



2026 – 2027

Campus Action Plan

Campus Name

Sterling High School

Principal Name

Tannisha Gentry

Campus Action Plan – Needs Assessment

District philosophy and guiding framework

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

Sterling High School received an overall "B" rating for both the 2025 and 2026 accountability years. The overall scaled score decreased by 1 point, from 84 in 2025 to 83 in 2026.

The data used for this needs assessment are derived from the results of the 2025–2026 accountability data:

STUDENT ACHIEVEMENT decreased by 3 points, from a scaled score of 77 in 2025 to 74 in 2026, remaining at a C rating.
STAAR PERFORMANCE increased by 3 points, from a component score of 44 in 2025 to 47 in 2026.
STAAR PERFORMANCE scaled score increased by 3 points, from 72 in 2025 to 75 in 2026.
COLLEGE, CAREER, AND MILITARY READINESS (CCMR) decreased by 9 points, from a component score of 90 in 2025 to 81 in 2026.
CCMR scaled score decreased by 9 points, from 92 in 2025 to 83 in 2026.
GRADUATION RATE decreased by 3.5 percentage points, from 86.6% in 2025 to 83.1% in 2026.
SCHOOL PROGRESS decreased by 2 points, from a scaled score of 86 in 2025 to 84 in 2026, while maintaining a B rating.
ACADEMIC GROWTH remained the same at a component score of 71 and a scaled score of 75, maintaining a C rating.
RELATIVE PERFORMANCE decreased by 2 points, from a scaled score of 86 in 2025 to 84 in 2026, while maintaining a B rating.
CLOSING THE GAPS remained the same at a component score of 61 and a scaled score of 79, maintaining a C rating.
The percentage of Economically Disadvantaged students decreased slightly from 93.7% in 2025 to 93.4% in 2026.

Needs related to improving the quality of instruction

The data indicate a need to increase the quality and consistency of Tier 1 instruction by strengthening teachers' ability to internalize TEKS-aligned lessons, deliver instruction at the appropriate level of rigor, implement Multiple Response Strategies (MRS), facilitate purposeful academic discourse, use frequent checks for understanding, and provide intentional scaffolds without reducing cognitive demand.

There is also a need to strengthen the use of PLC and student performance data to drive instructional decisions. Teachers and leaders must routinely analyze DOLs, common assessments, student work, and formative data to identify misconceptions, plan targeted reteach, and determine whether instructional adjustments are producing increased mastery.

For EB students, instructional quality must include consistent implementation of linguistic supports, academic vocabulary, structured opportunities to listen, speak, read, and write, sentence stems, purposeful discourse, and scaffolds that provide access to grade-level TEKS.

For SPED students, instructional quality must include consistent implementation of IEP-required accommodations, specially designed instruction, purposeful co-teaching, appropriate scaffolds, and progress monitoring while maintaining grade-level rigor.

System evaluation (philosophy, processes, implementation, capacity)

The campus must establish collective ownership of the belief that every student can engage in and master rigorous grade-level content. EB and SPED students should receive appropriate supports and scaffolds without lowering the cognitive demand of instruction.

The campus needs greater consistency in how instructional systems work together. PLCs, lesson internalization, SPOT observations, IRT, coaching, DOLs, formative assessments, and reteach should operate as one continuous instructional improvement cycle rather than as separate initiatives.

The primary need is consistency and fidelity of implementation across classrooms. The increase in STAAR Performance from 44 to 47 is positive, but the decline in Student Achievement and lack of movement in Academic Growth and Closing the Gaps indicate that high-quality instructional practices must become more consistent campuswide.

Leaders, teachers, co-teachers, and support staff need continued development in rigorous Tier 1 instruction, MRS, academic discourse, checks for understanding, data analysis, differentiation, EB linguistic supports, SPED accommodations, and specially designed instruction. Coaching should move beyond providing feedback to monitoring whether the feedback results in measurable changes in teacher practice and student outcomes.

Campus Action Plan Template

Key Action 1

Briefly state the specific goal or objective

Increase the Quality of Instruction for Emergent Bilingual (EB) Students

Indicators of Success

Measurable results that describe success

- By May 2027, the average SPOT score for teachers serving EB students will increase from a beginning-of-year baseline of 10 to 12 or higher at mid-year and 14 or higher by the end of the year.
- By May 2027, the campus average IRT rating will increase to Proficient I at mid-year and Proficient II by the end of the year, with evidence of consistent implementation of high-quality instructional practices that support EB students.
- By May 2027, EB student achievement will increase by at least 5 percentage points in Meets and Masters across applicable core content areas, with progress monitored through DOLs, common assessments, benchmarks, and state assessment data.

