



100 MED HIGH DR., MERCEDES, TX 78570
P: 956.565.2454
STISD.NET

To: Dr. Marco Antonio Lara, Superintendent
South Texas ISD Board of Directors

From: Jeff Hembree, Deputy Superintendent

Date: February 20, 2020

RE: 2019-2020 Campus Improvement Plans

Please find the attached 2019-2020 South Texas ISD Campus Improvement Plans. The District Improvement Plan was approved in January 2020. These annual plans are based upon our District Strategic Plan and the district and campus data. The plans are developed by the campuses utilizing the Strategic Plan goals and objectives.

The plans are also available online at the district website, www.stisd.net, under the link About Us>Accountability & Needs Assessment>District & Campus Improvement Plans & Goals.

Thank you.

South Texas Independent School District

South Texas ISD Preparatory Academy

2019-2020

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

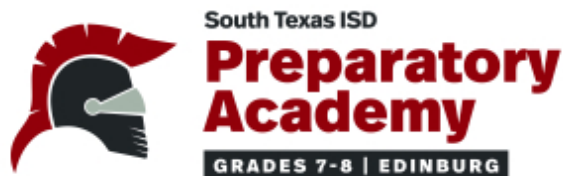


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Comprehensive Needs Assessment

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) 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
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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
- Parent engagement rate
- Community 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
- Other additional data

Goals

Goal 1: We will promote and market our district to create broad based community awareness attracting families to STISD.

Performance Objective 1: 1.3 We will expand multiple platforms district-wide to attract and engage future STISD families

Evaluation Data Source(s) 1: Parent and student attendance at campus activities.
2020-2021 student enrollment numbers.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
ESF Levers Lever 3: Positive School Culture 1) In the fall semester, Preparatory Academy will network with with different venues such as La Plaza Mall, Simon Outlets in Mercedes and public libraries to attract and engage future STISD Preparatory Academy families.	3.1	Principal	-Community Awareness of our district and school			
		Assistant Principal	-Attain and maintain 2020-2021 student enrollment numbers			
		Teachers				
		Counselors				
		Support Staff				
		Students				
Funding Sources: 199 - General Fund - 5000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 2) In the spring semester Preparatory Academy will host a Showcase Event to attract and engage future STISD Preparatory Academy families.	3.1	Principal	-Community Awareness of our district and school			
		Assistant Principal	-Attain and maintain 2020-2021 student enrollment numbers			
		Teachers				
		Counselors				
		Support Staff				
		Students				
Funding Sources: 199 - General Fund - 10000.00						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>						

Goal 2: We will expand current programs and partnerships, as well as develop new ones, that support and enrich all of our students.

Performance Objective 1: 2.2 We will develop a range of supplemental programs that diversify and expand current program offerings.




Evaluation Data Source(s) 1: STISD 2019-2020 Calendar for Collaboration.

2019-2020 Campus Course Offerings.

2020-2021 Campus Course Offerings.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
ESF Levers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum 1) Preparatory Academy will join the Texas Charter School Academic and Athletic League (TCSAAL) for One Act Play.	2.5	Principal	-Expand our current program			
		Assistant Principal	-offer more diverse opportunities to our student body			
Teachers						
Support Staff						
Students						
	Funding Sources: 199 - General Fund - 5000.00					
TEA Priorities Connect high school to career and college ESF Levers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Preparatory Academy will expand advance course offerings for 2019-2020 in Chinese, Music strings/ensemble, Geometry, World Geography and US History 8.	2.5, 3.2	Principal	-Expand our current program			
		Assistant Principal	-offer more diverse opportunities to our student body			
		Counselor				
		Instructional Tech.				
		Funding Sources: 199 - General Fund - 4000.00, 211 - Title I, Part A School Wide - 0.00, 410 - Instructional Materials Allotment - 0.00				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
TEA Priorities Build a foundation of reading and math Connect high school to career and college ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum 3) Preparatory Academy will expand summer program offerings in place of NSA to attract and recruit new families to Preparatory Academy to include invitational parent academies.	3.1, 3.2	Principal	-Extend our current program			
		Assistant Principal	-offer more diverse opportunities to our student body			
		Counselors				
		Teachers				
		Support Staff				
Funding Sources: 199 - General Fund - 15000.00						
ESF Levers Lever 3: Positive School Culture 4) Coordinate and host a softball district tournament and a volleyball junior high tournament to support the new initiative of the Superintendent's Cup.	3.2	Principal	-Extend our current program			
		Assistant Principal	-offer more diverse opportunities to our student body			
		Teachers				
		Counselors				
		Support Staff				
<div>  = Accomplished  = No Progress  = Discontinue </div>						

Goal 3: We will design, implement and evaluate support systems that attract and retain students.

Performance Objective 1: 3.3 We will develop a system for parental involvement that engages all parents.

Evaluation Data Source(s) 1: Parent and student attendance at campus activities.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum</p> <p>1) Preparatory Academy will expand the "Let's Talk...STPA" Parent Connection Sessions held in the fall and offer sessions in the summer for all parents interested in connecting with Preparatory Academy.</p>	3.1, 3.2	Principal	- Informational meeting for families new to district			
		Assistant Principal Social Worker Wellness Specialist Counselors	- Families receive relevant information and are able to have discussions with administration			
Funding Sources: 199 - State Compensatory Education - 1000.00, 211 - Title I, Part A School Wide - 1500.00						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>X</div><div>= Discontinue</div></div></div>						

Goal 4: We will implement and evaluate aligned curriculum, instruction, and assessments that provide real world experiences and profound learning for all students.




Performance Objective 1: 4.2 We will utilize academic and real-world data to evaluate and revise curricular content, instruction, and assessment.

