

Houston Independent School District
014 Sterling High School
2023-2024 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

After review of the campus historical data and further research into the New Education System model, our campus opted to implement the NESAs aligned model for the 2023-2024 school year. We have been able to benefit from the various staffing supports and instructional framework provided by the model. An instructional framework with systems and procedures provides the attention to close the learning gaps of our students. Our teachers and leaders engage in PLCs weekly and demonstrations of lessons on Thursday afternoons to give teachers and teacher apprentices an opportunity to practice their lessons and receive peer feedback. This practice has demonstrated effective as there have been improvements noted in the classroom observations and demonstration of learning taken by students. Student data is reviewed in PLCs weekly, and a plan of action is established for lesson internalization and improvement in Tier I instruction.

1. All teachers use DOL (Demonstration of Learning) assessments to evaluate student learning daily. These assessments are aligned with the instructional planning calendars and are used to gauge student understanding. Most assessments are placed in On-Track and Canva to track student progress and comprehension. This data-driven approach allows for ongoing monitoring of student learning. Teachers also use "Check for Understanding" assessments, which include strategies like "321 Summary", "Fixer-Upper", Connect4 thinking, and graphic organizers from Lead4ward. These strategies are likely designed to assess student understanding and provide targeted support where necessary.
2. Teachers collect data from formative assessments, such as quizzes, exit tickets, data from response cards and white-board data activities, and classroom discussions, to gauge student understanding during a lesson. Based on this data, they can make real-time adjustments to their teaching, reteach concepts if needed, and provide additional support or enrichment. Before starting a new unit Teachers administer pre-assessment to understand students prior knowledge and identify any knowledge gaps. This data helps them tailor their instruction to meet the specific needs of the class. Using the LSAE model Algebra teachers use a weekly data tracker of students who have been identified as L1 and S1 on assignments, these students are then targeted for reteach on Mathia Wednesday to provide further intervention.
3. Teachers analyze the data from 3-week assessments and exit tickets to identify students who may be struggling with specific concepts or skills. This analysis helps in creating individualized or small group intervention plans for these students. Teachers use data to determine which TEKS require reteach and Spiral. This allows for a more responsive approach to addressing learning gaps. Grouping and Targeting is another way our teachers utilize data points. All classes follow a blocked schedule that allows 90 minutes of instructional time, teachers design groups which create an allowance for an easy transition for interventions and collaboration and support during instruction. Teachers in Biology and ELA access the data from

summit K12 to create intervention plans and learning goals for students and support language needs of emerging bilingual students

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Sterling is now a NES Aligned campus for the school year 2023-2024 and is a part of the South Division in the Houston Independent School District. Teachers use high quality instructional materials provided by the district. The curriculum map is aligned to the TEKS. Informative assessments are conducted throughout the lesson delivery every four to five minutes through Multiple Response Strategies. Demonstration of Learning assessments are administered to the students at the end of every lesson to capture their progress towards mastery of the objective taught. Data is used to drive instruction.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: Effectively integrating data analysis into instructional practices. or Data aligned instruction. **Root Cause:** Failure to effectively vertically-align with our feeder pattern schools for instructional planning.

School Culture and Climate

School Culture and Climate Summary

In evaluating the climate of Sterling High School, both staff and students play a vital role in providing insights into their experiences and perceptions. This assessment involves examining several factors, including attendance, tardiness, discipline, and other behaviors in comparison to the broader culture and climate data.

The relationship between these behavioral indicators and the school's overall culture and climate is of paramount importance. An analysis of this data can reveal valuable insights into the state of student behavior, discipline, and overall school atmosphere.

Students and staff descriptions of the school's climate are invaluable in understanding attitudes, respect, relationships, a sense of belonging, and the support system within the institution. Differences in how distinct groups perceive these aspects provide valuable information about the overall school environment. These descriptions can highlight which groups may be experiencing challenges and which may be thriving in the school's atmosphere.

The data can shed light on student behavior and discipline, indicating whether there are areas in which improvements are needed. It can also provide insights into the physical safety of the school and whether students feel secure in their learning environment.

In addition to the culture and climate data, it is crucial to examine classroom management and organization in comparison to student achievement data. Understanding the relationship between these factors can help identify whether effective classroom management practices contribute to improved student outcomes or if there are areas that need attention.

In summary, a comprehensive assessment of the school climate includes the perspectives of both staff and students, an analysis of behavioral indicators in relation to the school's culture and climate, an examination of group differences in perceptions, insights into student behavior, discipline, and feelings of physical safety, and a comparison of classroom management and organization with student achievement data. This comprehensive approach can provide a well-rounded view of Sterling's strengths and areas for improvement.

School Culture and Climate Strengths

Issues at Sterling are often rooted in a combination of educational, social, and administrative factors. These issues can significantly impact students' academic performance, overall well-being, and future prospects. Some of the common problems and their root causes include:

1. Bullying and Peer Pressure:
 - Root Cause: A lack of effective anti-bullying policies, inadequate social-emotional support, and a culture of conformity and peer pressure.
2. Low Academic Achievement:
 - Root Cause: Insufficient resources, overcrowded classrooms, a lack of personalized learning, and disparities in educational opportunities.
3. Stress and Mental Health Issues:
 - Root Cause: High academic expectations, a competitive atmosphere, and inadequate mental health support and awareness.
4. Substance Abuse:
 - Root Cause: A lack of education on the risks of substance abuse, peer influence, and limited access to counseling and rehabilitation services.
5. Disengagement and Dropout Rates:

- Root Cause: Boredom, a disconnect between curriculum and student interests, insufficient career guidance, and socioeconomic disparities.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: Issues at Sterling are often rooted in a combination of educational, social, and administrative factors. These issues can significantly impact students' academic performance, overall well-being, and future prospects. Some of the common problems and their root causes include: **Root Cause:** Bullying and Peer Pressure: Root Cause: A lack of effective anti-bullying policies, inadequate social-emotional support, and a culture of conformity and peer pressure. Low Academic Achievement: Root Cause: Insufficient resources, overcrowded classrooms, a lack of personalized learning, and disparities in educational opportunities. Stress and Mental Health Issues: Root Cause: High academic exp

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Sterling employs several highly effective teachers whose student performance data reflects their effectiveness and engaging strategies as teachers. Sterling has a retention rate of approximately 70%. Many staff members are veteran teachers and have committed their careers to Sterling and the surrounding community. Due to an approximate turnover rate of 30% and the new NES-A staffing model, we employ teachers who are new to the field or who are new to our school community. These teachers and staff members bring new perspectives and energy to the campus. Veterans and new teachers alike require varied levels of coaching and support. Leaders engage in professional development sessions to review not only the content for which they oversee, but also trainings to learn the cutting edge strategies to coach, develop and retain the highest quality teachers and professionals. The tenets of T-TESS requires teachers participate in Goal Setting, Progress and End of the Year Conferences, however we engage our teachers in coaching and feedback conferences after walk-throughs or upon request. Leaders recruit throughout the year and often require sample lessons, previous student performance and teacher appraisal data, and thorough reference checks to ensure teacher quality. The screening process is rigorous and almost always includes panel interviews with administrators and teacher leaders as applicable. As an NES-A campus, Sterling's leaders are closely monitoring student data and teacher performance during SPOT observations to tailor Professional Development targeted at meeting teachers' demonstrated needs. Teachers are tiered every 6 weeks with growth targets set along the way. Teachers participate in a minimum of 2 PLCs per week and are also encouraged to plan in small groups to focus on student achievement and highly effective teaching strategies. These professional developments include topics such as: Data Driven Instruction, Multiple Response Strategies, Lesson Internalization, Annotations and Short Constructed Responses, Science of Literacy, and the HISD Instructional Characteristics.

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified based on a review of the 2022-2023 data:

- The campus promotes a collaborative approach to professional development, allowing educators to engage in peer learning, workshops, and conferences. This approach aligns with research that highlights the importance of collaborative learning.
- The data highlights the effectiveness of mentorship, coaching, and professional growth. Staff members actively engage in mentorship relationships, indicating a positive impact on retention and development.

Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs

Problem of Practice 1: Maintaining High-Quality Staff, Effective Recruitment, and Employee Retention **Root Cause:** An overwhelming workload and high-stress levels can lead to burnout among staff members. Educators often deal with excessive administrative tasks, classroom management challenges, and limited support systems.

Parent and Community Engagement

Parent and Community Engagement Summary

RSAECHS will have eight (8) Title 1 meetings to keep parents informed of the academic growth and progress of the campus. These meeting are held on different days and times to be more accommodating for the parents. Parents will also have a question and answer period during each meeting.

Parent and Community Engagement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Parents and Community members are involved in several activities; Muffins with Mom; Donuts with Dad; Ministers Monday Community Meeting.

Parents are given an opportunity to participate in campus incentive program by attending parent conferences, and volunteering on campus through VIPS..

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: Having parents to consistently participate in the educational experiences of their students **Root Cause:** Providing enough opportunities for the various parent schedules

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- 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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- 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
- T-TESS 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
- Other additional data

Key Actions

Key Action 1: Enhance student growth and achievement data, as assessed through mid-year and end-of-year growth assessments, as well as state assessments. The goal is for students to demonstrate at least one grade level of improvement by the conclusion of the Fall Semester, as determined by NWEA and STAAR Assessments.

Strategic Priorities:





Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: By May 2024, our campus aims to enhance teacher capacity and student achievement by implementing targeted professional development workshops for teachers, focusing on innovative teaching strategies, differentiated instruction, and immediate embedded response to intervention, resulting in a measurable 15% increase in student performance on the NWEA

Indicator 1: At the end of the Fall semester, 70% of students will successfully attain a one-grade level advancement, as indicated by their Beginning of Year (BOY) NWEA grade level data.

Indicator 2: According to NWEA End of Year (EOY) data, 95% of students should have growth that is one times their grade level by May 2024.

Indicator 3: Additionally, by May 2024, all students must engage in bi-weekly NWEA screening assessments, and we aim for full participation, targeting a 100% attendance rate.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Develop clear and measurable learning objectives aligned with curriculum standards and assessment content.</p> <p>School Leaders' Actions</p> <p>Set Clear Learning Objectives Develop clear and measurable learning objectives aligned with curriculum standards and assessment content. Communicate these objectives to students, parents, and colleagues. Data-Driven Planning Use assessment data to create a detailed instructional plan for the entire year. Prioritize concepts and skills that need extra focus. Differentiated Instruction Differentiate teaching strategies to cater to diverse learning styles and abilities. Create opportunities for students to work at their own pace and level. Formative Assessments Implement regular formative assessments (e.g., quizzes, projects) to monitor student progress. Use formative assessment data to adjust instruction and provide timely feedback. Individualized Support Develop individualized learning plans for struggling students based on their NWEA middle-of-the-year assessment results. Provide targeted support through one-on-one tutoring, small group sessions, or online resources. Engagement Strategies Incorporate engaging teaching strategies such as hands-on activities, real-world applications, and multimedia resources. Encourage active participation and critical thinking. Parental Involvement (Ongoing) Maintain regular communication with parents to keep them informed about their child's progress. Offer workshops or resources to help parents support their child's learning at home. Assessment Review Administer a comprehensive end-of-the-year assessment to evaluate student growth and mastery of key concepts. Analyze the results to measure the effectiveness of the action plan. Final Data Analysis Compare end-of-the-year assessment results with baseline data to assess overall improvement. Identify areas of success and areas that may still need attention.</p> <p>Staff Actions</p> <p>Teachers and Co-teachers will implement effective small-group instruction to support students in mastering the content through effective differentiation. Teachers will track data to aid in student grouping and assess academic needs. Teachers will implement with fidelity student data conferences to increase student buy-in and ownership of their progress.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Key Action 2: Create a safe and secure learning environment that focuses on the social, emotional, and cultural needs of every student.

Strategic Priorities:





Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency

Indicator of Success 1: A significant decrease in ISS and OSS incidents compared to baseline data, ideally achieving the targeted 20% reduction.

Indicator 1: Observable improvements in the quality of relationships between teachers and students, including better communication, trust, and mutual understanding.

Indicator 2: Comparing NWEA assessment scores before and after implementing the restorative framework to see if there are any statistically significant improvements in academic performance.

Indicator 3: Conduct a needs assessment within the first 6 weeks of school amongst students and staff to determine their needs as it relates to building a positive school culture, climate, and morale.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Professional Development will be provided during August Pre-Service on the tenets of Safe and Civil Schools to decrease the incidents of ISS and OSS by 20%. This will be accomplished by increasing activities to grow our trust, respect, and cohesiveness at all levels on the campus.</p> <p>School Leaders' Actions</p> <p>Facilitate professional development on incorporating restorative practices at the classroom and administrative levels and monitor its effectiveness 3 times during the school year. (NWEA BOY, MOY, and EOY). Conduct a needs assessment within the first 6 weeks of school amongst students and staff to determine their needs as it relates to building a positive school culture, climate, and morale. Monitor classroom environments and structures and provide consistent feedback bi-weekly.</p> <p>Staff Actions</p> <p>Teachers will create structured classroom environments by establishing classroom routines and implementing restorative practices to allow students to positively respond to established goals and expectations. Teachers will model desired behaviors and expectations on a daily basis. Teachers will respond to coaching and implement feedback with fidelity.</p>	Formative			Summative
	Feb	Mar	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Key Action 3: Teachers and leaders will implement the LSAE Instructional model with fidelity and the goal of closing the achievement gaps.

Strategic Priorities:





Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Teachers and leaders will implement the LSAE Instructional model with fidelity and the goal of closing the achievement gaps.

Indicator 1: Instructional leaders will provide weekly feedback and utilize the spot observation protocol to coach and develop teachers, teacher apprentices, and learning coaches.

Indicator 2: Teachers and leaders will be trained on the appraisal rubric to ensure effective instructional practices according to district and campus expectations.

Indicator 3: Teachers will participate in at-bats at least once a month and receive feedback from their administrators and peers.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Teachers and leaders will be trained on the appraisal rubric to ensure effective instructional practices according to district and campus expectations.</p> <p>School Leaders' Actions</p> <p>School leaders will use the LSAE rubric to coach and assess teacher progress monthly. School leaders will provide an added layer of support, mentorship and job-embedded professional development. Leaders will facilitate weekly PLCs and provide feedback during bi-weekly at-bats. Leaders will model and co-teach on an as-needed basis. Leaders will tier teachers according to areas of demonstrated needs and provide the required instructional support. Leaders will participate in professional development opportunities every quarter and implement the strategies acquired with fidelity. Leaders will positively respond to coaching from district/division leadership in order to make school improvements.</p> <p>Staff Actions</p> <p>Teachers will develop professional development goals and self-monitor their progress to be communicated during mid-year and end-of-year progress conferences with their administrator. Teachers will participate in and implement strategies from assigned and self-selected professional development sessions. Teachers will participate in at-bats at least once a month and receive feedback from their administrators and peers.</p>	Formative			Summative
	Feb	Mar	Apr	June
	Review content area			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for 014 Sterling High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2.9

Brief Description of SCE Services and/or Programs

The goal of the State Compensatory Education (SCE) program is to provide funding to reduce disparity in performance on assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students, at-risk students, and all other students. The purpose of the SCE program is to increase academic achievement and reduce the dropout rate for these students by providing supplemental programs and services.

Personnel for 014 Sterling High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
ANDELSON, ERIC LOUIS	NES-A 10th Geometry/PreAP/Algebraic Reas	1
BEATTY, BOBBY CARNELL	NES-A 12th Pre-Cal/Adv Math	0.9
CHRISTIE, HAROLD GEORGE	NES-A Algebra/Strategic M	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
LAVERGNE, DE'ANDREA NICOLE	NES-A Counselor HS 12 M		1
ROBINSON, PATRICK	NES-A Algebra/Strategic Math/PreAP Tchr		1