Specific Actions – School Leaders

What specific action steps will the leaders take to accomplish the objective?

- Conduct weekly EB-focused classroom walkthroughs using the Core SPOT Observation Tool to monitor rigorous Tier 1 instruction, MRS, academic discourse, linguistic supports, scaffolds, checks for understanding, and EB student engagement.
- Track and analyze SPOT data weekly by teacher, department, and instructional priority to monitor progress toward an average SPOT score of 12 or higher at mid-year and 14 or higher by the end of the year.
- Provide written feedback within 24 hours and targeted coaching/debriefs within 72 hours, with specific action steps focused on improving instructional practices and linguistic supports for EB students.
- Conduct twice-monthly calibration walks and instructional rounds with administrators, instructional coaches, EB support staff, and department leaders to monitor progress toward Proficient I on IRT at mid-year and Proficient II by the end of the year.
- Monitor EB student performance during PLCs and leadership data meetings by connecting SPOT/IRT instructional data with DOLs, common assessments, benchmarks, TELPAS data, and Meets/Masters performance to determine the impact of instructional practices on student outcomes

Specific Actions – Staff

What specific action steps will the staff take to accomplish the objective?

- Internalize TEKS-aligned lessons during weekly PLCs and intentionally plan content and language objectives, exemplars, MRS, academic vocabulary, sentence stems, scaffolds, checks for understanding, and DOLs that provide EB students access to grade-level content.
- Consistently implement high-quality Tier 1 instructional practices aligned to SPOT and IRT expectations, contributing to growth from a campus SPOT baseline of 10 to 12+ at mid-year and 14+ at end-of-year.
- Provide EB students with multiple opportunities to listen, speak, read, and write using academic language through structured academic discourse, MRS, turn-and-talks, quick writes, annotation, sentence stems, and multiple at-bats.
- Respond to SPOT/IRT feedback and coaching by implementing agreed-upon action steps and demonstrating measurable improvement in subsequent walkthroughs, observations, and student work.
- Analyze DOLs, formative assessments, TELPAS data, and student work during PLCs to identify both content and language needs, plan targeted reteach, adjust scaffolds, and monitor progress toward increased student mastery.

Key Action One			
Staff Development	Who: : Princioal, APs, Teachers		
	What: Great 16, Multiple Response Strategies, effective feedback, scaffolds for EB/SPED		
	When: August 2026 and ongoing monthly PD		
	Where: Sterling High School		
Budget	Proposed Item	Description	Amount
	Staff Development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		
	Funding Sources:		

Key Action 2

Briefly state the specific goal or objective

Improve Quality of Instruction for Sped Students

Indicators of Success

Measurable results that describe success

- By May 2027, the average SPOT score for teachers and co-teachers serving SPED students will increase from beginning of year of 10 to 12 or higher at mid-year and 14 or higher by the end of the year.
 - By May 2027, the campus average IRT rating will increase to Proficient I by mid-year and Proficient II by the end of the year.
- By May 2027, SPED student performance will demonstrate measurable growth of at least 5 percentage points at Meets on the EOCs and improved mastery in the DOLs throughout the school year.
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Specific Actions – School Leaders

What specific action steps will the leaders take to accomplish the objective?

- Conduct weekly SPED-focused SPOT walkthroughs of teachers and co-teachers to monitor Tier 1 instructional quality, co-teaching practices, implementation of accommodations, MRS, checks for understanding, student engagement, and access to grade-level TEKS.
- Track and analyze SPOT scores weekly by teacher/co-teaching team, identifying trends and instructional gaps and monitoring progress toward an average score of 12 or higher at mid-year and 14 or higher by the end of the year.
- Provide targeted feedback and coaching based on SPOT and IRT data, including written feedback within 24 hours and coaching/debrief support within 72 hours for teachers and co-teachers who are not demonstrating expected progress.
- Conduct twice-monthly calibration walks with administrators, instructional coaches, SPED leaders, and teacher leaders to calibrate instructional expectations and identify specific actions needed to move the campus to Proficient I at mid-year and Proficient II by the end of the year.
- Use PLCs and leadership data meetings to monitor the connection between SPOT/IRT performance and SPED student outcomes, reviewing DOLs, formative assessments, student work, accommodations, and reteach plans to determine whether improvements in adult instructional practices are resulting in increased student mastery.
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Specific Actions – Staff

What specific action steps will the staff take to accomplish the objective?

