Houston Independent School District

081 Sharpstown International School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Board Approval Date: October 14, 2021

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.

Statement of Philosophy

At SIS, we care for each of our students as individuals with unlimited potential. The SIS community commits to instill in our students the value of hard work, the importance of intellectual pursuits, the necessity of respectful debate, the virtue of critical thinking, and a belief in oneself to accomplish beyond the ordinary.

SIS is committed to IB principles and practices shaping teaching and learning in the school.

Our grade 6 through 12 program of study fosters global understanding through a challenging and rigorous curriculum. We continuously strive to promote leadership, responsibility, and service in our students, our staff, and our community.

SIS offers its students the opportunity to obtain the internationally recognized International Baccalaureate Diploma in addition to their Texas high school diploma. The two-year Diploma Programme engages students in a challenging curriculum in an interactive way. Through inquiry and investigation, students develop critical thinking skills and hone their analytical abilities.

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Comprehensive Needs Assessment

Revised/Approved: September 15, 2021

Needs Assessment Overview

At the start of the 2021-2022 school year, SIS has over 1,315 enrolled students, continuing its pattern of steady enrollment growth. Of the enrolled students, approximately 80% are Hispanic, 7% African American, 8% Asian, and 5% white/other. SIS has historically met the requirements for Title I, with just under 100% of the student population qualifying for federal free-and-reduced lunch.

The student population at SIS is 10% at-risk, 80% LEP, 7% Special Education, and 30% Gifted and Talented. Due to the high percentage of students labeled as low SES, Sharpstown International School receives Title 1 Part A and State Compensatory Education funding. Regardless of the challenges, the dropout rate is below 0.3%, below the district average of 3%. The graduation rate at SIS has been very high at 99% or higher. While a large percentage of students come from the immediate Sharpstown neighborhood, the magnet program at SIS draws students from across HISD.

Sharpstown International School routinely performs above district average in all STAAR-tested courses, and continues to do well on other metrics of academic success (CCMR, Advanced Placement, etc). A thorough analysis of campus data reveals a few areas of focus for the coming school year: increasing student performance in ELA through a focus on number of students reading on grade level, and continuing to push performance in math with a focus on increasing "Masters" performance in all STAAR-tested courses. Focus on these two areas is thought to have a trickle-down positive effect on other areas of focus, including increasing CCMR performance through higher scores on SAT, AP, ACT. Additionally, a campus-wide push for focus on authentic, content-based writing will help push scores across the board in both STAAR courses and AP. The majority of Special Education students are mainstreamed into their general education classrooms, and receive support through push-in and pull-out services. Special Education performance in ELA and Math is a focus for the 2021-2022 school year.

Based on the Comprehensive Needs Assessment, it was determined that the greatest focus area for the campus in the coming school year is pushing rigor in the classroom and holding all students accountable for higher-level critical thought. In previous years, students at SIS scored tremendously well on STAAR exams, and attention is now being turned towards advanced level of achievement on STAAR, the SAT, and AP exams. As many of our students come into SIS reading below grade level, and often with below grade level ability in math, the focus continues to be catching entering students up to the appropriate grade level content while simultaneously developing higher level knowledge.

Demographics

Demographics Summary

At the start of the 2021-2022 school year, SIS has over 1,300 enrolled students, continuing its pattern of steady enrollment growth. Of the enrolled students, approximately 80% are Hispanic, 7% African American, 8% Asian, and 5% white/other. SIS has historically met the requirements for Title I, with just under 100% of the student population qualifying for federal free-and-reduced lunch.

The student population at SIS is 10% at-risk, 80% LEP, 7% Special Education, and 30% Gifted and Talented. Due to the high percentage of students labeled as low SES, Sharpstown International School receives Title 1 Part A and State Compensatory Education funding. Regardless of the challenges, the dropout rate is below 0.3%, below the district average of 3%. The graduation rate at SIS has been very high at 99% or higher. While a large percentage of students come from the immediate Sharpstown neighborhood, the magnet program at SIS draws students from across HISD.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): Special Education students mainstreamed into general education classes need to receive support from both special education teachers and their general education teachers to ensure they are meeting all targets for growth and achievement.

Problem of Practice 2 (Prioritized): Students need to be served at their current level of language instruction to ensure maximum achievement in both course content and state-level tests.

Problem of Practice 3 (Prioritized): 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.

Student Learning

Student Learning Summary

Sharpstown International School continually scores high on both state-level and national rankings. For the 2018-2019 school year (the last year the state issued rankings), SIS received an "A" grade from the Texas Education Agency, and earned distinctions in: Math, Social Studies, Postsecondary Readiness, and Top 25 Percent Comparative Closing the Gaps. Additionally, in the spring of 2019, SIS earned an "A" grade on Children at Risk's Annual List of schools serving children in poverty in the Houston area. Beyond Texas, SIS earned the designation as one of America's Most Challenging High Schools as ranked by the Washington Post, as well as a silver medal designation from the US News & World Report's annual ranking of the Best High Schools in America. In 2020, Children At Risk awarded the distinctions of "Pandemic Proof" and "Top Performing School in Racial Equity" to SIS.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): Students enter SIS performing below grade level in literacy and numeracy, impacting their ability not only to succeed on the STAAR, but also to master grade-level course content

Problem of Practice 2 (Prioritized): Campus focus on "passing" the STAAR can mean that students with the ability to score at the Master's level aren't receiving the elevated level of instruction necessary to push them into higher levels of achievement.

Problem of Practice 3 (Prioritized): Decreased attendance leads to decreased performance across all content areas

Problem of Practice 4 (Prioritized): Students need to be served at their current level of language instruction to ensure maximum achievement in both course content and state-level tests.

School Processes & Programs

School Processes & Programs Summary

In 2021, SIS attained authorization by the International Baccalaureate Organization to offer the IB Diploma Programme to 11th graders in the 2021-2022 school year. SIS is also authorized by the IBO to offer the IB Middle Years Programme in grades 6-10. Because the IB Middle Years Programme is a framework for teaching and learning and not curriculum-specific, we employ the philosophy and best practices of the Middle Years Programme campus-wide, including grade 11-12 non-Diploma Programme classrooms.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): Decreased attendance leads to decreased performance across all content areas

Problem of Practice 2 (Prioritized): Students often conflate bullying with common conflict. While there are issues with conflict among peers, bullying carries with it severe consequences.

