2024-2025 Action Plan

Sharpstown International School

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Key Action One

Improve special education (SPED) instruction and service delivery to increase student performance.

Needs Assessment with Data and Rationale

Domain I – Current Data

	Special Education		Hispanic		African American		English Language Learners	
	Fall 2023	Winter 2024	Fall 2023	Winter 2024	Fall 2023	Winter 2024	Fall 2023	Winter 2024
Math								
6th grade	198.7	200.5	212.0	215.7	220.3	224.9	211.5	215.6
7th grade	206.0	210.3	215.7	219.5	220.1	227.6	215.2	218.9
8th grade	208.4	210.8	219.7	225.9	217.0	227.1	217.7	220.7
Algebra I-8th grade	238.5	246.0	241.3	255.0	236.4	250.4	236.5	252.3
Algebra I-9th grade	222.5	235.0	228.8	241.2	225.7	231.5	228.6	242.9
RLA								
6th grade	188.9	189.2	203.5	207.6	216.1	219.0	202.5	207.2
7th grade	197.3	202.4	205.8	211.9	209.9	221.3	205.0	211.4
8th grade	197.0	206.3	212.7	218.0	220.0	224.7	206.5	213.5
Science								
6th grade	193	193	203.8	205.4	210.3	214.8	203.0	205.0
7th grade	199.9	199.9	206.9	209.9	212.4	218.7	206.0	209.0
8th grade	197.8	201.9	209.7	212.3	213.9	215.3	205.7	208.4

Current data from this year's BOY and MOY NWEA MAP assessments continue to show special education students performing lower than all other population groups, including Hispanic, African American, and emergent bilingual students. RIT scores are on average ten or more points away from other subpopulations.

Domain II – Trend Data

	STAAR 2023			SPED STAAR 2023		
	Approaches	Meets	Masters	Approaches	Meets	Masters
6th Reading	66%	32%	10%	33%	8%	8%
7th Reading	75%	46%	15%	47%	13%	7%
8th Reading	91%	64%	27%	53%	27%	0%
6th Math	72%	22%	7%	58%	8%	8%
7th Math	78%	42%	15%	47%	13%	0%
8th Math	80%	38%	3%	45%	18%	0%
8th Science	82%	50%	14%	60%	40%	0%
8th Soc Stud	67%	32%	15%	33%	20%	13%
English I EOC	79%	63%	9%	38%	13%	0%
English II EOC	88%	68%	5%	82%	55%	0%
Algebra EOC	97%	87%	62%	78%	67%	22%
Biology EOC	97%	74%	19%	86%	29%	0%
US History EOC	99%	88%	61%	100%	67%	33%

	STAAR 2024			SPED STAAR 2024		
	Approaches	Meets	Masters	Approaches	Meets	Masters
6th Reading	69%	46%	14%	30%	10%	0%
7th Reading	65%	39%	14%	20%	10%	0%
8th Reading	85%	56%	22%	58%	32%	0%
6th Math	77%	44%	13%	70%	20%	10%
7th Math	71%	48%	9%	20%	20%	10%
8th Math	76%	37%	8%	50%	19%	0%
8th Science	78%	46%	14%	47%	26%	0%
8th Soc Stud	48%	25%	6%	37%	16%	0%
English I EOC	77%	65%	19%	47%	33%	0%
English II EOC	86%	70%	8%	44%	33%	0%
Algebra EOC	94%	82%	62%	87%	53%	27%
Biology EOC	96%	73%	24%	85%	46%	15%
US History EOC	99%	87%	55%	11%	78%	44%

KEY ACTION ONE

A gap exists between the performance of all students and the performance of our mainstreamed special education students on state nationally normed assessments. In 2023, STAAR 8 Reading scores showed a gap of 38% between special education and general education student performance at the approaches level or higher. Also in 2023, English I STAAR EOC scores showed a similar gap of 41%. In 2024, STAAR 8 Reading gap narrowed to 27% and English I STAAR EOC gap narrowed to 30%, demonstrating moves in the right direction.

Indicators of success

1. As evidenced by our quality of IEP score, the campus will receive a four by the 2025 spring IEP plan review.
2. The percentage of mainstreamed special education students scoring approaches or higher on STAAR and EOC assessments in 2024-2025 will increase 10%.
3. The percentage of students in grades 6-8 who receive special education services with a Conditional Growth Index (CGI) of 0.6 or higher on NWEA MAP Reading will increase from 54% (current data at MOY) in May 2024 to 62% at EOY in May 2025.
4. The percentage of students in grades 6-8 who receive special education services with a Conditional Growth Index (CGI) of 0.6 or higher on NWEA MAP Math will increase from 37% in May 2024 to 43% by May 2025.

Specific actions – school leaders

1. Ensure that 100% of student special folders are updated and compliant.
2. Provide training in understanding IEPs and documenting accommodations/modifications during the August in-service.
3. Utilize the district rubric to assess the instructional proficiency of IEPs during ARDs.
4. Schedule students appropriately into intervention courses, including dyslexia and reading intervention and double-blocked math.
5. Evaluate compliance of accommodation/modification documentation in PowerTeacher Pro for each special education student in each grading cycle.

Specific actions – staff

1. Engage in special education department trainings during August in-service and bi-weekly follow-up PLC meetings.
2. Review IEPs in PLC meetings and embed accommodations into lessons and demonstrations of learning.
3. Hold additional opportunities for intervention, including before/after school and Saturday tutorials.
4. Document IEP accommodations and modifications in PowerTeacher Pro for each assignment in every grading cycle.

Connections to District Plan

HISD key action 5: improve SPED instruction and service delivery

HISD priority area 5: improve SPED and SEL services

HISD core value 1: all students can learn and reach his/her potential

HISD ready characteristic 13: know where students are academically and emotionally

Key Action One: Improve special education (SPED) instruction and service delivery to increase SPED student performance

Staff Development

Who:

Administrators, teachers, special education department chairperson, case managers, co-teachers, and teacher assistants

What:
- IEP creation and facilitation
- IEP creation is individualized for each student receiving services and updated throughout the year when necessary
- Implementation of IEP accommodations and modifications
- Dyslexia intervention
- Inclusion support

When: August in-service, weekly PLCs, district PD days, as offered throughout the school year

Where: On-campus, virtual, HISD facilities, Region 4

Budget

Proposed item	Description	Amount
Staff development	Region 4 course registrations Associate teachers	Total $ 10,000
Materials/resources	Interactive display panels (Clevertouch) Whiteboards, markers, erasers Manipulatives General classroom supplies	Total $ 35,000
Purchased services	IXL Maneuvering the Middle Quizizz	Total $ 59,404
	TOTAL	**$ 104,404**

Funding sources:

General Revenue

State Comp Ed

Special Education
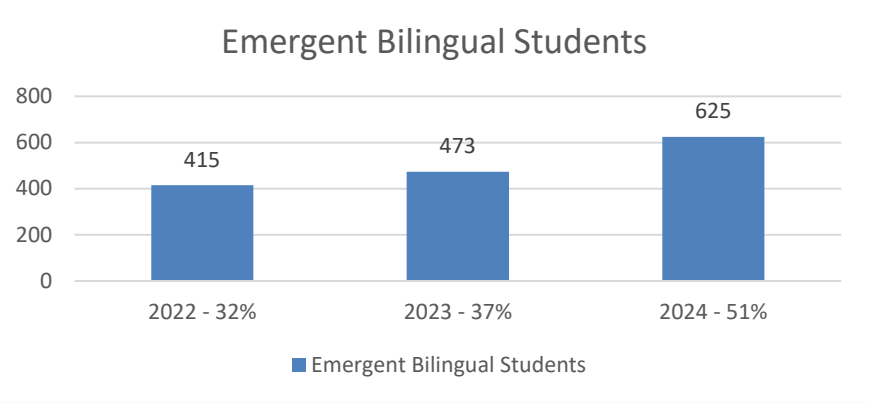
2024-2025 School Action Plan

KEY

Key Action Two

Increase staff capacity to deliver high-quality instruction and improve overall listening, speaking, reading, and writing skills across disciplines.

