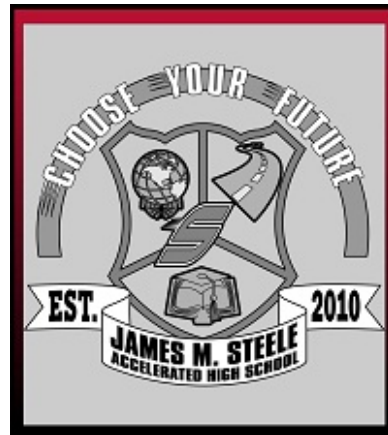


Northwest Independent School District
Steele Accelerated High School
2018-2019 Campus Improvement Plan



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.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Steele High School has grown approximately 43% over our total student count at the end of last year. This growth is due to a larger freshman class and a new acceptance policy that does not limit acceptance to Steele based on grades, attendance, or discipline at their previous school. Also, students in our RISE and Horizons programs are now counted as part of our attendance. RISE and Horizons make up 20 (approximately 10% of our student body).

Our current enrollment is 189 students:

Grade 9 - 53

Grade 10 - 51

Grade 11 - 31

Grade 12 - 54

37% of our student body is male and 63% are female.

The ethnic makeup of our student body consists of:

White - 66%

Hispanic - 22%

African American - 6%

Asian - 4%

Of our 189 students:

21% are At Risk

16% are SPED

6% are 504

1% are ELL

12% are GT

20% are ED

Demographics Strengths

65 of our 189 students qualified to be part of the National Honor Society base 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 SAHS had our first student graduate with an associate's degree. This year we have 10 who are on track to graduate with an associate's degree.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is an imbalance in ethnic makeup of SAHS. **Root Cause:** Steele may not be adequately marketed to all demographics and barriers related to performance, discipline, and attendance may have caused some students not to qualify in the past.

Student Academic Achievement

Student Academic Achievement Summary

Steele Accelerated High School received six distinctions in the areas of English Language Arts, Mathematics, Science, Social Studies, Academic Growth, and Postsecondary Readiness.

Quartile Rankings:

English/Language Arts - Q1 in 8 out of 9 indicators (89%)

Mathematics - Q1 in 5 out of 8 indicators (63%)

Science - Q1 in 4 out of 6 indicators (80%)

Social Studies - Q1 in 4 out of 4 indicators (100%)

Postsecondary Readiness - Q1 in 6 out of 8 indicators (75%)

Steele HS was not eligible to be rated for Closing the Gaps because it did not meet the minimum size of 10.

96% of students passed STAAR Algebra 1

32% of students mastered STAAR Algebra 1

100% of students passed.

47% of students mastered STAAR Biology

96% passed English I

24% mastered English I

94% passed English II

19% mastered English II

100% passed US History

78% mastered US History

ACT - Students who participated in ACT Challenge (All 11th Graders)

75% attained 19 or higher.

63% earned 24 or higher.

Student Academic Achievement Strengths

The following link provides evidence of Distinctions: <https://drive.google.com/open?id=1BOzuEm-IOUUcEcXSJI29kU2ie6Hp7997>

Where does the campus excel?

SAHS dominates STAAR.

College preparation and college readiness

closing achievement gaps

What tools/interventions/strategies yielded the greatest results?

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 may not offer adequate options for advancement in these areas.

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 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 has a 5 day Advisory rotation that includes:

Monday - Advisory Lesson

Tuesday - Tutorials

Wednesday - Workday Wednesday

Thursday - Portfolios/Legacy/Do Something Cool

Friday - Funday Friday

Steele provides embedded support, smaller classes, and online learning opportunities to help students succeed.

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Staff members need additional opportunities to develop anytime learning opportunities. **Root Cause:** We have had limited interest in pursuing this instructional format in the past.

Perceptions

Perceptions Summary

The OHI results for Steele were very high in all areas. Overall results indicate that teachers feel that they have a voice.

Many educators in NISD do not know about SAHS and/or have never visited the campus.

There are two primary misconceptions about Steele:

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

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

Administration and Counseling at the three comprehensive high schools have found it difficult to get students into Steele and as such often do not recommend us to them.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Stakeholders are not aware of Steele **Root Cause:** It may have been too difficult to get accepted to Steele and marketing may have fallen to the wayside.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Goals

Revised/Approved: May 29, 2018

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: EverFi statistics

Advisory Schedule

Student Feedback

Graduate Survey

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Use the social-emotional resources available through NISD Counseling and the EverFi program nine times each semester to support the social-emotional wellbeing of students from diverse socioeconomic, racial, and ethnic backgrounds.	Bobby Morris, Sheneka Davis, Stacy Fanning, Amy James	Students will self report an increase in social-emotional well being in at least four of the following categories: A) Self Awareness B) Self Management C) Social Awareness D) Relationship Skills E) Responsible Decision Making				

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 other middle and high schools in NISD.