Problem of Practice 3 (Prioritized): 77% of all OSS actions are due to violations of the Student Code of Conduct, indicating a need to identify the most frequent offenses, and how student supports can be developed and delivered through SEL training in Advocacy

Priority Problems of Practice

Problem of Practice 6: Special Education students mainstreamed into general education classes need to receive support from both special education teachers and their general education teachers to ensure they are meeting all targets for growth and achievement.

Root Cause 6:

Problem of Practice 6 Areas: Demographics

Problem of Practice 1: Students enter SIS performing below grade level in literacy and numeracy, impacting their ability not only to succeed on the STAAR, but also to master grade-level course content

Root Cause 1:

Problem of Practice 1 Areas: Student Learning

Problem of Practice 3: Decreased attendance leads to decreased performance across all content areas

Root Cause 3:

Problem of Practice 3 Areas: Student Learning - School Processes & Programs

Problem of Practice 7: Students need to be served at their current level of language instruction to ensure maximum achievement in both course content and state-level tests.

Root Cause 7:

Problem of Practice 7 Areas: Demographics - Student Learning

Problem of Practice 2: Campus focus on "passing" the STAAR can mean that students with the ability to score at the Master's level aren't receiving the elevated level of instruction necessary to push them into higher levels of achievement.

Root Cause 2:

Problem of Practice 2 Areas: Student Learning

Problem of Practice 4: Students often conflate bullying with common conflict. While there are issues with conflict among peers, bullying carries with it severe consequences.

Root Cause 4:

Problem of Practice 4 Areas: School Processes & Programs

Problem of Practice 8: 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 8:

Problem of Practice 8 Areas: Demographics

Problem of Practice 5: 77% of all OSS actions are due to violations of the Student Code of Conduct, indicating a need to identify the most frequent offenses, and how student supports can be developed and delivered through SEL training in Advocacy

Root Cause 5:

Problem of Practice 5 Areas: 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.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- 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
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8

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
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- 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
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- 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

Parent/Community Data

- Parent 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

Board Goals

Revised/Approved: September 15, 2021

Board Goal 1: ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 1: ELAR   The number of students identified as needing Tier III reading intervention will decrease by 50% and the number of students identified as needing Tier II intervention will decrease by 25% as measured by EOY screener results.

    Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: 100% of students enrolled in Reading classes will receive instruction targeted to their specific skill deficits as determined by objective-based assessments.

    Evaluation Data Sources: Classroom observations with "literacy look fors," specifically data-driven instruction around Renaissance Instructional Reports

Strategy 1 Details	Reviews			
Strategy 1: ELA teachers will provide targeted, specific lessons on identified areas of growth to increase student comprehension.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase student comprehension
    Staff Responsible for Monitoring: ELA teachers; ELA Dean; ELA TDS
    Action Steps: All students appropriately scheduled into Reading Intervention classes by BOY; all teachers receive documentation of students requiring additional reading support
 	
    Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math
	60%			

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: Students enter SIS performing below grade level in literacy and numeracy, impacting their ability not only to succeed on the STAAR, but also to master grade-level course content

Measurable Objective 2: Students will engage in at least 25% more time spent in independent reading throughout the school day.

    Evaluation Data Sources: Observations/walkthroughs of all content areas, with emphasis on student independent reading

Strategy 1 Details			Reviews			
Strategy 1: Increase time spent engaged in reading across all content areas.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in reading fluency and comprehension			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: All teachers **Action Steps:** Develop and deliver in-house reading PD for non-ELA/non-intervention teachers for strategy implementation in all contents **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Library books - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $20,000			50%			
0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue			

Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 1: Students enter SIS performing below grade level in literacy and numeracy, impacting their ability not only to succeed on the STAAR, but also to master grade-level course content

Measurable Objective 3: 100% of non-ELA classrooms will have a variety of reading materials available to students aligned with course content.

 Evaluation Data Sources: BOY classroom checks to determine the current status of classroom libraries

Strategy 1 Details			Reviews			
Strategy 1: Increase student access to a wide variety of informational texts across contents and grade levels.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in reading fluency and comprehension			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: All teachers **Action Steps:** Train and monitor data analysis and usage during GLC periods (especially RTI Reading Intervention data); adjust student assignment into reading tiers based on current, relevant data; implement in-class strategies and interventions based on live data **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math			40%	100%	100%	
0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue			

Measurable Objective 3 Problems of Practice:

Student Learning
Problem of Practice 1: Students enter SIS performing below grade level in literacy and numeracy, impacting their ability not only to succeed on the STAAR, but also to master grade-level course content

Board Goal 2: MATH 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 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

Goal 1: MATH   Level 3 achievement in each STAAR tested math course will increase by at least 10%.

    Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: 100% of math teachers will use Universal Screener data to deliver targeted instruction to specific student needs.

    Evaluation Data Sources: Universal Screener; STAAR

Strategy 1 Details	Reviews			
Strategy 1: Schedule time throughout the year to collect reliable assessment data from the Universal Screener	**Formative**			**Summative**
Strategy's Expected Result/Impact: Data that drives instruction **Staff Responsible for Monitoring:** FAC; Math Dean; math teachers	**Nov**	**Jan**	**Mar**	**June**
Action Steps: * Ensure all students in STAAR tested courses take the BOY Math Screener * Utilize screener data in GLC to analyze performance by grade, student, standard to develop intervention plans * Continually monitor and adjust instruction as indicated by data **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	50%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 2: Campus focus on "passing" the STAAR can mean that students with the ability to score at the Master's level aren't receiving the elevated level of instruction necessary to push them into higher levels of achievement.

Measurable Objective 2: 100% of students scheduled into targeted Algebra 1 and SAT tutorials to increase Level 3 Algebra 1 EOC scores and increase SAT scores.

