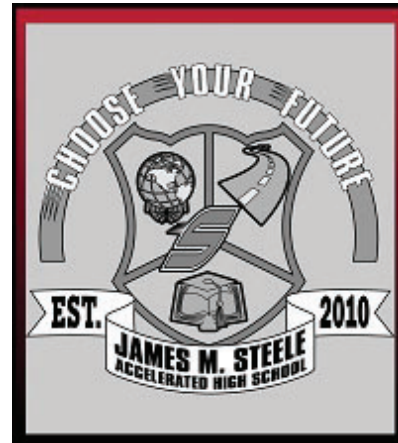


Northwest Independent School District

Steele Accelerated High School

2019-2020 Campus Improvement Plan



Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.

Northwest ISD Vision

Northwest ISD empowers learners and leaders to positively impact the world.

Northwest ISD Mission

Northwest ISD, in collaboration with students, families, communities, and global partners, will engage in a culture of learning that prepares all students to confidently navigate their future.

James M. Steele Accelerated High School Vision

James M. Steele Accelerated High School will be nationally recognized as a prestigious and innovative learning community where every graduate is empowered to choose a lifetime of learning and success.

James M. Steele Accelerated High School Mission

James M. Steele Accelerated High School prepares every student for life by collaborating, building relationships, and offering unique and challenging opportunities that empower students to choose their own future.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Steele Accelerated High School has continued to increase enrollment and has our largest enrollment in school history with 202 students this year. Our RISE and Horizons programs make up approximately 10% of our student body. Our current enrollment break down is: 9th grade = 42 students, 10th grade = 57 students, 11th grade = 50 students, 12th grade = 53 students, 66% of the student body is female, and 34% of the student body is male.

The ethnic makeup of our student consists of 64.0% Caucasian, 22.0% Hispanic, 3% Asian, 9.0% African American, and 2.0% Two or More Races. Of our 202 students, 23% are At-Risk, 19% are Special Education, 9% are 504, 1% are ELL, 12% are GT, and 30% are Economically Disadvantaged.

Demographics Strengths

57 of our 202 students qualified to be part of National Honor Society based on their academic record.

Steele High School also hosts the only two academies that allow students to be simultaneously enrolled in two academies at the same time.

Last year we had 11 students graduate with an associate's degree.

Problem Statements Identifying Demographics Needs

Problem Statement 1: "Empowering All students to increase their competitive advantage." **Root Cause:** As we increase our enrollment and give more students the opportunities that Steele AHS provides, we must continue to empower all students.

Student Academic Achievement

Student Academic Achievement Summary

Steele Accelerated High School received six state academic distinctions in the areas of English Language Arts, Mathematics, Science, Social Studies, Post-Secondary Readiness, and Academic Growth. The school received an overall state rating of "A" with a score of 95 out of 100, with a break down of 98% for Student Achievement, 92% for School Progress, and 87% for Closing the Gaps.

STAAR Passing Scores: Algebra One = 100%, Biology = 100%, U.S. History = 100%, English One = 92%, and English Two = 89%.

STAAR Masters Scores: Algebra One = 64%, Biology = 51%, U.S. History = 80%, English One = 44%, and English Two = 26%.

SAT - All 11th graders participated in the School Day SAT, March, 2019. Overall Total Mean Score of 1072, Mean ELA Score of 551, and Mean Math Score of 520.

Student Academic Achievement Strengths

The following link provides detailed information of six academic distinctions earned:

Steele AHS excels in STAAR EOCs, college preparation, college readiness, closing achievement gaps, Micro-Soft certifications, and personalizing education.

What tools/interventions/strategies yielded the greatest results?

SAT/ACT Challenge, Boot Camps, and Content Rallies.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students are under performing in SAT Mathematics and Advanced/Dual Credit completion in mathematics and science. **Root Cause:** SAHS needs to look at offering adequate options for advancement in math and science.

Problem Statement 2: Some students do not come to school regularly. **Root Cause:** Students and parents may not recognize the connection between attendance and academic success.

School Processes & Programs

School Processes & Programs Summary

Steele AHS uses a reward system called A-1 program that allows additional academic freedom for students who maintain a B average every three weeks, and who have no more than 1 absence, and no discipline referrals.

Steele AHS has a 5 day Power Hour Advisory rotation that includes:

Monday - Advisory Lessons

Tuesday - Tutorials

Wednesday - Workday Wednesday

Thursday - Tutorials

Friday - Fun Day Friday

School Processes & Programs Strengths

Steele AHS provides embedded support, A-B block schedule, and online learning opportunities to help students succeed.

Students in our Cosmetology Academy now have an opportunity to earn hours through distance learning.