Needs Assessment with Data and Rationale

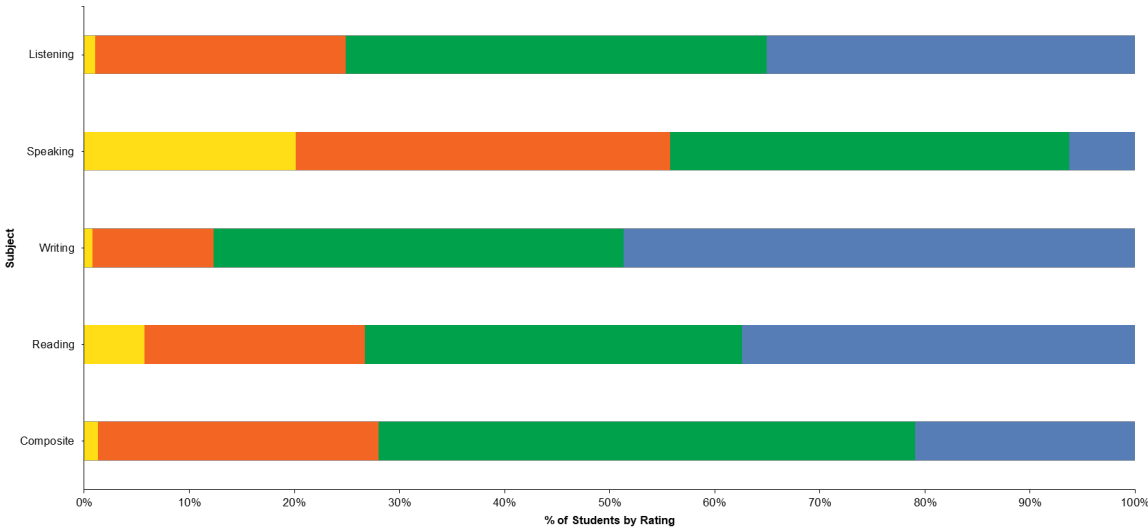Domain I – Current Data

Emergent Bilingual Students

415	473	625
2022 - 32%	2023 - 37%	2024 - 51%

■ Emergent Bilingual Students

Current data has shown an increase in the number of emergent bilingual students from 415 students to 625 students from 2022-2024. This has been an increase of 19% over the past three years.
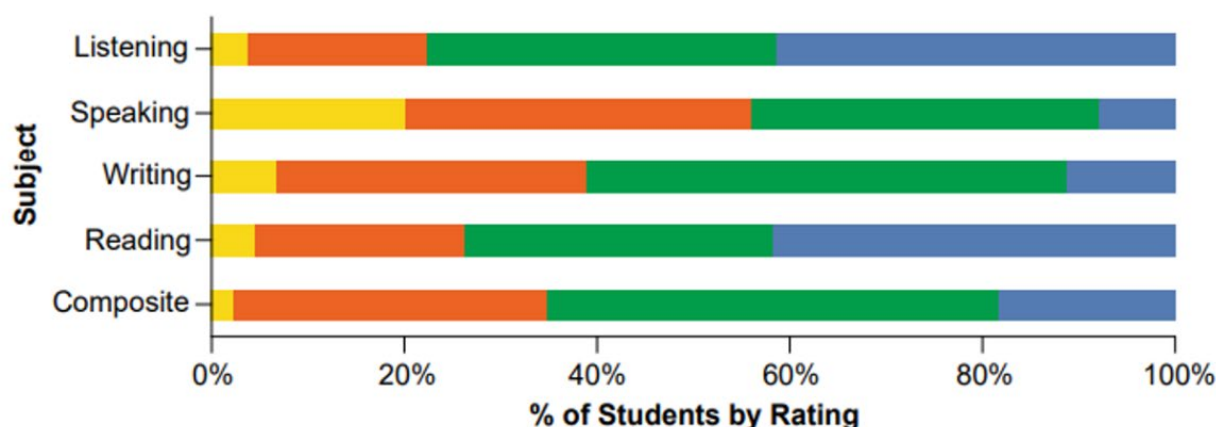
Domain II – Trend Data
2023 TELPAS DOMAINS

2024 TELPAS DOMAINS

Based on 2023 and 2024 TELPAS data, there was an increase of 10% in beginning and intermediate composite ratings. Generally, beginning and intermediate ratings increased across all domains of listening, speaking, writing, and reading. Speaking and writing are areas of particular concern as they show 40% or more beginner and intermediate ratings over multiple years.