Evaluation Data Source(s) 1: Use of formative assessment data to change instruction.

2019-2020 Campus Course Offerings.

2020-2021 Campus Course Offerings.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
TEA Priorities Build a foundation of reading and math ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Preparatory Academy will use Curriculum Planner, through Infinite Campus, to submit a Week at a Glance (WAG), reflecting data measure tools. Data gathered will be utilized to support changes in instruction as needed.	2.4, 2.5, 2.6	Principal Assistant Principal Teachers Counselors Support Staff	-Increase collaboration among all staff to create changes in instructional content and engagement based on data. -Increase the use of formative assessment data to meet individual student needs. -Build staff instructional capacity.			
Funding Sources: 199 - General Fund - 0.00, 199 - Special Education - 0.00, 224 - IDEA B, Special Education - 0.00, 211 - Title I, Part A School Wide - 0.00, 410 - Instructional Materials Allotment - 0.00, 350 - English Language Learner - 0.00						
<div>  = Accomplished  = No Progress  = Discontinue </div>						

Goal 4: We will implement and evaluate aligned curriculum, instruction, and assessments that provide real world experiences and profound learning for all students.

Performance Objective 2: 4.4 Expand collaborative learning models that integrate real-world experiences.

Evaluation Data Source(s) 2: Use of cooperative learning (Kagen strategies and others) within instruction.
Increased project-based instruction and learning.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Preparatory Academy developed a walkthrough form that includes Kagan or other collaborative strategies as part of their daily instruction.</p>	2.4, 2.5, 2.6	Principal Assistant principals Teachers	<p>-Increase collaboration among all staff to create changes in instructional content and engagement based on data.</p> <p>-Increase the use of formative assessment data to meet individual student needs.</p> <p>-Build staff instructional capacity.</p>			
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>2) Preparatory Academy will use a newly developed walkthorough form, PLC Partners provide feedback to each other on the use of collaborative strategies. Visits are done on a monthly basis .</p>	2.4, 2.5, 2.6	Principal Assistant Principal Teachers	<p>-Increase collaboration among all staff to create changes in instructional content and engagement based on data.</p> <p>-Increase the use of formative assessment data to meet individual student needs.</p> <p>-Build staff instructional capacity.</p>			
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>						

Goal 5: We will expand and create social and extracurricular opportunities that enrich all students' lives.

Performance Objective 1: 5.2 We will create a variety of social and extracurricular activities that appeal to all students.

Evaluation Data Source(s) 1: STISD 2019-2020 Calendar for Collaboration.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) In addition to academic pep-rallies, school dances, UIL competitions, off-site field trips, multiple clubs and organizations, and TCSAAL competitive sports participation, Preparatory Academy will host the Softball District's Tournament for the Superintendent's Cup.	2.5, 3.1	Principal	-Build well-rounded students			
		Assistant Principal	-Increase social engagement			
		Teachers	-Increase social student opportunities			
			-Appeal to a variety of students interests thorough a wide rage spectrum of activities			
Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A School Wide - 0.00						
ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction 2) Preparatory Academy will continue strengthening Restorative Practices implementation school wide.	2.5, 2.6	Principal	-Build well-rounded students			
		Assistant Principal	-Increase social engagement			
		Teachers	-Increase social student opportunities			
		Students	-Appeal to a variety of students interests thorough a wide rage spectrum of activities			
Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A School Wide - 0.00						
<div><div><div>100%</div></div><div>= Accomplished</div></div> <div><div>0%</div></div> <div>= No Progress</div> <div><div>X</div></div> <div>= Discontinue</div>						




Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 1: 100 percent of STISD junior high students will earn 3 or more high school credits by the completion of eighth grade.

Evaluation Data Source(s) 1: Student high school transcript at the end of the 8th grade school year.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Preparatory Academy counselors and staff will continue to monitor and track students' credits and assessment results.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Counselor Teachers Support Staff	- All students will earn three or more high school credits by the end of their eighth grade year			
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>2) Expand advance course offerings for 2019-2020 in Chinese, Music strings/ensemble, Geometry, World Geography and US History 8.</p>	2.5, 3.2	Principal Assistant Principal Counselor Teachers	- All students will earn three or more high school credits by the end of their eighth grade year			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Preparatory Academy has hired additional staff to serve as co-teachers and assist in the delivery of instruction. Additional staff will be strategically placed in classroom with students that need supported in order to be successful academically.	2.4, 2.5, 2.6	Principal Assistant Principal Counselor Teachers	-All students will earn three or more high school credits by the end of their eighth grade year -All students who need additional support will be provided with every opportunity to succeed			
Funding Sources: 211 - Title I, Part A School Wide - 0.00, 224 - IDEA B, Special Education - 0.00, 199 - English Language Learner - 0.00, 199 - General Fund - 0.00						
<div>  = Accomplished  = No Progress  = Discontinue </div>						

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 2: 98 percent and above on annual student and teacher attendance.

Evaluation Data Source(s) 2: Annual STISD attendance data.

