

Houston Independent School District
081 Sharpstown International School
2023-2024 Campus Improvement Plan



Mission Statement

Sharpstown International School is an inclusive community that develops students as lifelong learners, who can adapt to the dynamic landscape of the global marketplace and can live purposefully as caring and principled contributors in an increasingly interconnected world.

Vision

Our vision, as a community, is to be a premier school of choice that prepares and motivates students to thrive in a rapidly changing world by instilling in them critical and creative thinking skills, global mindedness, and a respect for diverse perspectives.

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Comprehensive Needs Assessment

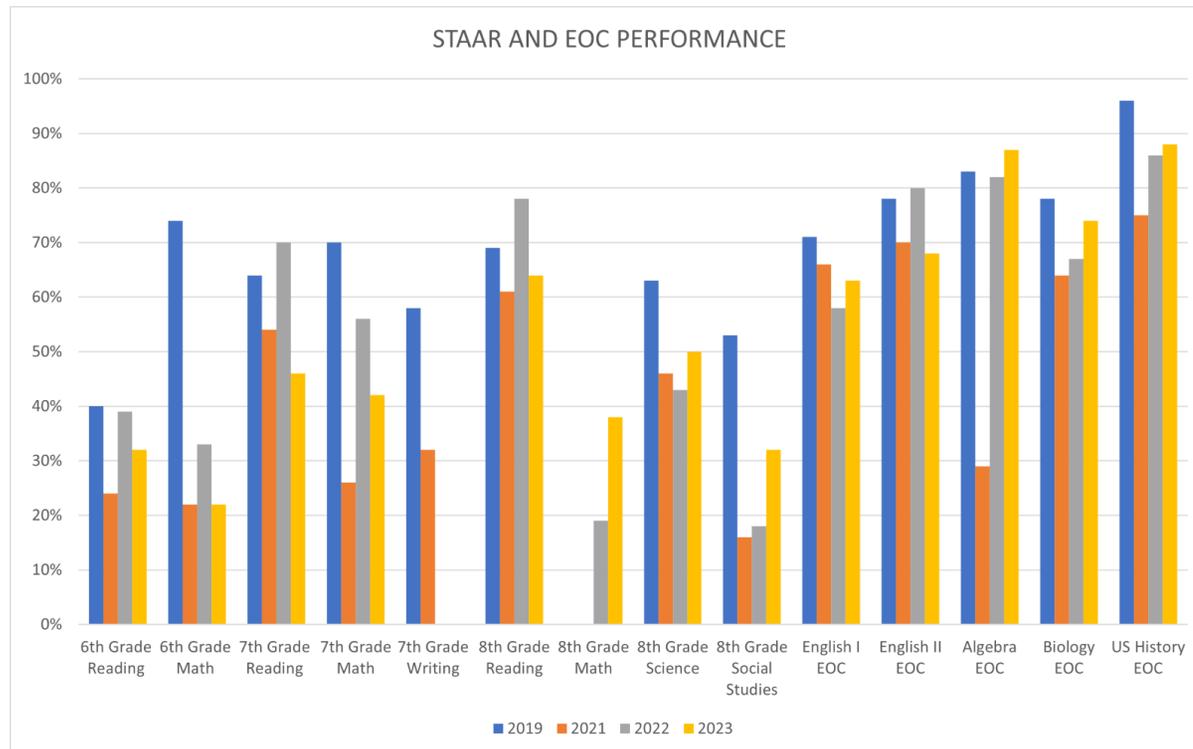
Revised/Approved: October 24, 2023

Student Achievement

Student Achievement Summary

In 2022-2023, 37% of our student population was emergent bilingual (EB). In 2023-2024, that number has grown to 47% of our student population due to 78% of our incoming 6th graders qualifying for EB services.