2022-2024 STAAR AND STAAR EOC

	2022			2023			2024		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
6th Grade Reading	72%	39%	15%	66%	32%	10%	69%	47%	14%
6th Grade Math	73%	33%	11%	72%	22%	7%	77%	45%	13%
7th Grade Reading	92%	70%	49%	75%	46%	15%	65%	39%	14%
7th Grade Math	84%	56%	26%	78%	42%	15%	71%	49%	9%
8th Grade Reading	96%	78%	54%	91%	64%	27%	85%	56%	22%
8th Grade Math	74%	19%	0%	80%	38%	3%	76%	29%	8%
8th Grade Science	83%	43%	17%	82%	50%	14%	78%	46%	14%
8th Grade Social Studies	59%	18%	7%	67%	32%	15%	48%	24%	6%
English I EOC	74%	58%	7%	79%	63%	9%	77%	65%	19%
English II EOC	90%	80%	12%	88%	68%	5%	86%	70%	8%
Algebra EOC	97%	82%	60%	97%	87%	62%	94%	82%	62%
Biology EOC	92%	67%	25%	97%	74%	19%	96%	73%	24%
US History EOC	98%	86%	52%	99%	88%	61%	99%	87%	55%

Based on 2022-2024 STAAR and EOC data, 6th – 8th grade reading, English I and English II scores have yet to reach the levels achieved prior to the pandemic. These exams assess both reading and writing skills.

2024-2025 School Action Plan

NWEA MAP MOY

	HISPANIC (NON-EB)		AFRICAN-AMERICAN		ENGLISH LANGUAGE LEARNERS	
	Fall 2023	Winter 2024	Fall 2023	Winter 2024	Fall 2023	Winter 2024
RLA						
6th grade	203.5	207.6	216.1	219.0	202.5	207.2
7th grade	205.8	211.9	209.9	221.3	205.0	211.4
8th grade	212.7	218.0	220.0	224.7	206.5	213.5

As can be seen in the above data, English language learners are scoring below both their African American and non-EB Hispanic peers.

Indicators of success

1. By May 2025, at least 50% of emergent bilingual students will grow one proficiency level in TELPAS.
2. By May 2025, the percentage of students scoring advanced and advanced high on composite ratings measured on TELPAS will increase from 66% to 76%.
3. By May 2025, English I and English II STAAR EOC scores will increase from 63% to 68% and from 68% to 73%, respectively.
4. NWEA MAP EOY Reading RIT scores will show at least one year of growth for 80% of students completing the assessment by EOY in 2025.

Specific actions – school leaders

1. Provide training over ACE, CER, peer editing, and other writing strategies during August in-service and district PD days.
2. Lead PD during PLCs at least once a month, focusing on content-based language instructional strategies.
3. Check for content-based language instructional strategies in lesson plans and conduct Spot observations at least twice a month.
4. Lead PLC cadence that includes demo lessons, best practices, data reviews, and lesson internalization.
5. Schedule side-by-side planning for Tier 3 teachers.
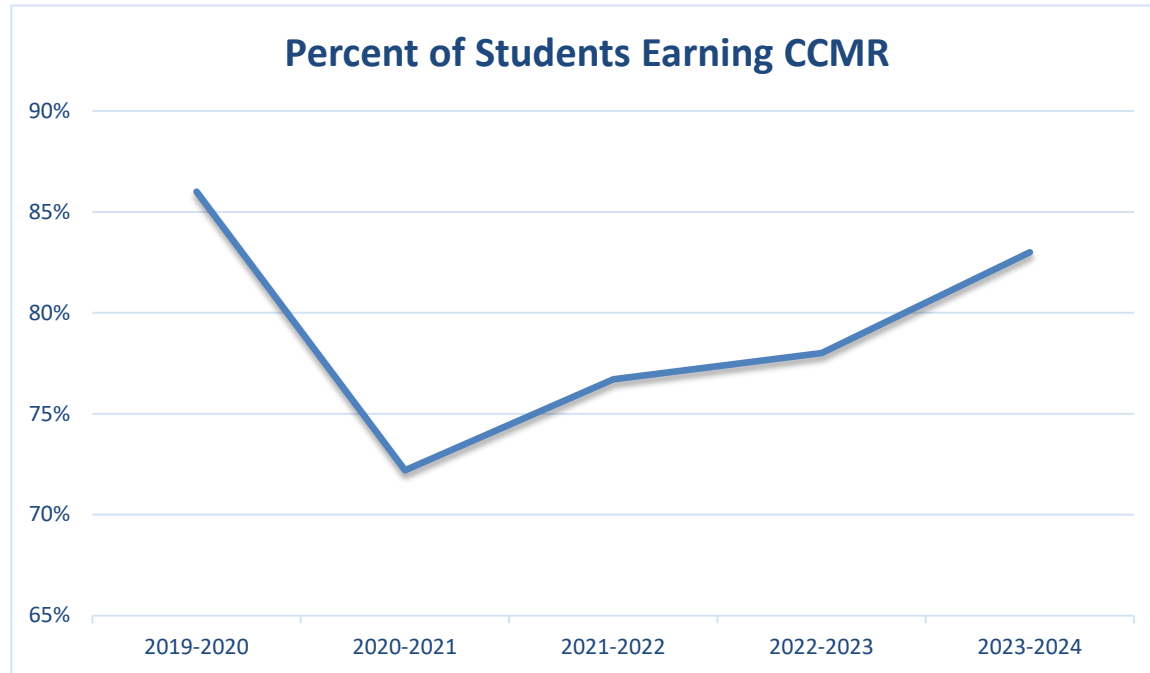
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Specific actions – staff