TSDS PEIMS summer submission data.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction</p> <p>1) Preparatory Academy recognizes that consistent school attendance, academic success and school completion have a positive correlation, the campus will develop, review, and if necessary, revise a Comprehensive Student Attendance Policy.</p> <p>Preparatory Academy will continue to monitor attendance and will continue to contact parents of absent students.</p> <p>The attendance committee will continue to review and evaluate absences.</p> <p>Home visits will be made if needed.</p>	2.4, 2.5, 2.6	Principal Assistant Principal PEIMS Clerk Counselors Social Worker Nurse Teachers	- 98% or higher attendance rate			
Funding Sources: 199 - General Fund - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
TEA Priorities Build a foundation of reading and math ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 5: Effective Instruction 2) Students with perfect attendance for a nine weeks receive a coupon for an ice cream as their reward.	2.5	Principal	-98% or higher attendance rate			
		Assistant Principal PEIMS Clerk Counselors Social Worker Nurse Teachers				
Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A School Wide - 0.00						
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Preparatory Academy treats teaching staff to an hour catered lunch every nine week period. Administration has partnered up with community businesses who sponsor the lunches for teacher with perfect attendance.	3.1	Principal	-98% or higher attendance rate			
		Assistant Principal Instructional Tech. Office staff				
Funding Sources: 199 - General Fund - 0.00						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>						




Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 3: 85 percent of STISD students earn Meets and 50 percent earn Masters level on state assessments.

Evaluation Data Source(s) 3: 2019-2020 STAAR Score Reports.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Academic Departments and Academic Teams will continue to have time to collaborate during the instructional day.</p> <p>Academic Departments will continue to develop timelines of assessments. The timeline will be posted on TEAMS.</p> <p>Academic Departments will collaboratively develop common formative assessments and use data to improve student performance</p> <p>Academic Departments and Academic Teams will review collected data in collaborative meeting.</p> <p>Results will be shared with students.</p> <p>Acceleration will be provided within the instructional day.</p> <p>Homework Round-Up will now be offered after school.</p> <p>After school tutorials and Saturday school will continue for subjects tested.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Counselors Teachers	-Assist all students in meeting the objective measure			
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A School Wide - 0.00</p>						




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>2) Preparatory Academy will continue to use the learning management systems that currently exist and will implementing new ones the district administration recommends.</p> <p>The use of new consumable resource materials in the different core areas will be implemented.</p> <p>The purchase of technology to equip all classrooms with the up to date technology and accommodate on-line state assessment administration.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Counselors Teachers Instructional Tech.	-Assist all students in meeting the objective measure			
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A School Wide - 0.00, 410 - Instructional Materials Allotment - 0.00, 224 - IDEA B, Special Education - 0.00, 350 - English Language Learner - 0.00</p>						
<div>  = Accomplished  = No Progress  = Discontinue </div>						

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 4: 100 percent of students with Individual Education Plans include measurable goals that are annually updated.

Evaluation Data Source(s) 4: STISD IEP's with ARD approval.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
TEA Priorities Build a foundation of reading and math ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Preparatory Academy administration will continue to work with the Admission, Review, and Dismissal committees to ensure each Individual Education Plan has measurable goals which are annually updated.	2.4, 2.5, 2.6	Principal Assistant Principal Diagnostician Teachers Special Ed. Teachers	100 percent of students with Individual Education Plans include measurable goals, that are annually updated.			
Funding Sources: 199 - General Fund - 0.00, 224 - IDEA B, Special Education - 0.00, 211 - Title I, Part A School Wide - 0.00, 199 - Special Education - 0.00						
<div>  = Accomplished  = No Progress  = Discontinue </div>						

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 5: Results Driven Accountability (RDA) formerly State Performance-Based Monitoring (PBM) indicators are met annually.

Evaluation Data Source(s) 5: STISD Results Driven Accountability (RDA) -PBM Reports published by the Texas Education Agency.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college</p> <p>ESF Levers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Preparatory Academy will continue to have high expectations for all and offer quality instruction and support for all students.</p>	2.4, 2.5	Principal	-Results Driven Accountability (RDA) formerly State Performance-Based Monitoring (PBM) indicators are met annually.			
		Assistant Principal				
Teachers						
Counselors						
Support staff						
Funding Sources: 199 - General Fund - 0.00, 199 - State Compensatory Education - 0.00, 199 - English Language Learner - 0.00, 255 - Title II, Part A Training - 0.00, 350 - English Language Learner - 0.00						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>X</div><div>= Discontinue</div></div></div>						

2019-2020 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Ana Castro	Principal
Business Representative	Gabriela Medina	Parent
Parent	Eduardo Arias	Parent
Community Representative	Luke Bonura Sr.	Community Member
Student	Sada Arias	Student-8th Grade
Student	Caleb Garza	Student-7th Grade
Classroom Teacher	Sonia Brown	Teacher
Classroom Teacher	Arnoldo Cortez	Secretary
Non-classroom Professional	Lillia Liguez	Counselor
Classroom Teacher	Yaquelin Magana	Teacher
Classroom Teacher	Rozanne Martinez	Teacher
Classroom Teacher	Maria Mon	Teacher
Administrator	Maria Ochoa	Assistant Principal
Classroom Teacher	Patricia Power	Teacher
Classroom Teacher	Josette Ramirez	Teacher
Classroom Teacher	Jaqueline Rodriguez	Teacher
Administrator	Wilmer Romero	Assistant Principal
Classroom Teacher	Ruben Salas Jr.	Teacher
Non-classroom Professional	Maria Salinas	Counselor

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$5,000.00
1	1	2	Supplies for activities to engage families during the showcase day		\$10,000.00
2	1	1			\$5,000.00
2	1	2			\$4,000.00
2	1	3			\$15,000.00
4	1	1			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
6	1	1			\$0.00
6	1	2			\$0.00
6	1	3			\$0.00
6	2	1			\$0.00
6	2	2			\$0.00
6	2	3			\$0.00
6	3	1			\$0.00
6	3	2			\$0.00
6	4	1			\$0.00
6	5	1			\$0.00
Sub-Total					\$39,000.00