    Evaluation Data Sources: Tutorial attendance; Algebra I EOC results; SAT scores

Strategy 1 Details	Reviews			
Strategy 1: Address student weaknesses as evident in Universal Screener, class diagnostics, etc.	Formative			Summative
Strategy's Expected Result/Impact: Data-driven instruction targeted to student needs	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Math Dean; Math teachers				
Action Steps: * Devote time each GLC to analyze student performance by standard, identifying low-scoring objectives and collaborating on high-impact instructional strategies for remediation * Utilize Advocacy blocks of time to schedule students into Alg 1 tutorials/enrichment *Schedule all 11th graders into SAT prep coursework to be completed during Advocacy * Ensure all 11 grade Advocacy staff are trained in SAT to assist with SAT math prep curriculum **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Extra duty pay for tutorials - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - $30,000 , Graphing calculators - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $10,000	50%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 2: Campus focus on "passing" the STAAR can mean that students with the ability to score at the Master's level aren't receiving the elevated level of instruction necessary to push them into higher levels of achievement.

Measurable Objective 3: 100% of students enrolled in 8th grade math will receive appropriate supports and interventions for success on STAAR, and foundation for success in Alg 1.

Evaluation Data Sources: Schedule checks; on-track data; GLC data dives; benchmark/snapshot assessments

Strategy 1 Details	Reviews			
Strategy 1: Ensure student schedules 8th grade students appropriately scheduled into 8th grade math/Alg 1 based on prior performance and available data	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Meeting student needs **Staff Responsible for Monitoring:** Math Dean, Master Scheduler **Action Steps:** * Ensure all incoming 8th graders accurately schedule according to math ability and historical performance * Dedicate time in GLC to review 8th grade math snapshot and benchmark data to review progress and identify low-scoring objectives for intervention and remediation * Monitor student performance through frequent assessment and data analysis **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Interactive display panels - 2110000000 - Title 1 Basic Programs - 6600 - Capital Outlay - $75,000	100%	100%	100%	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 3 Problems of Practice:

Student Learning
Problem of Practice 2: Campus focus on "passing" the STAAR can mean that students with the ability to score at the Master's level aren't receiving the elevated level of instruction necessary to push them into higher levels of achievement.

Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.
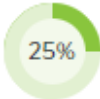
Goal 1: SCHOOL PROGRESS   The percentage of graduates that meet the criteria for CCMR as measured in Domain I of the state accountability system will increase 7 percentage points from 67% in 2017-2018 to 74% for 2022-2023 graduates.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: 100% of students grades 9-11 will log at least 15 hours of Khan Academy SAT prep by end of spring semester.

Evaluation Data Sources: Khan Academy access reports

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Students will complete Khan Academy lessons at least once weekly during Advocacy time.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student SAT readiness	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: All teachers, SAT Coordinator				
Action Steps: * Identify appropriate Khan Academy lessons and assign by grade level. * SAT Coordinator will create instructions for Advocacy teachers to assist students in logging on and completing lessons. * At the close of each grading cycle, HS Deans will track student progress towards completion of 15 hours logged on Khan Academy and share results with larger administrative team and high school instructional staff. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college	25%			
	0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Measurable Objective 2: 100% of native speakers will sit for the appropriate AP Language exam.

Evaluation Data Sources: AP Language exam registrations
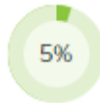
HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Identify all eligible native speakers of languages other than English and encourage to sit for AP language exam.	Formative			Summative
Strategy's Expected Result/Impact: CCMR eligibility for identified students	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: AP Coordinator, AP language teachers, HS Deans **Action Steps:** * AP Coordinator will identify native speakers of languages other than English through the Home Language survey. * Native speakers of languages represented by an AP Language exam will be contacted encouraged to sit for the appropriate exam. Parents will also be made aware of the possible benefits that come from qualifying scores. * Native speakers of Spanish and Mandarin will be offered after-school tutorials from SIS instructors to prepare them for test content and structure. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college	0%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Measurable Objective 3: 100% of seniors without qualifying SAT/AP scores will register for the TSI.

Evaluation Data Sources: AP/SAT scores for senior students; TSI registrations; TSI pass rates (math, reading)

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: All 12th graders without CCMR points earned through SAT/AP achievement will prepare for and test on the TSI.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: CCMR eligibility for identified students **Staff Responsible for Monitoring:** 12th grade Dean, College Access Coordinator, Campus Testing Coordinator **Action Steps:** * By December of student senior year, 12th grade dean will identify any students without CCMR point earned through AP or SAT scores. * Students will be registered for TSI testing, preferrably offered on campus through purchase of test licenses. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college	5%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Board Goal 4: CLOSING THE GAPS 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 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

Goal 1: CLOSING THE GAPS   The percentage of students receiving special education services who meet or exceed grade-level standards as measured by STAAR 3-8 Reading and STAAR EOC English I and II assessments will be at least 30%.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: All special education students receive targeted tutorials in advocacy classes daily provided by ELA teachers

Evaluation Data Sources: Tutorial logs, IMAGINE Language access reports

Strategy 1 Details		Reviews		
Strategy 1: All special education students receive targeted tutorials in advocacy classes daily provided by ELA teachers		**Formative**		**Summative**
Strategy's Expected Result/Impact: Increased performance on STAAR 8 Reading and English I and II EOC **Staff Responsible for Monitoring:** ELA teachers, ELA Dean **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	**Nov**	**Jan**	**Mar**	**June**
	50%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: Special Education students mainstreamed into general education classes need to receive support from both special education teachers and their general education teachers to ensure they are meeting all targets for growth and achievement.

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE   Average daily student attendance will increase to at least 98% in 2021-2022.

    Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Improve attendance reporting by 50%, resulting in a reduction in the number of changes and errors.