Dual Credit courses allow for all students to earn college credit. We have students who are not in the Collegiate Academy earning dual credit hours. We are continuing to increase our dual credit opportunities for all students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Staff members need additional opportunities to develop anytime learning opportunities. **Root Cause:** Time, resources, and lack of focus on online learning.

Perceptions

Perceptions Summary

The campus staff survey for Steele were very high in most areas. Overall results indicate that teachers feel that they have a voice.

Many educators, students, families, and community members do not know about SAHS, who we are, and the opportunities we have at SAHS. There are two primary misconceptions about Steele AHS:

1. Only smart kids can go to Steele.
2. It is a school for bad kids.

These two misconceptions cause some not to consider Steele as a viable option.

Perceptions Strengths

Perceptions of Steele AHS allows for a diverse group of students to attend the school. We need to work on our connections to the middle school AVID programs to increase more AVID students wanting to start college in high school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students throughout NISD are not aware of Steele AHS and our opportunities. **Root Cause:** Marketing, campus focus and opportunities, and communication.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Goals

Revised/Approved: September 10, 2019

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 1: Ensure that students develop and graduate with the social-emotional support and stability to be effective citizens.

Evaluation Data Source(s) 1: Advisory Schedule - Power Hour
 Student Feedback
 Graduate Survey

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Use the social-emotional resources and lessons through the NISD Counseling during our Advisory lessons, our Power Hour, and A-1 programs to create a culture that supports student well-being.	Todd Rogers, Sheneka Davis, James Maples, Keith Smith, Kendra Langston, and Brandi Romero.	Students will self report an increase in social-emotional well being in their end-of-year survey and positively impact daily attendance.				
2) Steele AHS staff will complete the NISD beginning of the year professional development on SEL training and create small group commitments to SEL for the school year. As a campus, our staff will focus on their commitments to each other for the year. We will have at least two campus checks per semester on our progress with our SEL commitments.	Todd Rogers, Sheneka Davis, Elyse Pennington, Tom Horn, Keith Smith, Brandi Romero, and Mylene Davis.	Staff will self report an increase in social-emotional well being related to the campus SEL commitments staff developed at the start of the school year.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 2: Expand opportunities for personalized and anytime learning that supports the needs of students at Steele AHS as well as the unique needs of students at NISD middle schools and high schools.

Evaluation Data Source(s) 2: Extended hour learning opportunities

Moodle and Edgenuity timestamp records

Attendance during extended learning opportunities.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Provide training and support for teachers to develop online educational opportunities for students.	Todd Rogers, Sheneka Davis, Katy Barrey, & Jason Sanders	Students will take advantage of any time learning to earn original credit for course, which allow them to be future ready, participate in other programs, and accelerated learning.				
2) Open Steele High School from 7 AM to 7 PM daily for extended learning hours, homework labs, and certification testing for students across NISD.	Todd Rogers, Sheneka Davis, & CTE Coordinators	Students from all four high school campuses will take advantage of the opportunities to learn and earn credit at Steele.				
3) Begin the process for Steele AHS to be a Early College High School.	Todd Rogers, Kendra Langston, Bobby Morris, and Sheneka Davis	Opportunity for more students to take dual credit and graduate either Core Complete (42 hours) or with an Associates Degree (60 hours).				

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 3: Increase content area literacy to improve PBMAS scores and STAAR EOC mastery rates for all students.


Evaluation Data Source(s) 3: PBMAS results 100%

Increase STAAR EOC Mastery in all 5 exams

Increase English 1 and English 2 STAAR EOC results

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Begin the process for starting the AVID program at Steele during the 2020-2021 school year.	Todd Rogers, Sheneka Davis, and Kendra Langston.	Increase the number of students taking dual credit and advanced academic courses. Increase student preparation for college, career, and life readiness.				
2) Utilize the standardized writing rubric that has been created effectively for all content areas	Todd Rogers, Teachers, and Curriculum Coordinators.	10% increase in mastery on STAAR Writing, increase in English One & Two STAAR EOC scores, and increase in students being considered college ready based on SAT scores.				
3) Utilize AVID tutorial strategies to educate students and teachers on effective tutorial techniques to help ensure that students recognize their point of confusion and are able to take steps to learn.	Teachers, Curriculum Coordinators, & Campus Administration	Increased student learning, increased mastery on STAAR, and increase in student success in advanced academics.				
4) Develop opportunities for students to take advanced math and science classes via dual credit and/or AP courses.	Todd Rogers, Sheneka Davis, Kendra Langston, Tom Horn, Keith Smith, Lance Dewey, and Rebecca Currey	Students will take dual credit or AP courses in math and science that support post-secondary and life goals.				
						

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 4: Effectively monitor students who are considered At-Risk, 504, Dyslexia, Homeless, and/or require Academic or social-emotional RTI (Response to Intervention) support.