199 - State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$1,000.00
6	5	1			\$0.00
Sub-Total					\$1,000.00
199 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$0.00
4	2	1			\$0.00
6	1	1			\$0.00
6	4	1			\$0.00
Sub-Total					\$0.00
199 - English Language Learner					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1			\$0.00
6	1	3			\$0.00
6	5	1			\$0.00
Sub-Total					\$0.00
211 - Title I, Part A School Wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$0.00
3	1	1			\$1,500.00
4	1	1			\$0.00
4	2	1			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
6	1	1			\$0.00

211 - Title I, Part A School Wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	2			\$0.00
6	1	3			\$0.00
6	2	2			\$0.00
6	3	1			\$0.00
6	3	2			\$0.00
6	4	1			\$0.00
Sub-Total					\$1,500.00
224 - IDEA B, Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$0.00
6	1	1			\$0.00
6	1	3			\$0.00
6	3	2			\$0.00
6	4	1			\$0.00
Sub-Total					\$0.00
255 - Title II, Part A Training					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	5	1			\$0.00
Sub-Total					\$0.00
350 - English Language Learner					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$0.00
6	3	2			\$0.00
6	5	1			\$0.00
Sub-Total					\$0.00

410 - Instructional Materials Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$0.00
4	1	1			\$0.00
4	2	1			\$0.00
6	3	2			\$0.00
Sub-Total					\$0.00
Grand Total					\$41,500.00

South Texas Independent School District

South Texas ISD Rising Scholars Academy

2019-2020

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



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Comprehensive Needs Assessment

Demographics

Demographics Summary

We are Rising Scholars Academy! We are the youngest school in the South Texas Independent School District, and we have been open for 5 years. We serve students from Cameron, Willacy and Hidalgo county, and our students come from public, charter and private schools. At the end of semester 1 of 2019, our enrollment is 572 grade 7 and 8 students, and our campus is located in San Benito.

2018-2019 Data

Enrollment: 545

Attendance: 97.4%

Ethnicity: 86.6% Hispanic; 0.4 African American; 8.1% White; 0.2% American Indian; 3.9% Asian; 0.9% Two or more races

Economically Disadvantaged: 51.6%

Special Education: 3.3%

LEP: 7.2%

Demographics Strengths

Our diversity is our strength. Our students and families are invested in their education.

Problem Statements Identifying Demographics Needs

Problem Statement 1: For the first year, enrollment was met at 575 students; however, it was not maintained with a loss of three students. **Root Cause:** The number is too low to analyze for significance; however, the enrollment cap can be increased to maintain the expected enrollment

Student Academic Achievement

Student Academic Achievement Summary

Met 6 out of 6 distinctions from TEA and scored A in all areas from TEA!

	Approaches	Meets	Masters
District Goal	100%	85%	50%
7th Reading	95%	78%	49%
7th Writing	95%	80%	43%
8th Reading	99%	81%	43%
8th Math	100%	79%	32%
8th US History	93%	75%	53%
English I	100%	100%	72%
Algebra I	100%	99%	84%
Biology	100%	93%	56%

Student Academic Achievement Strengths

We do very well in all subject areas in the approaches level, all subject areas are above 75% at Meets Level, and improvements need to be made to reach the 50% Masters Level in 7th grade reading, writing, 8th grade reading, and 8th grade math.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students are meeting approaches level on STAAR and EOC, but we are not hitting our goals in Meets and Masters level. **Root Cause:** Teachers know how to intervene with struggling students, but are not sure how to push students to higher levels and scores.

School Processes & Programs

School Processes & Programs Summary

Teachers work in departments to plan common lessons and assessments. Creating and developing common formative assessments and lessons requires knowledge of state standards and learning targets. It would benefit teachers to have curriculum guidance as they work on lessons and assessments. Planning the curriculum ahead of time would also allow teachers to choose appropriate resources.

School Processes & Programs Strengths

Team structures, department planning, common conference periods, monthly faculty meetings, schoolwide protocols, calendars all lead to a well-functioning PLC.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers are not curriculum experts. **Root Cause:** Teachers need guidance and support as they work on curriculum and alignment

Perceptions

Perceptions Summary

Vision: Rising Scholars Academy will cultivate a powerful learning environment that will inspire our students to impact their communities through stewardship and leadership.

Mission: Rising Scholars Academy paves the foundation for academic excellence and leadership via a rigorous and innovative curriculum enhanced by a nurturing system of support, community, and opportunity for all.

Core Values

Stewardship	We are entrusted and responsible for carrying out our school's mission and ensuring that student learning is our priority.
Teamwork	We work hand in hand to support one another and achieve our goals.
Results	We hold ourselves accountable for overcoming obstacles and achieving excellent results for all students.
Integrity	We act with honesty, respect, and responsibility
Community	We are unified by our shared vision, mission, commitments and culture.
Perseverance	We work hard and give 100% effort, never giving up on our goals.

Perceptions Strengths

Our core values drive our daily work. Since our teachers created them, they are invested in them. We celebrate our achievements on a regular basis through monthly core value awards for students and teachers.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Some students leave RSA and become leavers for our campus . **Root Cause:** New students need additional help adjusting to, learning, and practicing our culture and expectations.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Local Accountability Systems (LAS) 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
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8

- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community 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
- Action research results




Goals

Goal 1: We will promote and market our district to create broad based community awareness attracting families to STISD.

Performance Objective 1: 1.3 We will expand multiple platforms district-wide to attract and engage future STISD families

Evaluation Data Source(s) 1: Parent and student attendance at campus activities.
2020-2021 student enrollment numbers.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) RSA Website will be updated weekly with new campus information and highlighting campus activities and achievements.		Administration, Webmaster	Website will be current and appealing which will attract viewers.			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 2) Use social media to promote campus activities and highlight achievements.		Administration, Webmaster	Social media will attract visitors to campus pages			
<div>  = Accomplished  = No Progress  = Discontinue </div>						

Goal 2: We will expand current programs and partnerships, as well as develop new ones, that support and enrich all of our students.