1. Participate in PD on specific instructional protocols to check understanding, maintain engagement, and develop communication skills.
2. Collaborate with colleagues and participate in demoing lessons in PLCs at least once a week.
3. Provide opportunities for students to practice TELPAS assessments in class using headsets and provide feedback on recorded responses.

Connections to District Plan

HISD key action 3: grow staff capacity to provide the highest quality instruction

HISD priority area 2: improve the quality of instruction

HISD core value 2: effective teachers make the most difference

HISD ready characteristic 5: students are reading, writing, computing, thinking, discussing 95% of time.

Key Action Two: Increase staff capacity to deliver high-quality instruction and improve overall listening, speaking, reading, and writing skills across disciplines.

Staff Development

Who: Teachers, administrators, instructional support staff

What:
- Multiple response strategies (MRS)
- On-the-spot coaching
- HISD ready characteristics
- Differentiation and grouping strategies
- Scaffolding
- Higher level thinking and questioning strategies
- English learner strategies

When: August in-service, district PD days, ongoing in PLCs

Where: On campus (in person), HISD facilities, virtual, Region 4, Rice

Budget

Proposed item	Description	Amount
Materials/resources	Interactive display panels (Clevertouch) Whiteboards, markers, erasers Response cards General classroom supplies	Total $ 25,000
Purchased services	Kognity	Total $ 20,490
	TOTAL	**$ 52,490**

Funding sources:
General Revenue
State Comp Ed

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KEY ACTION THREE

Key Action Three

Increase post-secondary readiness and access to advanced coursework

Needs Assessment with Data and Rationale

Domain I – Current Data

Percent of Students Earning CCMR

Current CCMR data shows an increase over the last four years, from 72% to 83% graduating seniors achieving a CCMR indicator, after a pre-pandemic rate of 86%.

INTERNATIONAL BACCALAUREATE (IB) DIPLOMA PROGRAMME
May 2023

Subject	Number of candidates	Grade									Average Grade (School)	Average Grade (World-Wide)
		7	6	5	4	3	2	1	P	N		
ENGLISH A: Lang and Literature HL	19	0	1	8	7	3	0	0	0	0	4.37	4.79
SPANISH B HL	18	5	9	3	0	1	0	0	0	0	5.94	5.31
GLOBAL POLITICS SL in ENGLISH	15	0	2	7	2	4	0	0	0	0	4.47	4.82
HISTORY AMERICAS HL in ENGLISH	16	0	0	5	9	2	0	0	0	0	4.19	4.18
BIOLOGY HL in ENGLISH	3	0	0	0	3	0	0	0	0	0	4.00	4.39
BIOLOGY SL in ENGLISH	13	1	0	6	3	3	0	0	0	0	4.46	4.15
MATHEMATICS ANALYSIS AND APPROACHES SL in ENGLISH	16	0	0	0	2	8	6	0	0	0	2.75	4.61

2023 was our first graduating class with IB diploma recipients. In that graduating class, 73% of IB subjects attempted earned a score of 4 or higher. 14 out of 16 students earned the full IB diploma.