Evaluation Data Source(s) 4: 3 Week Progress Report Grades

Quarterly Grades

Attendance

STAAR EOC Scores

SAT Scores

Summative Evaluation 4: Met Performance Objective

Targeted or ESF High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Teachers, Administration, and Counselor will identify students who are At-Risk and develop progress monitoring process for learning action plans.	Teachers, Todd Rogers, and Sheneka Davis.	3 week progress report grades, Quarterly Grades, and state assessments.				
2) Utilize the A-1 program as a tool to monitor students progress in attendance, discipline, and grades every three weeks to uncover students who: A) grades below 80% B) missed more than one day C) discipline referral(s).	Todd Rogers, Sheneka Davis, and Teachers.	90% of students will maintain A-1 status for 10 of the 12 checking rounds.				

100% = Accomplished → = Continue/Modify 0% = No Progress X = Discontinue


Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.


Performance Objective 5: Monitoring leavers, dropouts, and at-risk students.


Evaluation Data Source(s) 5: Graduation rates, credits earned, and recovered. Number of students enrolling in SAHS.


Summative Evaluation 5: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Continue to create individualized graduation plans to support students at-risk of dropping out due to credits and/or STAAR scores to help them be successful.	Todd Rogers and Sheneka Davis	Decrease in students losing credit or needing summer school to make up credits or STAAR EOC.				
2) Continue to identify and progress monitor student progress and success for all At-Risk students. Intervene early for students starting to fall behind.	Todd Rogers, Sheneka Davis, and Teachers.	Increased student being successful gaining credits and passing STAAR EOC exams. 100% graduation rate.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 6: 9th Grade Initiative to support Freshmen finding success in academics, attendance, leadership, getting involved, and becoming a part of a supportive community.

Evaluation Data Source(s) 6: Freshmen grades

- Freshmen attendance
- Freshmen leadership opportunities
- Freshmen involvement

Summative Evaluation 6: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) We will begin the process of starting our 9th grade initiative - Freshmen On-Track program. Each three weeks we will monitor Freshmen grades and attendance and intervene early when students are in need. We will work to increase Freshmen leadership opportunities and involvement on campus.	Todd Rogers, Sheneka Davis, James Maples, Gabby Lochridge, Rebecca Currey., Jennifer Allen, and Tom Horn.	100% of all Freshmen earn all eight academic credits for the 9th grade courses. 100% of all Freshmen are On-Track at the end of the 19-20 school year.				

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 1: Include teachers in the school-wide decision making process.

Evaluation Data Source(s) 1: Staff participation and Staff Survey.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Implement campus-wide "Leadership Team" made up mostly of teachers to give staff members a voice in the operations of SAHS.	Todd Rogers and Teachers	Teaches participation and feelings of staff efficacy and leadership will increase.				
2) Implement middle of the school year staff survey to gather feedback for the spring semester on staff voice, decision-making, leadership, and fulfillment.	Todd Rogers	Increase staff decision making, leadership, and voice about campus wide decisions.				

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

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 1: Maintain consistent communication using appropriate social media resources as well as individual technology tools.

Evaluation Data Source(s) 1: Survey data, stakeholder involvement, and quality of communication.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Utilize SchoolMessenger, Facebook, and Twitter to celebrate successes and communicate the external focus of Steele AHS.	Todd Rogers, Mylene Davis, Sheneka Davis, and Teachers.	At least 20 SchoolMessenger emails with weekly updates. Increase Twitter followers to 450.				

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 2: Involve stakeholders in the development and direction of SAHS.

Evaluation Data Source(s) 2: Names of stakeholders involved, meeting agendas, and communication records.

Summative Evaluation 2: No progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Begin to create campus committee of staff, parents, and students to start creating our campus-wide vision for Steele AHS in the future.	Todd Rogers, Sheneka Davis, Teachers, Parents, and Students	Parent and student participation in the process of beginning our vision for the future.				

Addendums



Steele Accelerated High School

2019-2020 Instructional Focus

2019 - 2020 Campus Goal

Our 2019-20 Campus Goal is

To make sure each student makes more than a year's growth in academics, career, leadership, post-secondary, and life readiness.

Instructional Focus

The challenge we are working to improve in our instruction is

“Empowering All students to increase their competitive advantage.”

Theory of Action

In order to address this challenge, we believe:

If we, design an impactful, meaningful, intentional, and individualized Power Hour (A),

And if we, further develop metacognitive reflection and understanding of student academic growth (B),

And if we, imbed social emotional learning experiences *within the culture of the campus and the classroom (C)*,

Then we will, see ALL students increase their competitive advantage for post-secondary, careers, and life readiness.

And we will meet our goal of all students making more than one year's growth in academics, career, leadership, post-secondary, and life readiness.