Performance Objective 1: 2.2 We will develop a range of supplemental programs that diversify and expand current program offerings.

Evaluation Data Source(s) 1: STISD 2019-2020 Calendar for Collaboration.

2019-2020 Campus Course Offerings.

2020-2021 Campus Course Offerings.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum 1) Expand programs with existing partners UTRGV and TAMUK		Principal, assistant principal and counselors	Additional programs offered to RSA students			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum 2) Begin new partnerships with universities as Rice University and Texas A&M University for Leadership Seminars		Team leaders and club sponsors	Additional partnership and collegiate/leadership experiences for students			
<div>  = Accomplished  = No Progress  = Discontinue </div>						




Goal 3: We will design, implement and evaluate support systems that attract and retain students.

Performance Objective 1: 3.3 We will develop a system for parental involvement that engages all parents in the success of the students.

Evaluation Data Source(s) 1: Parent and student attendance at campus activities.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Use ongoing formative assessments to identify struggling students.		Administration, Counselors, teachers	Identify struggling students and intervene early, resulting in greater retention			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Use data management program to provide timely data so that teachers can monitor students' progress.		Administration, Counselors, teachers	Targeted interventions for struggling students			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Provide in-school intervention for struggling student	2.4, 2.5, 2.6, 3.1, 3.2	Administration, Counselors, teachers	Students receive intervention during AIME based on their formative assessments			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Provide supports for students in improving reading comprehension and vocabulary acquisition in all courses.	2.4, 2.5, 2.6	Administration, teachers	Improve academic performance of students			




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 5) Provide students who failed a course for the quarter with a contract to recover the grade/credit.	2.4, 2.5, 2.6, 3.1, 3.2	Administration, Counselors, teachers	Students recover grade Decrease in student failures at end of year			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 6) Communicate with parents when students are struggling and update them on students' intervention plan.	2.4, 2.5, 2.6, 3.1, 3.2	Administration, Counselors, teachers	Parents are supportive of students' intervention plan.			
<div>  = Accomplished  = No Progress  = Discontinue </div>						

Goal 3: We will design, implement and evaluate support systems that attract and retain students.

Performance Objective 2: We will develop the whole child, cultivating the social and emotional skills needed to thrive in a diverse and ever-changing world.

Evaluation Data Source(s) 2: Student climate survey and SEL Lesson plans

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum 1) Implement SEL lessons in Original AIME classroom weekly.	2.4, 2.5, 2.6	Administration, counselors, team leaders	Direct teaching and focus on SEL skills will result in students demonstrating appropriate social skills a majority of the time.			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum 2) Provide responsive and proactive counseling services ignorer to meet students social and emotional needs and keep parents well informed. Provide focused professional development for counselors so they can best serve students and parents.	2.4, 2.5, 2.6	Administration, Counselors	Students will be more equipped to manage difficult situations and will me more successful in class.			
<div>  = Accomplished  = No Progress  = Discontinue </div>						

Goal 4: We will implement and evaluate aligned curriculum, instruction, and assessments that provide real world experiences and profound learning for all students.

Performance Objective 1: 4.2 We will utilize academic and real-world data to evaluate and revise curricular content, instruction, and assessment.




Evaluation Data Source(s) 1: Use of formative assessment data to change instruction.

2019-2020 Campus Course Offerings.

2020-2021 Campus Course Offerings.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Departments will create common unit plans with common formative assessments	2.4, 2.5, 2.6	Department leaders, teachers and administrators	Improve students scores on common formative assessments			
ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Teachers will create innovative student-centered lessons that promote student engagement, participation, learning experiences and the use of technology.	2.4, 2.5, 2.6	Administration and teachers	Increase student achievement in STAAR			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Departments will meet weekly to analyze assessment data and collaborate on instructional strategies.	2.4, 2.5, 2.6	Department leaders, teachers and administrators	Evidence of common planning and use of strategies during walkthroughs and observations.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Schedule peer observations so teachers can learn and share best practices in teaching.	2.4, 2.5, 2.6	Department leaders, teachers and administrators	Teachers will use feedback to improve instruction.			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 5) Utilize Instructional Design Days and work days to learn new instructional strategies and plan within departments	2.4, 2.5, 2.6	Department leaders, teachers and administrators	Evidence of common planning and use of strategies during walkthroughs and observation			
<div>  = Accomplished  = No Progress  = Discontinue </div>						




Goal 4: We will implement and evaluate aligned curriculum, instruction, and assessments that provide real world experiences and profound learning for all students.

Performance Objective 2: 4.4 Expand collaborative learning models that integrate real-world experiences.

Evaluation Data Source(s) 2: Use of cooperative learning (Kagen strategies and others) within instruction.
Increased project-based instruction and learning.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Conduct needs assessment to determine teacher priority areas in order to achieve campus goals.	2.4, 2.5	Campus administrators	Improve teaching strategies, resulting in improved student performance.			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Plan and organize staff development based on departmental needs.	2.4, 2.5	Campus administrators	Improve teaching strategies, resulting in improved student performance.			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Implement Teacher training targeting instructional strategies that improve classroom management and student engagement.	2.4, 2.5	Campus administrators and department leaders	New teachers have tools needed to improve classroom environment and student learning			




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Provide technology mini-sessions during Instructional Design days for teachers.	2.4, 2.5	Technology teachers, Instructional technology specialist and administrators	Technology teachers, Instructional technology specialist and administrators Improve teachers' use of technology tools in the classroom			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 5) Implement professional development sessions throughout the school year. Two sessions will be offered per month.	2.4, 2.5	Technology teachers, Instructional technology specialist and administrators	Provide ongoing opportunities for teachers to sharpen their skills and learn new instructional strategies			
<div>  = Accomplished  = No Progress  = Discontinue </div>						

Goal 4: We will implement and evaluate aligned curriculum, instruction, and assessments that provide real world experiences and profound learning for all students.