May 2024

Subject	Number of candidates	7	6	5	4	3	2	1	P	N	Average Grade (School)	Average Grade (World-Wide)	Highest grade	Lowest grade
ENGLISH A: Lang and Literature HL	53	0	1	11	27	12	1	0	0	1	3.98	4.72	6	2
CHINESE B - MANDARIN SL	3	0	2	1	0	0	0	0	0	0	5.67	5.68	6	5
MANDARIN AB. SL	6	0	0	3	2	1	0	0	0	0	4.33	5.15	5	3
SPANISH B HL	12	4	6	1	0	0	0	0	0	1	6.27	5.22	7	5
SPANISH B SL	4	0	0	0	2	2	0	0	0	0	3.50	4.92	4	3
ECONOMICS SL in ENGLISH	11	0	0	0	0	4	7	0	0	0	2.36	4.80	3	2
ENV. AND SOC. SL in ENGLISH	14	1	2	2	8	0	0	0	0	1	4.69	4.19	7	4
GLOBAL POLITICS HL in ENGLISH	6	0	1	3	1	0	0	0	0	1	5.00	5.02	6	4
GLOBAL POLITICS SL in ENGLISH	24	0	0	3	12	7	1	0	0	1	3.74	4.76	5	2
HISTORY AMERICAS HL in ENGLISH	21	0	0	3	9	3	4	0	0	2	4.58	4.25	6	3
BIOLOGY HL in ENGLISH	28	0	2	8	11	6	0	0	0	1	4.22	4.41	6	3
COMPUTER SC. SL in ENGLISH	3	0	0	0	0	0	0	0	0	3	.00	4.15	0	0
MATHEMATICS ANALYSIS AND APPROACHES SL in ENGLISH	24	0	0	1	4	11	7	0	0	1	2.96	4.54	5	2

In 2024, 197 IB diploma subjects were attempted, up from 100 in 2023. 134 subject entries earned a score of 4 or higher.

Indicators of success

1. Increase the number of 4+ scores on IB Diploma courses by 10%, from 134 in 2024 to 147 in 2025.
2. Increase the percentage of juniors and seniors enrolled in IB diploma courses from 15% in 2024 to 20% in 2025.
3. Increase the percentage of graduating seniors achieving a CCMR indicator from 83% in 2024 to 87% in 2025.

Specific actions – school leaders

1. The IB DP Coordinator will train all administrators on IB philosophy and coursework.
2. Review reports and ensure students scoring meets or higher on STAAR and EOC are enrolled in advanced courses.
3. Explore the implementation of the early college model for 2025-2026.
4. Provide ongoing TSI boot camps and testing opportunities throughout the school year.
5. Coordinate student access to district AP/IB Saturdays and Texas IB Schools college fair.

Specific actions – staff

1. Complete IB training by November.
2. Collaborate in PLCs led by the IB DP Coordinator.
3. Facilitate TSI boot camps and participate in AP/IB Saturdays.
4. Engage in pathway development and upskilling opportunities the district and campus provide.

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Connections to District Plan
HISD key action 8: begin the transformation of HISD's CCMR operations and systems
HISD priority area 11: develop and implement Year 2035 competencies and experiences
HISD core value 3: hold students and ourselves to high expectations
HISD ready characteristic 4: push rigor and relevance
HISD ready characteristic 15: high performance culture and act in ways to strengthen it.

Key Action Three: Increase post-secondary readiness and access to advanced coursework

Staff Development

Who: HS English and math teachers, administrators, college access staff, CTE teachers, IB and AP teachers

What:
- TSI
- AP
- IB
- SAT & PSAT
- FAFSA/TAFSA
- Texas College Bridge
- UT OnRamps

When: Ongoing throughout the school year

Where: On campus (in person), HISD facilities, virtual, Rice, HCC

Budget

Proposed item	Description	Amount
Staff development	IB annual fees Registration fees Travel	Total $ 45,000
Materials/resources	Interactive display panels (Clevertouch) Textbooks General classroom supplies	Total $ 48,000
Purchased services	Kognity Toddle	Total $ 22,535
Other	Student travel	Total $ 10,000
	TOTAL	**$ 125,535**

Funding sources:
LASO Grant ($50,000)
General Revenue
State Comp Ed
High school allotment
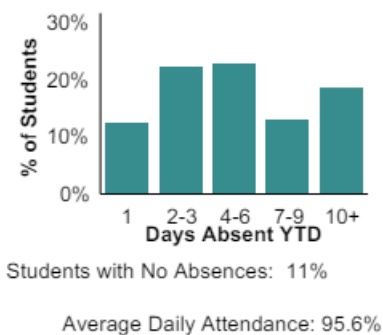
2024-2025 School Action Plan

Key Action Four

Increase student attendance as a means to support student achievement.

Needs Assessment with Data and Rationale

Domain I – Current Data

AVERAGE DAILY ATTENDANCE

Students with No Absences: 11%

Average Daily Attendance: 95.6%

Current data (as of 4/30/2024) shows average daily attendance rate of 95.65%. Based on this percentage, total revenue lost year to date is $251,878.87.

TRUANCY

Grade Level	Number Truant	Total Students	Percent
6	10	193	5.2%
7	11	182	6.0%
8	9	217	4.1%
9	15	180	8.3%
10	14	178	7.9%
11	16	177	9.0%
12	24	153	15.7%
Total MS	**30**	**592**	**5.1%**
Total HS	**69**	**688**	**10.0%**
Grand Total	**99**	**1280**	**7.7%**

Current data (as of 4/30/2024) shows truancy rates by grade level indicating overall higher rates in high school. The average middle school truancy rate is 5.1%, half of the current high school rate of 10%.

KEY ACTION FOUR

Domain II – Trend Data
NO GRADE AWARDED (DUE TO ATTENDANCE)

	2022-2023			2023-2024	
	S1	**S2**		**S1**	**S2**
9	191	136		105	169
10	291	193		130	178
11	193	164		154	152
12	---	---		118	274
TOTAL	**675***	**493***		**507**	**773**

*12th grade data is unavailable due to students being removed from the system following graduation.

Data shows a high number of NGs accumulated in high school credit classes. These numbers do reflect all courses, not just the ADA periods of 2nd and 6th.

Indicators of success

1. Increase ADA from 95.6% (as of 4/30/2024) to above 96% in 2024-2025.
2. Decrease the number of NGs (no grade awarded due to chronic absenteeism) by 25%, from 1280 to less than 960 by 2024-2025.
3. Decrease truancy rates in middle school from 5.06% to less than 4% and in high school from 10% to less than 8% by 2024-2025.

Specific actions – school leaders

1. Utilize the Hero behavior tracking system for tardies and follow through with consequences.
2. Meet weekly to review chronically absentee students and develop individualized plans.
3. Develop individualized growth plans for absentee students and engage parents.
4. Ensure consistent consequences for chronic violations, including parent meetings and attendance contracts.

Specific actions – staff

1. Notify parents and the attendance clerk when students are absent for more than two consecutive classes.
2. Take accurate attendance daily and adhere to the tardy policy.
3. Be on duty during passing periods to support attendance.
4. Attendance clerk will maintain records and refer chronic cases to administrators or social workers.

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	Connections to District Plan
	HISD core value 3: hold students and ourselves to high expectations
	HISD core value 4: parent engagement and community support
	HISD core value 6: reducing inequities inherent in the education system

Key Action Four: Increase student attendance as a means to support student achievement

Staff Development

Who:
Administrators, teachers, support staff, student information representative, attendance clerk, social workers

What:
• Accurate attendance reporting
• At-risk supports
• Home visits

When: Ongoing throughout the school year

Where: On campus (in person)

Budget

Proposed item	Description	Amount
Staff development		0
Materials/resources	Wraparound supplies Uniforms	Total $ 25,000
Purchased services	Hero	Total $ 12,000
	TOTAL	**$ 37,000**

Funding sources:
General Revenue
State Comp Ed
High school allotment