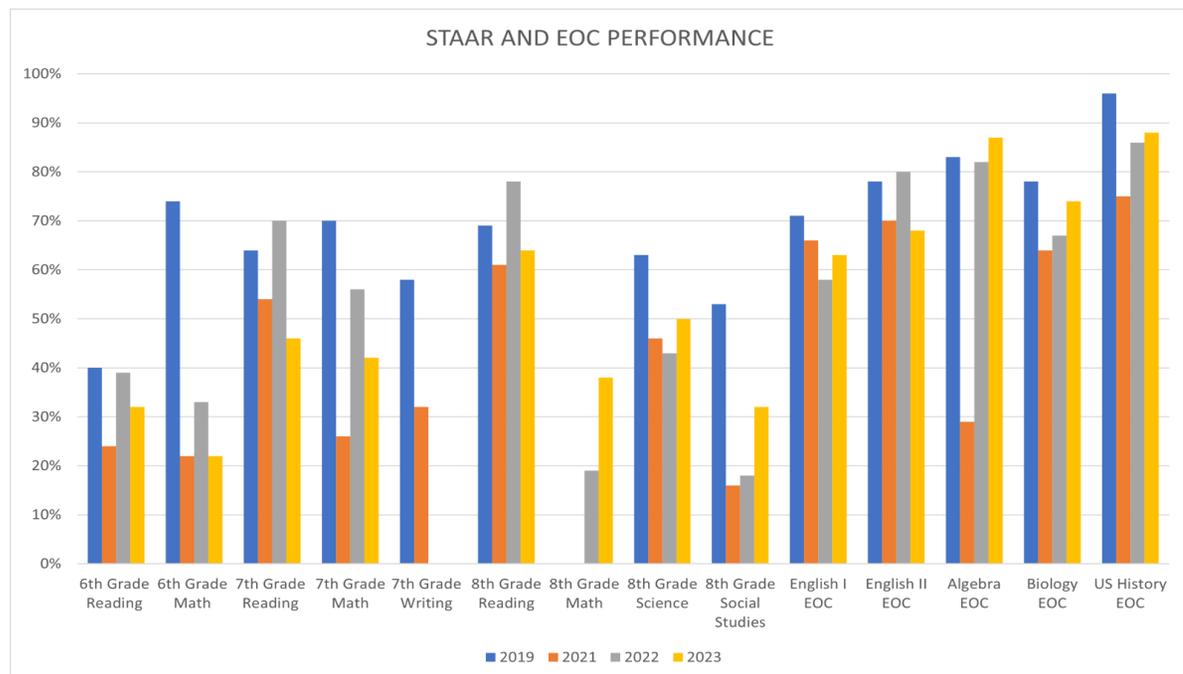
Based on 2019-2023 STAAR and EOC data, reading is an area of urgently needed growth.



Because reading is fundamental to all Texas state assessments, improving reading and writing across all disciplines will impact student performance in all areas.

Of our special education population, 72% are mainstreamed into general education classes as we provide the least restrictive environment for their education. Teachers of those general education classes provide modifications and accommodations for their special education students according to each student's IEP.

A gap exists between the performance of all students and the performance of our mainstreamed special education students.



Closing the gap between general education students and special education students is an ongoing priority.

Student Achievement Strengths

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

Sharpstown International School routinely performs above district average in all STAAR-tested courses and continues to do well on other metrics of academic success (Advanced Placement, International Baccalaureate, NWEA, CCMR).

Sharpstown International School continually ranks high on both state-level and national rankings. For the 2020-2021 school year, SIS received a score of 89 (equivalent to a "B") from the Texas Education Agency and earned distinctions in Academic Achievement in English/Language Arts/Reading and Top 25% Comparative Closing the Gaps.

Children at Risk, a non-profit that ranks Texas schools serving children in poverty, named SIS #2 Most Resilient Houston Middle School following the global

COVID-19 pandemic.

Children At Risk graded SIS an "A+" high school and an "A+" middle school. In 2020, Children At Risk awarded the distinctions of "Pandemic Proof" and "Top Performing School in Racial Equity" to SIS.

Beyond Houston, SIS earned a silver medal designation from the US News & World Report's annual ranking of the Best High Schools in America (2023), scoring overall 96.56/100 and ranking #83 in Texas high schools and #609 nationally.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1 (Prioritized): Special education students mainstreamed into general education classes require support from both special education staff and general education teachers to ensure they are meeting all targets for growth and achievement. Emergent bilingual students need to be served at their current level of language instruction to ensure maximum achievement in course content. **Root Cause:** Students enter Sharpstown International School performing below grade level in literacy and numeracy, impacting their ability not only to succeed on state assessments, but also to master grade-level course content. The population of emergent bilingual students at the beginning and intermediate levels entering Sharpstown International School in 6th grade is increasing every year.

School Culture and Climate

School Culture and Climate Summary

In school year 2022-2023, we achieved an overall decrease in PEIMS discipline incidents of 54% through targeted SEL intervention and utilizing alternative strategies (e.g., lunch and Saturday detentions) that prioritized keeping students in class when addressing level II and III offenses.

ADA attendance rose to 94.1% in 2022-2023 from 92.6% in 2021-2022 following the implementation of regular progress monitoring of students with excessive absences. We intend to continue aggressively monitoring student attendance with the goal of reaching 95% in 2023-2024.

School Culture and Climate Strengths

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

Alternative consequences have shown a positive impact on incidents of discipline violations.

Approximately 90% of students stay at Sharpstown International School from 6th grade through high school graduation, which contributes to a family atmosphere, where students and their families are known by administrators and teachers, and long-term relationships are developed.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: Decreased attendance leads to decreased performance across all content areas. Many parents lack an understanding of the implications and consequences of poor attendance which trickles down to student attitudes and priorities. **Root Cause:** Perceptions of the importance of education range greatly throughout the parent community. Students are still adjusting to the structures and expectations of school following the pandemic, though great progress has been made since the return to face-to-face school.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Campus teacher retention for 2023-2024 is 69.62%, following several teachers being promoted to administrative positions in-district and outside of the district since 2022-2023.

20% of 2023-2024 Sharpstown International School teachers are consistently high performing, 50% are generally proficient, and 30% are developing (including teachers new to campus adjusting to campus expectations).

Sharpstown International currently utilizes tutors for EB students from the University of Houston and 7 student teachers from Houston Christian University. We also work with Houston ISD ACP to place pre-service teachers needing classroom observation hours.

Staff Quality, Recruitment, and Retention Strengths

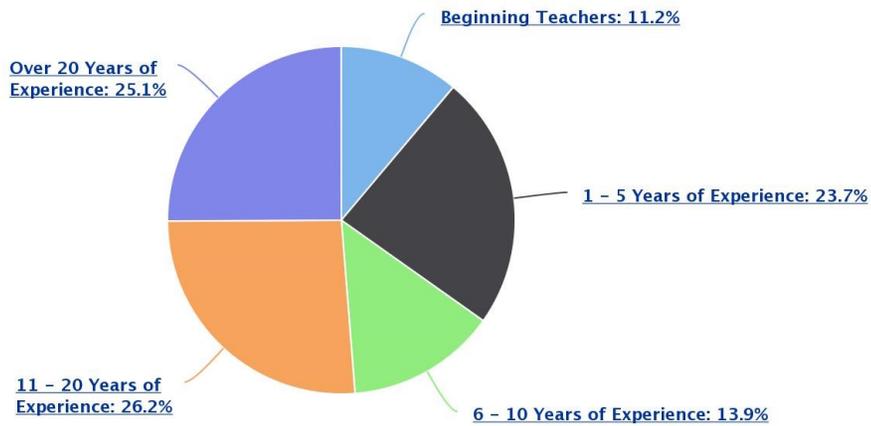
Sharpstown International School tends to retain high performing teachers (consistently proficient or higher in all T-TESS domains and campus expectations).

2023 STAAR and EOC data shows many strengths within tested subjects. Of the 13 STAAR-tested subjects at Sharpstown International School:

- 7 subjects achieved over 80% Approaches
 1. Reading 8, Math 8, Science 8, English II, Algebra, Biology, US History
- 4 subjects achieved over 90% Approaches
 1. Reading 8, Algebra, Biology, US History
- 2 subjects achieved over 60% Masters
 1. Algebra, US History

25% (17 of 69) of classroom teachers have advanced degrees.

Teacher FTE Percentage by Years of Experience for 2023 – 2024



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

Problem of Practice 1: As Sharpstown International School is not a large comprehensive high school, the general awareness of the campus within the school district is low. Changing student needs and interests require annual adjustments to programming and master schedule. Teacher retention is trending slightly lower post-pandemic as the demographics and needs of our students has changed. **Root Cause:** High performing teachers are promoted from our campus and move on to further their professional growth. Acceptance to Sharpstown International School is purely based on lottery as there is no qualifying matrix score for middle school. As the demographics and needs of students in the area changes, we must adjust programming and scheduling to meet those needs, including adding intervention classes

Parent and Community Engagement

Parent and Community Engagement Summary

Sharpstown International School's PTO continues to grow each year. Most families (approximately 80%) speak Spanish at home, with only a small percentage also fluent in English.

Customer-facing campus support team is bilingual with fluency in both English and Spanish.

Campus communications are delivered in both English and Spanish to ensure the maximum possible reach.

Connect Community (local community partner) provides free on-site translation services for EB families and tutors for EB students.

The PTO has committed to raising \$5,000 for Class of 2024 graduation caps and gowns and to providing food for teacher celebrations in 2023-2024.

Parent and Community Engagement Strengths

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

Families often choose Sharpstown International School for all of their children, resulting in building relationships with administrators, teachers, and staff over the course of each child's 7 years at the school.

Approximately 90% of students stay at Sharpstown International School from 6th grade through high school graduation, which contributes to a family atmosphere, where students and their families are known by administrators and teachers, and long-term relationships are developed.

While the parent community may not be substantially engaged in school events, they are sharing with one another through word-of-mouth positive experiences with the school, which contributes to steady enrollment year after year.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: Research supports the benefits of a highly involved parent group, though low-income schools typically struggle to engage high numbers of parents in comparison to more affluent schools. **Root Cause:** In the school's zip code where most students live, approximately 40% of adults age 25+ have not graduated high school (includes high school equivalency). 96% economically-disadvantaged student population contributes to low engagement and availability of parents.

Priority Problems of Practice

Problem of Practice 1: Special education students mainstreamed into general education classes require support from both special education staff and general education teachers to ensure they are meeting all targets for growth and achievement. Emergent bilingual students need to be served at their current level of language instruction to ensure maximum achievement in course content.

Root Cause 1: Students enter Sharpstown International School performing below grade level in literacy and numeracy, impacting their ability not only to succeed on state assessments, but also to master grade-level course content. The population of emergent bilingual students at the beginning and intermediate levels entering Sharpstown International School in 6th grade is increasing every year.

Problem of Practice 1 Areas: Student Achievement

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
- 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

Student Data: Assessments

- State and federally required assessment information
- 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

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

Revised/Approved: November 10, 2023

Key Action 1: Grow staff capacity in supporting all students to ensure high-quality, differentiated instruction that meets students' individual needs and is centered on student engagement and writing across all disciplines.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Grow staff capacity in supporting all students to ensure high-quality, differentiated instruction that meets students' individual needs and is centered on student engagement and writing across all disciplines.

Indicator 1: 70% of the scores on spot observations conducted in December 2023 will be proficient or higher, increasing to 80% in May 2024.

100% of teachers will be trained in August in-service and throughout the school year on specific multiple response, writing, and feedback strategies.

Indicator 2: Case managers report progress on special education student academic goals to all parents/guardians every 6 weeks within the deadlines established by the district through EasyIEP.

Indicator 3: The gap between the percentage of special education students and general education students scoring approaches or higher on STAAR and EOC assessments will close by at least 20% in 2023-2024.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Grow staff capacity in supporting all students to ensure high-quality, differentiated instruction that meets students' individual needs and is centered on student engagement and writing across all disciplines.</p> <p>School Leaders' Actions</p> <p>Specific actions - school leaders (What specific action steps will the building leaders take to accomplish the objective?) Principal will provide an overview of the campus action plan and spot observation criteria during August in-service. Administrators will provide training over at least five multiple response strategies to be utilized by all teaching staff. Principal will highlight strategies in weekly Week-at-a-Glance communications. Teacher leaders will provide training over ACE (answer, cite, explain), CER (Claim, Evidence, Reasoning), peer editing and other writing strategies during August in-service. Administrators will observe teachers daily to ensure both multiple response strategies and meaningful student writing is occurring in all classes. Special education chair will provide training in understanding an IEP and documenting accommodations and modifications on August 21-22 and provide bi-weekly support at department PLC meetings to ensure teachers can properly document how they implement each student's IEP in their classes. Administrative team will evaluate compliance of accommodation/modification documentation for each special education student on 10/2/23 and 3/4/24. Special education administrator will follow up with case managers prior to 6-week progress monitoring deadlines to provide support and ensure deadline compliance. Special education administrator will meet weekly with special education chair to ensure all special education compliance is met.</p>	Formative			Summative
	Feb	Mar	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Key Action 2: Consistently provide a safe campus that is conducive to student learning growth.

Strategic Priorities:

Transforming Academic Outreach

Indicator of Success 1: Consistently provide a safe campus that is conducive to student learning growth.

Indicator 1: Increase ADA attendance from 94.1% in 2022-2023 to 95% in 2023-2024.

Indicator 2: Decrease the number of in-school and out-of-school suspensions by at least 20% to 49 in 2023-2024 from 61 in 2022-2023

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Consistently provide a safe campus that is conducive to student learning growth.</p> <p>School Leaders' Actions</p> <p>Administrators will train staff on the use of the discipline flow chart in August in-service. Administrators will implement Hero behavior tracking system for tardies, dress code, and cell phone violations. Administrators and teachers will engage with parents to communicate behavior and attendance concerns then work together to support students. Administrators will follow up on chronic violations to ensure consistent and increasing consequences for students, when needed. Administrators will review attendance expectations with students and parents at assemblies and Donuts with the Principal throughout the school year. The safety committee will review and communicate all safety protocols to the school community. Administrators will be on duty in hallways during passing periods, before and/or after school, and during events to reinforce behavior expectations. Administrators will investigate all reports of bullying immediately and notify parents within 3 business days per state law.</p> <p>Staff Actions</p> <p>Teachers will participate in trainings that address discipline, tardy policy, dress code, and attendance expectations. Teachers will notify parents when students are absent for more than 2 consecutive classes. Teachers will teach bell to bell and limit students out of classroom. Teachers will implement the discipline flowchart, ensuring to call parents before submitting a referral for levels I and II infractions. Teachers will monitor dress code and cell phones in every class, following campus protocols for addressing infractions. Staff will adhere to the tardy policy, having late students sign in upon arrival and notifying parents of excessive tardies.</p>	Formative			Summative
	Feb	Mar	Apr	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>50%</p> </div> <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>			

Key Action 3: Grow developing and proficient teachers while retaining high-performing teachers.

Strategic Priorities:

Cultivating Team HISD Talent

Indicator of Success 1: Grow developing and proficient teachers while retaining high-performing teachers.

Indicator 1: Retain at least 80% of high-performing teachers for 2024-2025.

Indicator 2: Move at least 30% of developing teachers to proficient by BOY 2024-2025.

Indicator 3: Move at least 20% of proficient teachers to high-performing by BOY 2024-2025.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Grow developing and proficient teachers while retaining high-performing teachers.</p> <p>School Leaders' Actions</p> <p>School leaders will build relationships with HCU, UH, and UHD teacher preparation programs. School leaders will provide weekly on-the-spot coaching and quality feedback to all teachers; minimally 6 teachers per week will be coached by each appraiser. School leaders will be active in GLC data dives and demo days. School leaders will respond to teacher and student needs with a sense of urgency (within 24-48 hours). School leaders will provide leadership opportunities and additional duties for teachers looking to grow in knowledge and experience.</p> <p>Staff Actions</p> <p>Teachers will provide opportunities to be observed by students in teacher preparation programs. Teachers will provide feedback to student teachers. Teachers will collaborate with each other during GLC time to share best practices. Department chairs will facilitate collaborative GLC meetings that are intentional and have a positive impact on student growth. Teachers will communicate their professional development needs and work closely with appraisers to determine priorities for development.</p>	Formative			Summative
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Key Action 4: Continue to grow PTO enrollment and participation in campus events and initiatives.

Strategic Priorities:

Expanding Educational Opportunities

Indicator of Success 1: Continue to grow PTO enrollment and participation in campus events and initiatives.

Indicator 1: Grow PTO membership by 25%.

Indicator 2: Increase funds raised by PTO by 30%.

Indicator 3: Achieve consistent attendance at monthly Donuts with the Principal events.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Continue to grow PTO enrollment and participation in campus events and initiatives.</p> <p>School Leaders' Actions</p> <p>School leaders will ensure PTO membership applications are in all physical first day of school packets distributed to parents/students. School leaders will continue to develop fundraising opportunities for PTO in order to encourage engagement in campus events and initiatives. School leaders will build upon historical successes by re-evaluating and re-visiting plans for Fall Fest and I-Fest, to increase opportunities for parent involvement. School leaders will create opportunities to educate parents and students on post-secondary options. School leaders will offer evening FAFSA/TAFSA fairs to help parents complete paperwork for financial aid. School leaders will host university and military recruiting fairs in the evening to accommodate working parent schedules. School leaders will provide education to 8th grade parents on high school coursework and pathways, as well as graduation requirements. School leaders will continue to utilize multiple platforms for communications with families.</p> <p>Staff Actions</p> <p>School staff will communicate with parents when students are in need of intervention (academic, behavioral, attendance). School staff will ensure parents see our commitment to provide care for their children using a whole-child approach to meeting student needs. School staff will remain open to meeting with parents during planning times. School staff will prioritize customer service in all interactions with parents and families of our students. School staff will attend and participate in school events where parents are present, when possible.</p>	Formative			Summative
	Feb	Mar	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for 081 Sharpstown International School

Total SCE Funds: \$18,345.89

Total FTEs Funded by SCE: 2.5

Brief Description of SCE Services and/or Programs

State Compensatory Budget is used on our campus to pay for substitutes, purchase general classroom supplies, to pay for contracted services. We strive to provide materials needed to assist students in being successful and prepared for class including issuing school supplies, backpacks, and reading materials. Our teachers request supplies that will assist them supporting their students success.

Personnel for 081 Sharpstown International School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Gomez, Jeannie	Teacher, Science	0.5
Robbin Green	Teacher, History	1
Watts, Keyundra	Teacher, Social Studies	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ida	Platt		
Luis	Landa		

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Luis Landa	Principal
Administrator	Robin Bissell	Professional Staff
Parent	Gloria Barrera	Parent
Parent	Sandra Mejia	Parent
Community Representative	Marlene Reyes	Community Member
Business Representative	Sandra Vasquez	Business Representative
Classroom Teacher	Cesar Carrillo	Teacher
Classroom Teacher	Jeannie Gomez	Teacher
Classroom Teacher	Camila Vinson	Teacher
Classroom Teacher	Richard Johnson	Teacher
Classroom Teacher	John Barlow	Teacher
Non-classroom Professional	DeAndre Hinton	Special Education Chairperson
Non-classroom Professional	Nurse Vacancy	Professional Staff
Non-classroom Professional	Claudia VieraCastro	Professional Staff
Non-classroom Professional	Dionni De la Cruz	Non-Instructional Staff
Non-classroom Professional	Angel Ramos	Non-Instructional Staff

Addendums

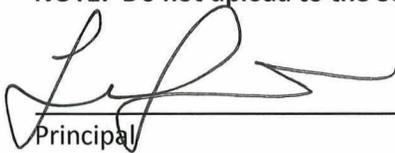
SIP APPROVAL 2023-2024

School Name and Campus #: Sharpstown International School

Principal Name: Dr. Luis Landa

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on December 01, 2023 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.

NOTE: Do not upload to the School Improvement SharePoint site until all signatures are acquired!



Principal

12-1-23

Date

Signatures below indicate review and approval of this document.



PTO/PTA or other Parent Representative

12/1/23

Date



SDMC Teacher Representative

12/1/23

Date

Executive Director

Date

Area Office Superintendent

Date

Effective Schools Facilitator (ESF) or Professional
Service Provider (PSP)
(if applicable or still in use under grant contract)

Date