Performance Objective 3: Expand student curriculum opportunities in the areas of career and technology education, world languages, and fine arts.

Evaluation Data Source(s) 3: Increase participation and enrollment in courses

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Increase curriculum opportunities that support student development in innovative courses such as Project Lead The Way(PTLW), World Languages, and Fine Arts	2.4, 2.5, 2.6	Administration and Lead teachers	Increase student enrollment and school experiences in innovative courses			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Increase the involvement of students in after-school activities related to CTE, innovative courses, and school organizations such as Robotics and NJHS.	2.4, 2.5, 2.6, 3.2	Administration and teachers	Increase outlets for students to be involved in creative, problems solving, leadership and innovative experiences.			
<div>  = Accomplished  = No Progress  = Discontinue </div>						


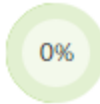

Goal 5: We will expand and create social and extracurricular opportunities that enrich all students' lives.

Performance Objective 1: 5.2 We will create a variety of social and extracurricular activities that appeal to all students.

Evaluation Data Source(s) 1: STISD 2019-2020 Calendar for Collaboration.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) RSA will participate in TCSAAL and district events such as the Superintendents Cup sport tournaments and the Battle of the Books.	2.5, 2.6, 3.1, 3.2	Teachers and administrators	Social interactions for students and families and increasing school spirit			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 2) RSA will increase opportunities for students to participate in extra-curricular activities.	2.5, 2.6, 3.1, 3.2	Teachers and administrators	Students feel invested in their campus. Increase retention rates and RSA			
ESF Levers Lever 3: Positive School Culture 3) Improve communication with parents regarding extra-curricular activities and students through website, social media and newsletters.	2.5, 3.1, 3.2	Webmaster, teachers and administrators	Parents will encourage their children to participate in social and extra-curricular activities on campus.			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) RSA Library will host engaging student-centers informational activities aligned to national and state library standards that are literary, technology and real world focused and promote participation via website and social media.	2.4, 2.5, 2.6					




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<div><div> = Accomplished</div><div> = No Progress</div><div> = Discontinue</div></div>						

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 1: 100 percent of STISD junior high students will earn 3 or more high school credits by the completion of eighth grade.

Evaluation Data Source(s) 1: Student high school transcript at the end of the 8th grade school year.

Summative Evaluation 1:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) 2 year course sequence revised in order to provide students the opportunities to take 2 high school courses in 7th grade and 5 high school courses in 8th grade.	2.4, 2.5, 2.6	Counselors and administrators	8th grade transcripts indicate student earned 3 high school credits			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Counselors monitor and track students' courses and credits	2.4, 2.5, 2.6	Counselors	Passing grades in high school courses and passing EOC exams			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Students receive instructional support needed to be successful in high school courses.	2.4, 2.5, 2.6	Teachers and administrators	Passing grades in high school courses and passing EOC exams			
<div>  = Accomplished  = No Progress  = Discontinue </div>						

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 2: 98 percent and above on annual student and teacher attendance.

Evaluation Data Source(s) 2: Annual STISD attendance data.
TSDS PEIMS summer submission data.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) Monitor daily attendance and contact parents of absent students	2.5	PEIMS clerk, social worker, administrators, nurse and teachers	Weekly attendance rate is 98% or higher .			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 2) Provide quarterly incentives to students with perfect attendance.	2.5	All staff	Monthly attendance rates are 98% or higher			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 3) Social worker makes home visits to students whose parents we cannot contact	2.5	Social Worker and administrators	Monthly attendance rate is 98% or higher			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 4) Provide incentives to teachers with perfect attendance quarterly, at semester and yearly.	2.5	Administrators	Teacher attendance is 98% or higher			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 5) Students must meet attendance criteria in order to attend end of year field trip.	2.5, 2.6	Team leaders, teachers and administrators	Monthly attendance rates are 98% or higher			
<div>  = Accomplished  = No Progress  = Discontinue </div>						




Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 3: 85 percent of STISD students earn Meets and 50 percent earn Masters level on state assessments.

Evaluation Data Source(s) 3: 2019-2020 STAAR Score Reports.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Teachers infuse higher order questions and rigorous tasks in their daily instruction.	2.4, 2.5, 2.6	Teachers and administrators	Walk-throughs and classroom visits indicate the use of higher order thinking skills and tasks in lessons			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum 2) During AIME, enrichment and extension activities are provided to push students to Masters level.	2.4, 2.5, 2.6, 3.2	Teachers and administrators	Student scores and growth on common formative assessments.			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Professional development opportunities such as Lead4ward and Solution Tree are provided to help teachers plan rigorous instruction.	2.4, 2.5, 2.6	Teachers and Administrators	Walk-throughs and observations reveal that teachers are using the strategies and best practices learned through professional development sessions.			




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Formative assessment data is used to monitor student achievement and focus intervention strategies.	2.4, 2.5, 2.6	Teachers and instructional technology specialist	Continuous improvement and growth on common formative assessments			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 5) RSA Library will support extended learning opportunities for staff and students by providing professional learning opportunities and activities	2.4, 2.5, 2.6	Administration, librarian, library staff	Increase student and staff knowledge.			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 6) RSA Library will support academic goals of students and teachers by utilizing multiple resources as WAGS, YAGS and data and providing print and digital resources aligned to those goals.	2.4, 2.5, 2.6	Administration, Librarian, Library Staff	Growth on academic goals			
<div>  = Accomplished  = No Progress  = Discontinue </div>						

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 4: 100 percent of students with Individual Education Plans include measurable goals that are annually updated.