    Evaluation Data Sources: Daily attendance checks; Regular review during GLC to identify best practices in timely attendance

Strategy 1 Details	Reviews			
Strategy 1: ADA reminder at 10:30 am; develop incentive system for teachers to accurate attendance in a timely manner	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved accuracy and timeliness of attendance reporting	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators **Action Steps:** * August in-service training around new attendance reporting procedures * Streamline and analyze for efficiency campus procedures for submitting and correcting attendance * Monitor ongoing compliance with appropriate attendance taking procedures **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools	100%	100%	100%	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 3: Decreased attendance leads to decreased performance across all content areas

School Processes & Programs
Problem of Practice 1: Decreased attendance leads to decreased performance across all content areas

Measurable Objective 2: Increase overall student ADA to 98%

    Evaluation Data Sources: Weekly attendance reports from SIR; benchmark attendance reports at 6 week cycle end

Strategy 1 Details	Reviews			
Strategy 1: In absence of ability to create attendance incentives, grade level meetings each progress report to discuss attendance trends and students of concern.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased attendance and reporting accuracy **Staff Responsible for Monitoring:** Grade level deans **Action Steps:** * Monitor weekly attendance reports to identify students of concern * Schedule meetings with students and parents to discuss ongoing areas of concern, as well importance of daily attendance * Continue to monitor student attendance for signs of relapse and regression **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools	0%			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 3: Decreased attendance leads to decreased performance across all content areas
School Processes & Programs
Problem of Practice 1: Decreased attendance leads to decreased performance across all content areas

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE   Reduce overall instances of OSS (out-of-school suspension) by 5%

    Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Decrease instances of OSS from 57 to 52 by focusing on preventative training around most frequent infractions

    Evaluation Data Sources: Behavior referrals

Strategy 1 Details	Reviews			
Strategy 1: Code of Conduct violations make up the largest number of OSS actions. By focusing on the most prevalent, and providing training and support to staff and students, we can decrease the number of students taken out of the instructional environment.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Decrease incidents requiring OSS **Staff Responsible for Monitoring:** Grade level deans **Action Steps:** * Create a committee of volunteers (admin and teaching faculty) to analyze historical discipline data, including instances of Student Code of Conduct Violation * Develop student-facing training for students (to be delivered during Advocacy) focusing on top violations of Code of Conduct, and how students can thoughtfully react in similar situations to avoid disciplinary consequences * For students with recurrent discipline issues, coordinate with campus social worker to identify SEL supports and strategies to purposefully engage in decision-making to avoid historical triggers and consequences **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	40%			
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Measurable Objective 1 Problems of Practice:

School Processes & Programs
Problem of Practice 3: 77% of all OSS actions are due to violations of the Student Code of Conduct, indicating a need to identify the most frequent offenses, and how student supports can be developed and delivered through SEL training in Advocacy

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION   100% of students will be trained to recognize the warning signs of bullying (including cyberbullying), differentiate between bullying and conflict, and be able to identify a trusted adult they can report to.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: 100% of students will receive training on bullying prevention through their Advocacy class

Evaluation Data Sources: Advocacy training completion reports

Strategy 1 Details	Reviews			
Strategy 1: Students will be trained on the warning signs of bullying and how to address and report in real-life situations	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decreased incidents of bullying	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: All teachers, all grade level deans, social worker **Action Steps:** * Develop/identify bullying training for delivery in Advocacy * Create a student-facing survey to determine student mastery of bullying content, and determine whether the student has trusted adult on campus to whom they can report instances of bullying **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools	0%			
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Measurable Objective 1 Problems of Practice:

School Processes & Programs
Problem of Practice 2: Students often conflate bullying with common conflict. While there are issues with conflict among peers, bullying carries with it severe consequences.

Measurable Objective 2: 100% of students will be able to identify a trusted adult on campus to whom they are able to report instances of bullying.

Evaluation Data Sources: Student survey

Strategy 1 Details	Reviews			
Strategy 1: Students will be surveyed to determine their adult support networks and identify a trusted adult to whom they can report suspected cases of bullying.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Decreased incidents of bullying; increased in students feeling safe at school **Staff Responsible for Monitoring:** Grade level deans, social worker **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools	0%			
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Measurable Objective 2 Problems of Practice:

School Processes & Programs
Problem of Practice 2: Students often conflate bullying with common conflict. While there are issues with conflict among peers, bullying carries with it severe consequences.

Measurable Objective 3: 100% of students will be able to differentiate between bullying and ordinary conflict.

    Evaluation Data Sources: Student survey; informal data collection

Strategy 1 Details	Reviews			
Strategy 1: Through training, students will be able to differentiate between run-of-the-mill peer conflict and more serious issues of sustained bullying.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Decreased incidents of bullying; increased in students feeling safe at school **Staff Responsible for Monitoring:** Grade level deans, all teachers, social worker **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools	0%			
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Measurable Objective 3 Problems of Practice:

School Processes & Programs
Problem of Practice 2: Students often conflate bullying with common conflict. While there are issues with conflict among peers, bullying carries with it severe consequences.

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION   Increase Special Education performance in Approaches, Meets, and Masters in all STAAR-tested ELA and math by 5%

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1: Performance by special education students in all categories (Approaches, Meets, Masters) will rise by 5% in all STAAR-tested ELA and math courses.

Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Students labeled as Special Education will receive targeted support and instruction aligned to their needs as outlined by their IEP as well as indicated by data on the Universal Screener.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased performance by special education students **Staff Responsible for Monitoring:** Special Education chair; resource teacher; classroom teachers; Special Education administrator; Instructional Specialists **Action Steps:** * Create master schedule to allow maximum efficiency in serving Special Education students in math/ELA * Based on data, develop detailed intervention plan to support labeled students master grade level content * Ensure general ed classroom teachers are familiar with all student accommodations and able to adapt work to the level required of individual student's IEP. Ensure faithful implementation through routine checks of submitted lessons, as well as coaching conversations with appraiser **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	75%	100%	100%	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: Special Education students mainstreamed into general education classes need to receive support from both special education teachers and their general education teachers to ensure they are meeting all targets for growth and achievement.

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS   90% of all EL students will grow at least one level.

  Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 100% of EL students receive services tailored to their language level

  Evaluation Data Sources: Reviews of lesson plans aligned to ELPS; classroom observations focused on ESL instruction and support

Strategy 1 Details	Reviews			
Strategy 1: Group students in ELA classrooms by specific language ability, allowing the teacher to target instruction to the appropriate level	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased performance of ELL students **Staff Responsible for Monitoring:** LPAC administrator; ELA teachers **Action Steps:** * Ensure students accurately scheduled into appropriate ESL classroom based on most recent TELPAS data * Ensure all students receiving ESL services are instructed by teacher with current ESL certificate * Use GLC time to collaborate and develop appropriate activities tailored to ESL level **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Instructional materials - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $25,000	40%			
^{0%} No Progress ^{100%} Accomplished ➡ Continue/Modify ✕ Discontinue				

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 2: Students need to be served at their current level of language instruction to ensure maximum achievement in both course content and state-level tests.
Student Learning
Problem of Practice 4: Students need to be served at their current level of language instruction to ensure maximum achievement in both course content and state-level tests.