- Teachers and co-teachers will actively participate in weekly PLCs to internalize TEKS-aligned lessons and intentionally plan accommodations, scaffolds, MRS, checks for understanding, exemplars, and opportunities for SPED students to demonstrate mastery.
- Teachers and co-teachers will consistently implement high-quality Tier 1 instructional practices aligned to SPOT and IRT expectations, with the goal of increasing the average SPOT score from 10 at BOY to 12 or higher at MOY and 14 or higher at EOY.
- Teachers and co-teachers will implement effective co-teaching practices with clearly defined instructional roles, shared responsibility for all students, purposeful student grouping, and active engagement of both teachers throughout the lesson. Teachers and co-teachers will implement required accommodations and specially designed instruction with fidelity while maintaining the rigor and cognitive demand of grade-level TEKS.
- Teachers and co-teachers will use DOLs, checks for understanding, formative assessments, and student work daily to identify misconceptions, provide immediate feedback, adjust instruction, and plan targeted reteach for SPED students.
- Teachers and co-teachers will actively participate in coaching and feedback cycles by reviewing SPOT/IRT feedback, identifying one targeted instructional area for improvement, implementing the agreed-upon action step, and demonstrating evidence of improvement during subsequent observations.

Key Action Two			
Staff Development	Who: Principal, AP's, All Teachers		
	What:		
	When: Weekly PLCs		
	Where: Sterling High School		
Budget	Proposed Item	Description	Amount
	Staff Development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		
	Funding Sources:		

Key Action Three

Key Action 3

Briefly state the specific goal or objective

Increase student attendance and on-track status to improve graduation and EOC outcomes.

Indicators of Success

Measurable results that describe success

- Average daily attendance reaches 90% or higher.
- Chronic absenteeism decreases by 5 percentage points.
- 85% of seniors remain on track for graduation.

Specific Actions – School Leaders

What specific action steps will the leaders take to accomplish the objective?

- Conduct weekly attendance reviews.
- Implement tiered attendance interventions and parent outreach.
- Monitor credit recovery and tutoring participation.
- Coordinate wraparound supports with counselors and social workers.
- Review on-track graduation data monthly.

Specific Actions – Staff

What specific action steps will the staff take to accomplish the objective?

- Contact families when students miss class.
- Provide makeup opportunities and tutoring.
- Monitor grades and refer students for support.
- Celebrate improved attendance and course completion.
- Document interventions in campus systems.

Key Action Three			
Staff Development	Who: Principal, counselors, APs		
	What: Attendance intervention protocols and graduation tracking		
	When: Beginning of year and semester refreshers		
	Where: Sterling High School		
Budget	Proposed Item	Description	Amount
	Staff Development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		
	Funding Sources:		

Key Action Four

Key Action 4

Briefly state the specific goal or objective

Increase the percentage of graduates earning CCMR indicators through coordinated college and career systems.

Indicators of Success

Measurable results that describe success

- CCMR score increases by at least 10 percentage points.
- 90% FAFSA/TASFA completion for eligible seniors.
- Increase industry certifications and dual-credit success.

Specific Actions – School Leaders

What specific action steps will the leaders take to accomplish the objective?

- Monitor CCMR tracker monthly.
Coordinate with counselors, college advisors, and career pathways staff.
- Expand industry certification and dual credit participation.
Host FAFSA, college application, and scholarship events.
- Partner with colleges, employers, and military recruiters
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Specific Actions – Staff

What specific action steps will the staff take to accomplish the objective?

- Embed college and career connections in instruction.
- Promote FAFSA and scholarship completion.
- Support student participation in certification and dual credit courses.
- Monitor student progress toward CCMR indicators.
- Communicate opportunities to students and families.

Key Action Four			
Staff Devel.	Who: Principal, APs, Counselors, Teachers, CCMR Team		
	What: CCMR indicator training, FAFSA support, advising systems		
	When: Bi Weekly		
	Where: Sterling -		
Budget	Proposed Item	Description	Amount
	Staff Development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		
	Funding Sources:		