Houston Independent School District

014 Sterling High School

2023-2024 Comprehensive Needs Assessment

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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 NESA 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