Evaluation Data Source(s) 4: STISD IEP's with ARD approval.

Summative Evaluation 4:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum 1) Conduct all ARD meetings in a timely manner, and work closely with SPED teacher and diagnostician to ensure students receive appropriate services.	2.4, 2.5, 2.6, 3.2	Principal, SPED teacher and diagnostician	ARD's completed and locked within required time frame.			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) SPED teacher works closely with general education teachers to ensure IEP is being followed and is meeting students' needs.	2.4, 2.5, 2.6, 3.2	Principal, SPED teacher and diagnostician	Grades, scores and progress of SPED students indicate growth and progress			
<div>  = Accomplished  = No Progress  = Discontinue </div>						

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 5: Results Driven Accountability (RDA) formerly State Performance-Based Monitoring (PBM) indicators are met annually.

Evaluation Data Source(s) 5: STISD Results Driven Accountability (RDA) -PBM Reports published by the Texas Education Agency.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Provide ELL students with support in language fluency, academic vocabulary development, comprehension and acquisition.	2.4, 2.5, 2.6, 3.2	Teachers and administrators	ELL students will improve STAAR scores and TELPAS ratings			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Provide SPED students with support needed to demonstrate academic growth and improvement.	2.4, 2.5, 2.6, 3.2	Teachers and administrators	SPED students will improve grades and STAAR scores			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Implement a research-based reading program to ensure struggling readers receive the specialized support, structures and interventions needed to make progress.	2.4, 2.5, 2.6	Teachers and administrators	ELL, SPED and struggling readers will improve reading fluency and comprehension measured by growth in corrective reading program			
<div>  = Accomplished  = No Progress  = Discontinue </div>						

South Texas Independent School District

South Texas ISD World Scholars

2019-2020

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



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Comprehensive Needs Assessment

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Goals


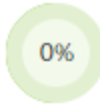

Goal 1: We will promote and market our district to create broad based community awareness attracting families to STISD.

Performance Objective 1: 1.3 We will expand multiple platforms district-wide to attract and engage future STISD families

Evaluation Data Source(s) 1: Parent and student attendance at campus activities.
2020-2021 student enrollment numbers.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
TEA Priorities Connect high school to career and college ESF Levers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Curriculum advisement meetings for parents and students (IB, TSI, PSAT, PreIB, STC Dual Academies, UTRGV dual enrollment)	3.2	Admin., IB Coordinator, Counselors				
TEA Priorities Connect high school to career and college ESF Levers Lever 3: Positive School Culture 2) FAFSA informational night where parents and students work with counselors to understand the financial aid process and complete financial applications	3.2	Counselors				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<div><div> = Accomplished</div><div> = No Progress</div><div> = Discontinue</div></div>						

Goal 2: We will expand current programs and partnerships, as well as develop new ones, that support and enrich all of our students.

Performance Objective 1: 2.2 We will develop a range of supplemental programs that diversify and expand current program offerings.

Evaluation Data Source(s) 1: STISD 2019-2020 Calendar for Collaboration.

2019-2020 Campus Course Offerings.

2020-2021 Campus Course Offerings.

Summative Evaluation 1:

Goal 3: We will design, implement and evaluate support systems that attract and retain students.

Performance Objective 1: 3.3 We will develop a system for parental involvement that engages all parents.

Evaluation Data Source(s) 1: Parent and student attendance at campus activities.

Summative Evaluation 1:

Goal 4: We will implement and evaluate aligned curriculum, instruction, and assessments that provide real world experiences and profound learning for all students.




Performance Objective 1: 4.2 We will utilize academic and real-world data to evaluate and revise curricular content, instruction, and assessment.

Evaluation Data Source(s) 1: Use of formative assessment data to change instruction.

2019-2020 Campus Course Offerings.

2020-2021 Campus Course Offerings.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Create and implement student diagnostic exams to evaluate current performance level on EOC and IB exams.	2.4, 2.5, 2.6	Content teachers Administrators Counselors	Expected results and impact of this strategy is a better understanding of students' prior knowledge-- allowing for more purposeful planning and a proactive approach to intervention to help our struggling students.			
ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Student academic intervention rotations based on data from Mastery Connect and DMAC to support at-risk and struggling students on EOC and IB exams.	2.4, 2.5, 2.6	Counselors, Instructional Technology Specialist, IB coordinator, Administration, Content Teachers.	Expected results and impact of this strategy is increased student growth and performance on STAAR EOC and IB exams. Secondary results would also allow the school to more accurately identify our struggling, at risk, and special population students.			
TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum 3) MOCK exams to measure student performance. Use acquired data to intervene prior to EOC and IB exams.	2.4, 2.5, 2.6	Content teachers, IB coordinator, counselors, administration.	Expected results and impact of this strategy is increased student preparation for EOC and IB exams. The administration of mock exams will also supply content teachers with the data necessary to diagnose and treat student misunderstandings regarding course content and skills. The impact of these measures will result in student success on EOC and IB exams.			
<div>  = Accomplished  = No Progress  = Discontinue </div>						

Goal 4: We will implement and evaluate aligned curriculum, instruction, and assessments that provide real world experiences and profound learning for all students.

Performance Objective 2: 4.4 Expand collaborative learning models that integrate real-world experiences.