Measurable Objective 2: 100% of teachers will use Sheltered Instruction teaching strategies for second language acquisition in every lesson

  Evaluation Data Sources: Classroom observations of all content areas, emphasis on SIOP strategies

Strategy 1 Details	Reviews			
Strategy 1: GLCs trained by content in how to adopt sheltered instruction practices for their classroom; continual reflection and adaptation through peer-to-peer observations, as well as feedback conversations with appraisers.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased performance of ELL students **Staff Responsible for Monitoring:** ESL teachers; ESL TDS; ELA Dean **Action Steps:** * Coordinate SIOP training dates for delivery during August in-service, GLC, district PD days * Ensure teachers are comfortable and familiar with go-to SIOP strategies for faithful implementation in the classroom * Conduct routine classroom observations and learning walks to observe SIOP strategies in action in ESL classrooms across content areas **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	50%			

	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Measurable Objective 2 Problems of Practice:

Demographics
Problem of Practice 2: Students need to be served at their current level of language instruction to ensure maximum achievement in both course content and state-level tests.
Student Learning
Problem of Practice 4: Students need to be served at their current level of language instruction to ensure maximum achievement in both course content and state-level tests.

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT   Membership of PTO will increase by 25% and PTO will host two or more events over course of the school year (restrictions permitting).

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: PTO membership will grow by at least 25% by EOY, and PTO will coordinate/host campus events at least once per semester.

Evaluation Data Sources: Open House recruitment drive; midyear check of PTO membership

Strategy 1 Details	Reviews			
Strategy 1: Conduct ongoing PTO recruitment drives to build momentum and establish a sense of ownership with all stakeholders; develop fundraising opportunities for PTO in order to continue contributing to campus-wide initiatives.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in parent involvement **Staff Responsible for Monitoring:** Title 1 coordinator; Parent Engagement clerk; VIPS coordinator **Action Steps:** * Include PTO membership applications in all physical first day of school packets distributed to parents/students * Coordinate with current PTO leadership to identify areas of campus cultural need to design programming for the 2020-2021 school year * Build upon historical successes by re-evaluating and re-visiting plans for Fall Fest and I-Fest, building greater opportunities for parental involvement **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools	0%			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 3: 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.

Measurable Objective 2: Host 3 events for high school parents to discuss options for students following graduation.

Evaluation Data Sources: BOY proposed calendar for events; MOY reflection of events held and plans for EOY event

Strategy 1 Details	Reviews			
Strategy 1: Increase knowledge of post-secondary options to students and parents; host FAFSA fairs to help fill out paperwork; host evening university fairs and military recruiters to accommodate working parent schedules	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased parental awareness and understanding of post-secondary options and processes **Staff Responsible for Monitoring:** College readiness administrator; College Success Advisor **Action Steps:** * Based on identified need, create three events throughout the school year for high school parents to discuss options for students **Title I Schoolwide Elements:** 2.6, 3.2 - **TEA Priorities:** Connect high school to career and college	25%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Measurable Objective 2 Problems of Practice:

Demographics
Problem of Practice 3: 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.

Measurable Objective 3: Host at least 1 event for 8th grade parents preparing for student transition into High School

Evaluation Data Sources: Parent feedback following event; the number of students electing to continue at SIS for high school course work

Strategy 1 Details	Reviews			
Strategy 1: Increase knowledge of high school course work and graduation requirements	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased retention of students transitioning to high school (9th grade)	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: High school deans; registrar; principal; social worker **Action Steps:** * Hold one parent event for parents of rising 9th graders to detail expectations and requirements of high school, including graduation requirements and how to begin planning for post-high school **Title I Schoolwide Elements:** 2.6, 3.2 - **TEA Priorities:** Connect high school to career and college	0%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Measurable Objective 3 Problems of Practice:

Demographics
Problem of Practice 3: 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.

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, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), 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, 2021.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE:
Estimated number of students to be screened:
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE:
Estimated number of students to be screened:
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE:
Estimated number of students to be screened:
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE:
Estimated number of students to be screened:
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION:
Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 6: 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 2021-2022.

Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team
Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

Measurable Objective 7: 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: [UPDATE]PERSON RESPONSIBLE who is certified in CPR/AED:
Number of AEDs on campus:

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.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 081 Sharpstown International School

Total SCE Funds: $188,247.45
Total FTEs Funded by SCE: 3
Brief Description of SCE Services and/or Programs

3 teaching positions - one each in science, arts (band), and math

Personnel for 081 Sharpstown International School

Name	Position	FTE
Gomez, Jeannie Lee	Tchr, Science	1
Smith, Lindsay Marie	Tchr, Music, Secondary	1
Washington, Taylor Jenae	Tchr, Math	1

Title I Schoolwide Elements

ELEMENT 1. SWP 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 shared decision-making committee (SDMC).

Based on the Comprehensive Needs Assessment, it was determined that the greatest focus area for the campus in the coming school year is pushing rigor in the classroom and holding all students accountable for higher-level critical thought. In previous years, students at SIS scored tremendously on STAAR exams, and attention is now being turned towards advanced level of achievement on STAAR, the SAT, and AP exams. As many of our students come into SIS reading below grade level, and often with below grade level ability in math, the focus continues to be catching entering students up to the appropriate grade level content while simultaneously developing higher level knowledge.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

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 through their involvement with the SDMC.

Four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement:

These strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

1. Data-informed scheduling into appropriate reading/math intervention & enrichment courses

2. Access to technology across all grade levels, with teachers receiving training to implement faithfully and successfully.

3. Campus-wide focus on literacy through Literacy in the Middle and Literacy Empowered

4. Campus-wide implementation of a complex, engaging curriculum delivered through an International Baccalaureate lens in the Middle Years Programme

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 weekly data reviews in departmental meetings and leadership meetings.