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

Moodle and Edgenuity timestamp records

Attendance during extended learning opportunities

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Provide training and support for teachers to develop online educational opportunities for students.	Bobby Morris, Sheneka Davis, Stacy Fanning, CTE Coordinators	Students will take advantage of any time learning to earn accelerated and remediated credit.				
Problem Statements: School Processes & Programs 1						
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.	Bobby Morris, Sheneka Davis, CTE Coordinators, CyLynn Braswell	Students from all four high school campuses will take advantage of the opportunities to learn and earn credit at Steele.				

= Accomplished

= Continue/Modify

= No Progress

= Discontinue

Performance Objective 2 Problem Statements:


School Processes & Programs
Problem Statement 1: Staff members need additional opportunities to develop anytime learning opportunities. Root Cause 1: We have had limited interest in pursuing this instructional format in the past.

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 mastery rates for all students.

Evaluation Data Source(s) 3: PBMAS Results 100%
STAAR Mastery at 97%

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
PBMAS 1) We will use the standardized writing rubric that has been created effectively for all content areas.	Teachers, Curriculum Coordinators, Campus Administration	10% increase in mastery on STAAR Writing and 25% increase in students being considered college ready based on SAT scores.				
2) Integrate 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 step to improve.	Bobby Morris, Sheneka Davis, Stacy Fanning, Staff	Increased mastery on STAAR and improvement of PBMAS results.				
Problem Statements: Student Academic Achievement 1						
3) Develop opportunities for students to take advanced math and science classes via dual credit.	Bobby Morris, Sheneka Davis, Kendra Langston	Students will take dual credit courses that are relevant to their life goals.				
Problem Statements: Student Academic Achievement 1						
						

Performance Objective 3 Problem Statements:


Student Academic Achievement
Problem Statement 1: Students are under performing in SAT Mathematics and Advanced/Dual Credit Completion in mathematics and science. Root Cause 1: SAHS may not offer adequate options for advancement in these areas.

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:

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Teachers, led by Campus Administration and Counselor will identify students who are at-risk and development progress for action plans.	Bobby Morris, Sheneka Davis	students passing classes and state assessments				
Problem Statements: Student Academic Achievement 1						
2) Use A1 privilege as a tool to monitor grades, attendance, and discipline for all students every three weeks to uncover any students who: A) Have a grade below 80, B) Have missed more than one day, or C) Have one or more discipline referrals.	Director, All Staff	90% of students will maintain A1 status for 10 of the 12 checking rounds.				
Problem Statements: Student Academic Achievement 2						
						

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 1: Students are under performing in SAT Mathematics and Advanced/Dual Credit Completion in mathematics and science. Root Cause 1: SAHS may not offer adequate options for advancement in these areas.
Problem Statement 2: Some students do not come to school regularly. Root Cause 2: Students and parents may not recognize the connection between attendance and academic success.


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 instead of dropping out of a comprehensive high school.

Summative Evaluation 5:

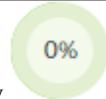
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Work in partnership with comprehensive campuses and DAEP to help make students aware of the opportunities at Steele and recruit students at risk of dropping out to attend Steele.	Bobby Morris, Sheneka Davis, Stacy Fanning	Students choosing to come to Steele instead of dropping out of high school.				
2) Identify students who have not passed STAAR but who have completed credits and leavers and develop a personalized graduation plan to help them be successful.	Bobby Morris, Sheneka Davis	Students across the district reenrolling and earning their high school diploma.				




= Accomplished



= Continue/Modify



= No Progress




= Discontinue

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 committee.

Evaluation Data Source(s) 1: Staff participation, OHI

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Implement campus-wide "Committee of Ten" protocol to give all staff members a voice in the operations of SAHS.	Bobby Morris	Teacher participation and feelings of efficacy will increase.				
2) Work with comprehensive high schools to develop a "staff swap" professional development process to allow staff at SAHS and the comprehensive campuses to gain experience from one another.	Bobby Morris, Sheneka Davis	Staff at other campuses will learn more about SAHS and SAHS staff will gain experience with the comprehensive campus.				
Problem Statements: Perceptions 1						
						

Performance Objective 1 Problem Statements:


Perceptions
Problem Statement 1: Stakeholders are not aware of Steele Root Cause 1: It may have been too difficult to get accepted to Steele and marketing may have fallen to the wayside.

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformation 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:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Use SchoolMessenger, Facebook, and Twitter to celebrate successes and communicate the external focus of Steele AHS.	Bobby Morris, Amy James, Sheneka Davis, Stacy Fanning	20 School Messenger Emails, Number of followers on Twitter will increase from 331 to 450. "Likes" and retweets.				
Problem Statements: Perceptions 1						
						

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Stakeholders are not aware of Steele Root Cause 1: It may have been too difficult to get accepted to Steele and marketing may have fallen to the wayside.


Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformation 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, number of meetings, communication records.

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Include parents and students in our reading of Most Likely to Succeed in order to create a campus-wide vision for the future of Steele.	Bobby Morris, Sheneka Davis, Stacy Fanning, Amy James	Parent and student participation with MLTS initiative.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue