tracking system for each grade level 2. Call parents and set up conferences 3. Create documents to help parents understand credit structure. 4. Utilize tutors to help translate for parents when necessary.</p> <p>Title I: 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Measurable Objective 2: Parent and community involvement will increase as a result of opportunities for students to showcase their talents.

Evaluation Data Sources: School calendar and event attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Fine Arts/Cultural Showcases</p> <p>Strategy's Expected Result/Impact: Increased opportunities for parents to engage with the school community.</p> <p>Staff Responsible for Monitoring: J. Morales, Fine Arts Teachers</p> <p>Action Steps: 1. Meet with Fine Arts teachers to finalize dates for shows 2. Publicize shows both online and using flyers/call outs 3. Create committees for special events such as International Festival</p> <p>Title I: 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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, 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, 2022.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Dannie Coleman

Estimated number of students to be screened: 1850

Measurable Objective 2: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2023.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION: Dannie Coleman, School Nurse

Estimated number of students to be screened: 450

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 2022-2023.

Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team - Dannie Coleman

Measurable Objective 4: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED: Dannie Coleman

Number of AEDs on campus: 6

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 023 Sharpstown High School

Total SCE Funds: \$505,213.45

Total FTEs Funded by SCE: 6

Brief Description of SCE Services and/or Programs

These funds are spent on personnel teaching critical courses and general supplies and hourly payroll for tutorial overtime with at-risk students and STAAR tutorials.

Personnel for 023 Sharpstown High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Daniella Alvarez	Teacher, ESL Secondary	1
Helia Forouzan	Teacher, English	1
Kim Seals	Teacher, Math	1
Lisandra Guerrero	Teacher, Science	1
Mohammad Taib	Hourly Lecturer, Degreed	1
Serigne Gueye	Teacher, Math	1

Title I

1. 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 was developed by the campus principal and administrative team.

A thorough review of relevant data including STAAR, TELPAS, Universal Screener, Advanced Placement, OnRamps, Campus Discipline and Attendance was conducted for the 2018-2019/2019-2020 school years due to the lack of STAAR data for Spring 2020. TEA Accountability reports indicate that in 2019 Sharpstown met standard in all domains with an overall score of 79. The Student Achievement score was 72, School Progress was 82, and Closing the Gaps was 72. Distinctions were earned in ELA and Postsecondary Readiness.

Sharpstown's STAAR Performance scaled score was 57. At its core, English language proficiency is at the root of the poor performance on STAAR English Language Arts, with 42% of students approaching grade level standard. 85% of current students who took the Universal Screener in Reading in 2019-2020 were classified as in need of intensive, Tier 2 or 3 intervention.

Not surprisingly, the percentage of students approaching grade level or beyond in English I and II was very low. 29% of ELL students were approaching grade level on the Spring 2019 administration.

95% of students are considered Economically Disadvantaged, though last year's numbers indicated 83%. The passing rate for those students mirrors that of all students in both ELA and Algebra I. 7% of students receive Special Education services. Of those students, 13% met standard in ELA I, and 38% met standard in Algebra I.

One of the most significant causal factors for low reading proficiency levels and low STAAR passing rates is the fact that 60% or more of students are Emergent Bilinguals (EBs), many of whom are recent arrivals to the United States. In addition, the school's nearly 20% mobility rate indicates that many students are not receiving consistent instruction. Moving students forward at least one proficiency level on the TELPAS is a high priority. 2022 results (excluding writing) indicate numbers stayed relatively flat.

Finally, student achievement in the College Career, Military Readiness domain have helped to push the school forward in terms of accountability. Building on that strength, particularly in the area of Advanced Placement Spanish Language testing and the number of students passing OnRamps courses for college credit, will continue to be a high priority in the coming school year.

In 2018-2019, 63% of the teaching staff had 5 or less years of experience. This year, 2 of the new hires are first year teachers. Teacher development will continue to be a strong focus this school year.

The attendance rate for the 2021-2022 school year was at 85%. Chronic absenteeism among some students, and high percentages of students missing at least one or two days of school contributed to the problem.

2. Campus Improvement Plan

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:

Meetings were held with various stakeholders including teachers and other staff to gain valuable input on the needs of our students.

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:

1. OnTrack formative assessments and TEA Interim Assessments
2. R360 screening and review
3. Quarterly progress checks updated in the SIP.

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

The SIP is available to parents in the following locations: Hard copies in the Main office upon request. Online on the school website.

The SIP was made available to parents by: SDMC review, and at coffee with the principle meetings.

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 TEKS include these schoolwide reform strategies:

1. Training on the Talk Read Talk Write strategy for all staff
2. Regular formative assessment in STAAR tested subjects given by subject area teams.
3. Tutorials provided both after school and on Saturdays.

2.5: Increased learning time and well-rounded education

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

We will maximize learning time by creating a master schedule that allows students to meet with teachers daily for 55 minutes. Students also receive multiple opportunities to take

fine-arts and athletics classes.

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:
- LiFT (Learning through Individualized Focused Talk) sessions with each teacher for professional development.
- Small Group Instruction based on student data needs:

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Please see Title1Crate for the following documentation.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Catherine Munoz	Teacher, Class-size Reduction Generalist		1
Luis Cobos	Teacher, Class size Reduction Generalist		1
MinhDan Tran	Interventionist, Science - Title I		1

Campus Funding Summary

1991010001 - General Fund - Regular Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	1	Transportation and tutorial funding	6400 - Other Operating Expenses	\$5,000.00
Sub-Total						\$5,000.00
2110000000 - Title 1 Basic Programs						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	1		6100 - Payroll	\$0.00
4	1	3	1	tutorial payroll	6100 - Payroll	\$5,000.00
Sub-Total						\$5,000.00
2890000000 - Federal Special Revenue						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1	Classroom Libraries	6300 - Supplies and Materials	\$50,000.00
1	1	1	1	Tutorial Payroll	6100 - Payroll	\$75,000.00
1	1	3	1	Extra-duty pay	6100 - Payroll	\$20,000.00
2	1	2	1	STAAR Practice Books and Manipulatives	6300 - Supplies and Materials	\$22,422.68
2	1	3	1		6100 - Payroll	\$10,000.00
Sub-Total						\$177,422.68