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

The SIP is available to parents in the following locations:

- On campus
- At parent meetings
- School website

The SIP was made available to parents by:

- Parent meetings
- Online

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:

Four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement:

These strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

1. Data-informed scheduling into appropriate reading/math intervention & enrichment courses

2. Access to technology across all grade levels, with teachers receiving training to implement faithfully and successfully.

3. Campus-wide focus on literacy through Literacy in the Middle and Literacy Empowered

4. Campus-wide implementation of a complex, engaging curriculum delivered through an International Baccalaureate lens in the Middle Years Programme

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include providing targeted tutorials after school and providing access to online digital resources and materials that support skill development corresponding to state standards.

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 through focused professional development
- Proficient Tier 1 explicit instruction taking place in all content areas
- Bi-weekly AT BATs
- Small Group Instruction based on student data needs

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- PTO President
- FACE Coordinator
- Title I Coordinator
- Principal
- Classroom teachers

The PFE was distributed

- On the campus website
- At parent meetings

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

1. Increased focus on recruitment into campus PTO

2. Hosting of multiple events per semester designed to increase parent engagement on campus (Fall Fest, I-Fest, etc)

3. Development and publication of resources to assist parents in navigating an IB education

4. Built in support structures to encourage and support parents in day-to-day interaction with their student's teachers

3.2: Offer flexible number of parent involvement meetings

The campus provides four Title I Parent Meetings and each meeting has an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 - Open House - Sep 15, 2021 6-8 pm
- Meeting #1 Alternate - video recordings available
- Meeting #2 - Coffee with the Principal - Oct 6, 2021 9 am

- Meeting #2 Alternate - Oct 6, 2021 5 pm
- Meeting #3 - Coffee with the Principal - Oct 27, 2021 9 am
- Meeting #3 Alternate - Oct 27, 2021 5 pm
- Meeting #4 - Coffee with the Principal - Feb 17, 2022 9 am
- Meeting #4 Alternate - Feb 17, 2022 5 pm

Title I Personnel

Name	Position	Program	FTE
Amy Gaudet	Social Worker		1.0
Fatima Baker	Teacher	Reading	1.0

Campus Based Leadership Team

Committee Role	Name	Position
Administrator	Bryan Bordelon	Principal
Administrator	Jacqueline Cayton	Dean of Students
Administrator	Adriana Lopez-Garcia	Dean of Students
Administrator	Ida Platt	Dean of Students
Administrator	W. Jason Dedrick	Dean of Students
Administrator	Robin Bissell	IB Coordinator
Administrator	Alex Brahm	IB Coordinator
Administrator	Aaron Harris	Teacher Specialist
Administrator	Edis Moreno	Magnet Coordinator
Administrator	Greg Mills	Registrar

Campus Shared Decision Making Committee

Committee Role	Name	Position
Administrator	Bryan Bordelon	Principal
Classroom Teacher	Elizabeth Kantor	Teacher
Classroom Teacher	Jeannie Gomez	Teacher
Non-classroom Professional	Hortencia Oropeza	Chair, Special Education
Classroom Teacher	Alicia Miller	Teacher
Classroom Teacher	Luis Carrillo DeAlbornoz	Teacher
Non-classroom Professional	Chantell Hooks	School Nurse
Non-classroom Professional	Claudia VieraCastro	School Secretary
Classroom Teacher	Vacant Position	Teacher

Campus Funding Summary

				2110000000 - Title 1 Basic Programs		
Board Goal	**Goal**	**Measurable Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	1	Library books	6300 - Supplies and Materials	$20,000.00
2	1	2	1	Extra duty pay for tutorials	6100 - Payroll	$30,000.00
2	1	2	1	Graphing calculators	6300 - Supplies and Materials	$10,000.00
2	1	3	1	Interactive display panels	6600 - Capital Outlay	$75,000.00
5	5	1	1	Instructional materials	6300 - Supplies and Materials	$25,000.00
					Sub-Total	$160,000.00
					Grand Total	$160,000.00

Addendums

2021-2022 Professional Development Plan*

PD Dates	PD Format	PD Topic	Resources Needed	SIP Goal Alignment
Aug. 16	Virtual	Review of data from last year IB learner profile IB approaches to teaching and learning New teacher cohort introduction	Principal IB Coordinator Deans	Board Goal 1, Goal 1 Board Goal 2, Goal 1 Board Goal 3, Goal 1 Board Goal 5, Goal 5
Aug. 17	Virtual	PLC planning - Diagnostic assessment planning - Formative assessment planning - Scope and sequence - Planning for vertical articulation	Subject group administrators	Board Goal 1, Goal 1 Board Goal 2, Goal 1 Board Goal 3, Goal 1 Board Goal 5, Goal 5
Aug. 18	N/A	TEACHER WORKDAY	N/A	N/A
Aug. 19	Virtual	District Academic PD/Job Alike Day - Technology integration for all content areas - Instructional resources for all content areas - Intervention strategies for all content areas and special populations - CTE training and resources	Subject group administrators	Board Goal 1, Goal 1 Board Goal 2, Goal 1 Board Goal 3, Goal 1 Board Goal 5, Goal 5
Aug. 20	Virtual	Special populations - EL, Special Education, Section 504 Safety and security First day procedures Faculty and staff handbook	Principal Special pops coordinators Safety officer Student info representative	Board Goal 1, Goal 1 Board Goal 2, Goal 1 Board Goal 3, Goal 1 Board Goal 5, Goal 1 Board Goal 5, Goal 5

Sept. 17	Virtual	District Choice Sessions - Serving special populations - Instructional strategies for IB classrooms - Instructional technology PLC planning - Scope and sequence - Unit and lesson planning - Professional development goals IPDP	Subject group administrators	Board Goal 1, Goal 1 Board Goal 2, Goal 1 Board Goal 3, Goal 1 Board Goal 5, Goal 5
Oct. 4	Virtual	District Choice Sessions - Serving special populations - Instructional strategies for IB classrooms - Instructional technology - Intervention strategies	Subject group administrators	Board Goal 1, Goal 1 Board Goal 2, Goal 1 Board Goal 3, Goal 1 Board Goal 5, Goal 5
Feb. 21	Virtual	District Choice Sessions - Serving special populations - Instructional strategies for IB classrooms - Instructional technology - Intervention strategies	Subject group administrators	Board Goal 1, Goal 1 Board Goal 2, Goal 1 Board Goal 3, Goal 1 Board Goal 5, Goal 5

* Only pdf documents can print with your SIP. Please complete and save as a pdf before uploading into Plan4Learning.

Texas Education Agency
2019-20 School Report Card
SHARPSTOWN INTERNATIONAL SCHOOL (101912081)

Accountability Rating

All Districts and Schools Were Not Rated in 2020 Due to COVID-19

Not Rated

Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings.

Click here to read the official announcement.

School Information

District Name: HOUSTON ISD
Campus Type: Elementary/Secondary
Total Students: 1,250
Grade Span: 06 - 12

For more information about this campus, see **https://TXSchools.gov** or the Texas Academic Performance Report at **https://rptsvr1.tea.texas.gov/perfreport/tapr/2020/index.html**

Distinction Designations

Distinction designations were not awarded in 2020.

School and Student Information

This section provides demographic information about SHARPSTOWN INTERNATIONAL SCHOOL, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2018-19)	96.5%	95.3%	95.4%
Enrollment by Race/Ethnicity			
African American	7.4%	22.7%	12.6%
Hispanic	80.6%	62.3%	52.8%
White	2.3%	9.2%	27.0%
American Indian	0.2%	0.2%	0.4%
Asian	9.4%	4.2%	4.6%
Pacific Islander	0.1%	0.1%	0.2%
Two or More Races	0.1%	1.3%	2.5%
Enrollment by Student Group			
Economically Disadvantaged	95.9%	79.1%	60.2%
Special Education	5.1%	8.1%	10.7%
English Learners	18.9%	33.9%	20.3%
Mobility Rate (2018-19)	5.0%	18.1%	15.3%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Grade 6	24.3	21.5	20.4
Secondary			
English/Language Arts	20.1	19.1	16.4
Foreign Languages	21.5	22.1	18.7
Mathematics	25.0	21.9	17.8
Science	23.5	22.6	18.8
Social Studies	21.9	23.6	19.3

School Financial Information (2018-19)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see **http://tea.texas.gov/financialstandardreports/.**

	Campus	District	State
Instructional Staff Percent	n/a	57.8%	64.6%
Instructional Expenditure Ratio	n/a	62.1%	62.8%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$6,231	$9,380	$9,913
Instruction	$4,501	$5,191	$5,558
Instructional Leadership	$84	$153	$162
School Leadership	$679	$697	$589

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year. **Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the performance of this year's report is not updated.**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2019	78%	72%	**93%**	93%	93%	93%	-	98%	*	*	93%
	2018	77%	70%	**91%**	90%	90%	92%	-	99%	*	100%	91%
ELA/Reading	2019	75%	69%	**90%**	91%	89%	85%	-	99%	*	*	90%
	2018	74%	66%	**89%**	87%	88%	89%	-	98%	*	*	89%
Mathematics	2019	82%	77%	**96%**	93%	96%	100%	-	100%	*	-	96%
	2018	81%	76%	**95%**	96%	95%	100%	-	100%	*	*	95%
Writing	2019	68%	64%	**89%**	94%	87%	*	-	100%	-	-	89%
	2018	66%	59%	**82%**	92%	79%	100%	-	89%	-	-	81%
Science	2019	81%	74%	**97%**	96%	97%	92%	-	95%	*	*	98%
	2018	80%	72%	**93%**	86%	93%	86%	-	100%	*	*	93%
Social Studies	2019	81%	75%	**93%**	95%	93%	100%	-	88%	-	*	93%
	2018	78%	72%	**90%**	91%	89%	90%	-	100%	*	*	90%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	44%	**69%**	68%	66%	88%	-	87%	*	*	68%
	2018	48%	42%	**68%**	67%	66%	82%	-	84%	*	90%	68%
ELA/Reading	2019	48%	42%	**64%**	68%	62%	80%	-	78%	*	*	64%
	2018	46%	40%	**62%**	65%	60%	72%	-	79%	*	*	63%
Mathematics	2019	52%	47%	**76%**	59%	74%	100%	-	97%	*	-	76%
	2018	50%	45%	**76%**	78%	73%	100%	-	89%	*	*	76%
Writing	2019	38%	36%	**58%**	65%	52%	*	-	95%	-	-	58%
	2018	41%	36%	**56%**	58%	53%	100%	-	78%	-	-	54%
Science	2019	54%	45%	**71%**	74%	68%	85%	-	91%	*	*	70%
	2018	51%	41%	**70%**	62%	68%	71%	-	95%	*	*	69%
Social Studies	2019	55%	48%	**73%**	86%	70%	91%	-	81%	-	*	73%
	2018	53%	45%	**69%**	61%	68%	80%	-	80%	*	*	70%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	21%	**31%**	34%	28%	52%	-	55%	*	*	31%
	2018	22%	19%	**32%**	29%	30%	53%	-	56%	*	40%	32%
ELA/Reading	2019	21%	19%	**23%**	28%	20%	30%	-	36%	*	*	22%
	2018	19%	18%	**23%**	19%	22%	44%	-	34%	*	*	22%
Mathematics	2019	26%	25%	**40%**	34%	34%	82%	-	74%	*	-	39%
	2018	24%	23%	**44%**	38%	40%	73%	-	85%	*	*	43%
Writing	2019	14%	14%	**23%**	29%	17%	*	-	58%	-	-	23%
	2018	13%	12%	**18%**	25%	15%	60%	-	44%	-	-	17%
Science	2019	25%	19%	**27%**	30%	24%	46%	-	59%	*	*	26%
	2018	23%	18%	**29%**	24%	27%	43%	-	55%	*	*	29%
Social Studies	2019	33%	27%	**53%**	62%	50%	73%	-	69%	-	*	52%
	2018	31%	25%	**44%**	48%	42%	50%	-	65%	*	*	44%
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	68	**68**	63	67	81	-	75	*	*	67
	2018	69	68	**74**	73	73	88	-	80	*	*	73
ELA/Reading	2019	68	68	**67**	68	67	75	-	65	*	*	67
	2018	69	69	**70**	69	70	96	-	70	*	*	69
Mathematics	2019	70	68	**68**	56	66	88	-	87	*	-	68
	2018	70	68	**77**	76	76	78	-	91	*	*	77

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- Indicates zero observations reported for this group.
* Indicates results are masked due to small numbers to protect student confidentiality.
n/a Indicates data reporting is not applicable for this group.

Prior-Year Non-Proficient and Student Success Initiative STAAR Outcomes

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8. **Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, this year's report is not updated.**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students											
Sum of Grades 4-8											
Reading											
2019	41%	37%	**70%**	*	70%	-	-	*	-	-	70%
2018	38%	34%	**56%**	*	54%	*	-	-	-	-	54%
Mathematics											
2019	45%	41%	**45%**	*	56%	-	-	-	-	-	45%
2018	47%	42%	**46%**	*	50%	-	-	-	-	-	46%
Students Success Initiative											
Grade 8 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	72%	**89%**	75%	90%	100%	-	100%	-	-	89%
Students Requiring Accelerated Instruction											
2019	22%	28%	**11%**	25%	10%	0%	-	0%	-	-	11%
STAAR Cumulative Met Standard											
2019	85%	79%	**97%**	100%	96%	100%	-	100%	-	-	97%
Grade 8 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	82%	74%	*	-	*	-	-	-	-	-	*
Students Requiring Accelerated Instruction											
2019	18%	26%	*	-	*	-	-	-	-	-	*
STAAR Cumulative Met Standard											
2019	88%	80%	*	-	*	-	-	-	-	-	*

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Texas Education Agency
2019-20 School Report Card
SHARPSTOWN INTERNATIONAL SCHOOL (101912081)

Graduation and College, Career, and Military Readiness Outcomes

This section provides graduation, graduation plan, and College, Career, and Military Readiness rates.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)											
2018-19	1.9%	3.9%	**0.4%**	2.0%	0.2%	0.0%	-	2.0%	-	*	0.5%
2017-18	1.9%	4.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2019											
Graduated	90.0%	81.0%	**99.4%**	100.0%	99.2%	*	-	100.0%	-	*	99.4%
Graduates, TxCHSE, & Cont	94.1%	86.4%	**100.0%**	100.0%	100.0%	*	-	100.0%	-	*	100.0%
Class of 2018											
Graduated	90.0%	80.9%	**96.6%**	91.7%	97.9%	*	-	87.5%	-	*	96.3%
Graduates, TxCHSE, & Cont	94.3%	87.1%	**99.2%**	91.7%	100.0%	*	-	100.0%	-	*	99.1%
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2018											
Graduated	92.2%	84.7%	**98.3%**	91.7%	98.9%	*	-	100.0%	-	*	98.2%
Graduates, TxCHSE, & Cont	93.9%	86.6%	**99.2%**	91.7%	100.0%	*	-	100.0%	-	*	99.1%
Class of 2017											
Graduated	92.0%	84.4%	**99.2%**	100.0%	99.0%	*	-	100.0%	-	*	99.1%
Graduates, TxCHSE, & Cont	93.7%	86.7%	**99.2%**	100.0%	99.0%	*	-	100.0%	-	*	99.1%
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2017											
Graduated	92.4%	85.0%	**99.2%**	100.0%	99.0%	*	-	100.0%	-	*	99.1%
Graduates, TxCHSE, & Cont	93.7%	86.8%	**99.2%**	100.0%	99.0%	*	-	100.0%	-	*	99.1%
Class of 2016											
Graduated	92.1%	85.0%	**99.2%**	100.0%	99.1%	*	-	100.0%	-	-	99.2%
Graduates, TxCHSE, & Cont	93.4%	86.7%	**99.2%**	100.0%	99.1%	*	-	100.0%	-	-	99.2%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)											
Class of 2019	90.0%	79.2%	**96.3%**	100.0%	96.4%	80.0%	-	100.0%	-	*	96.3%
Class of 2018	90.0%	79.0%	**92.0%**	78.6%	93.9%	*	-	87.5%	-	*	91.3%
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2019	73.3%	72.0%	**-**	-	-	-	-	-	-	-	-
Class of 2018	68.5%	70.0%	**-**	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2019	87.6%	91.2%	**99.4%**	90.9%	100.0%	*	-	100.0%	-	*	99.4%
Class of 2018	86.8%	92.8%	**99.1%**	100.0%	98.9%	*	-	100.0%	-	*	99.0%
College, Career, and Military Ready (Annual Graduates)											
2018-19	72.9%	71.0%	**91.7%**	63.6%	93.7%	*	-	90.9%	-	*	91.6%
2017-18	65.5%	62.8%	**67.2%**	63.6%	65.6%	*	-	85.7%	-	*	70.5%
SAT/ACT Results (Annual Graduates)											
Tested											
2018-19	75.0%	92.5%	**100.0%**	90.9%	100.0%	*	-	100.0%	-	*	99.4%
2017-18	74.6%	95.6%	**100.0%**	100.0%	100.0%	*	-	100.0%	-	*	100.0%
Average SAT Score											
2018-19	1027	969	**1038**	929	1032	1046	-	1165	-	*	1038
2017-18	1036	974	**983**	995	974	*	-	1096	-	*	989
Average ACT Score											
2018-19	20.6	22.9	**20.7**	*	20.3	*	-	22.4	-	-	20.7
2017-18	20.6	22.5	**18.3**	*	17.6	-	-	*	-	*	18.2

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SIP APPROVAL 2021-2022

School Name and Campus #: 081 SHARPSTOWN INTERNATIONAL SCHOOL

Principal Name: BRYAN BORDELON

Area Office: HIGH SCHOOL

Please print this document and complete.

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 ___**06/09/2021**___ 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.
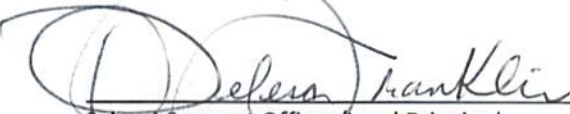
_____   9.13.21
Principal   Date

Signatures below indicate review and approval of this document.

_____   9.13.2021
PTO/PTA or other Parent Representative   Date

_____   9/13/2021
SDMC Teacher Representative   Date

_____   10/28/21
School Support Officer/Lead Principal   Date

_____   10/28/21
Area Office Superintendent   Date

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