Evaluation Data Source(s) 2: Use of cooperative learning (Kagen strategies and others) within instruction.
Increased project-based instruction and learning.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Teachers will be using Kagen Cooperative Learning strategies in the classroom to promote student engagement and increase understanding.	2.5	Content teachers, IB Coordinator, Administration	Expected results and impact of this strategy include higher level of student engagement, differentiated instruction based on student learning styles, and increased relevance of learning.			
ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) World Scholars will implement in-house professional development every Tuesday during conference periods for content teachers to explore, discuss, and evaluate best practices. These in-house professional developments will also allow teachers to lead training, thus building leadership capacity within our school.		IB Coordinator Administrators Counselors	Expected results and impact of this strategy include effective collaboration among faculty and staff, deliberate and purposeful instruction based on, research supported, best practices, increased student engagement, opportunities to build leadership capacity within our school and among our faculty.			
ESF Levers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) World Scholars has expanded the IB program and IB course offerings. Through these expanded course offerings, students will have increased opportunities for project-based learning by designing and completing their internal assessments.	2.5	Content teachers IB coordinator Administration	Expected results and impact of this strategy include increased student engagement, more focused instructional relevance, and opportunities for students to explore and connect content to real world experiences.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div><div></div></div><div>= Discontinue</div></div></div>						

Goal 5: We will expand and create social and extracurricular opportunities that enrich all students' lives.

Performance Objective 1: 5.2 We will create a variety of social and extracurricular activities that appeal to all students.

Evaluation Data Source(s) 1: STISD 2019-2020 Calendar for Collaboration.

Summative Evaluation 1:

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 1: 98 percent and above on annual student and teacher attendance.

Evaluation Data Source(s) 1: Annual STISD attendance data.
TSDS PEIMS summer submission data.

Summative Evaluation 1:

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 2: 85 percent of STISD students earn Meets and 50 percent earn Masters level on state assessments.

Evaluation Data Source(s) 2: 2019-2020 STAAR Score Reports.

Summative Evaluation 2:

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 3: - 90 percent of the student cohort will reach graduation completion at STISD.
- 99 percent of STISD students will successfully complete graduation requirements and earn at least one endorsement.

Evaluation Data Source(s) 3: TSDS PEIMS graduation data.
STISD Graduate Report.

Summative Evaluation 3:

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 4: - Each student will take a college entrance exam before the end of the first semester of the year they plan to graduate.
- 50 percent of students will attain a SAT score of 1110 or higher/ACT score of 24 or higher.

Evaluation Data Source(s) 4: STISD College Score Report.

Summative Evaluation 4:

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 5: - Each student achieves a passing score on one or more AP, IB, or dual credit course while enrolled at STISD.

- Student participation rates on AP and IB tests will remain the same or increase annually.
- Qualifying AP and IB scores will increase annually.

Evaluation Data Source(s) 5: STISD AP and IB Participation and Score Report.

Summative Evaluation 5:

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 6: 100 percent of students with Individual Education Plans include measurable goals that are annually updated.

Evaluation Data Source(s) 6: STISD IEP's with ARD approval.

Summative Evaluation 6:

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 7: Results Driven Accountability (RDA) formerly State Performance-Based Monitoring (PBM) indicators are met annually.

Evaluation Data Source(s) 7: STISD Results Driven Accountability (RDA) -PBM Reports published by the Texas Education Agency.

Summative Evaluation 7:

South Texas Independent School District

South Texas ISD Medical Professions

2019-2020

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



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Comprehensive Needs Assessment

Demographics

Demographics Summary

The South Texas ISD Medical Professions, better known as Medical Professions, is located in Olmito, Texas. The school demographics mirror the community with students being predominantly of Hispanic origin.

As one of South Texas Independent School District's four magnet high schools, Medical Professions, serves students from 28 school districts in the counties Cameron, Hidalgo, and Willacy. Like the other STISD high schools, Medical Professions, is a public, tuition-free magnet high school. Medical Academy opened in August 2003, with a four-year college preparatory program designed to prepare students for medical-related careers. In the sixteenth year of operation, enrollment has steadily climbed to near capacity. There are currently 844 students enrolled in grades 9-12.

Students are attracted to Medical Professions, because of its strong college preparatory program and career interests in the health sciences. We offer a curriculum that fosters intellectual curiosity, self-direction and a passion for life-long learning. Across the four-year course sequence students are challenged with rigorous academic coursework that consists primarily of Advanced Placement (AP) and Honors classes.

Medical Professions offers the Foundation Diploma with endorsements in: STEMS (science, technology, engineering and math); Public Service; Arts and Humanities and Multidisciplinary Studies. Advanced Placement classes are available in Art, Biology, Calculus, Computer Science Chemistry, Economics, Environmental Science, English (Language and Literature), Human Geography, Physics, Psychology, Spanish (Language and Literature), Statistics, U.S. Government, U.S. History, and World History. Dual enrollment courses are available in Biology, English III, English IV, and U.S. History. A typical Medical Academy senior will complete an average of ten AP classes by graduation. Integrated into the course sequence each year are health science technology classes that allow students to explore career interests in the medical field through focused coursework, preparing them for careers such as doctor, pharmacist, nurse, and medical researcher. In their senior year, students put this health science background into practice as interns at hospitals, pharmacies, doctor offices, nursing homes, hospice care, and medical labs. Students are able to earn certifications as a emergency medical technician, medical lab assistant, clinical medical assistant, phlebotomy technician, certified ophthalmic assistant, registered dental assistant, pharmacy technician and patient care technician. These certifications will provide students with experience and perspective as they pursue college and postgraduate degrees.

Our students are also required to perform seventy-five hours of community service, thus promoting responsibility and pride in their local communities. In connection with this goal, Medical Academy is supported by partnerships and working relationships with, Altas Palmas Veterinary Clinic, Alta Vista Nursing Home, Alpine Adult Day Care, Autreys (Brownsville), Brownsville Community Health Center, Brownsville Fire/Rescue, Brownsville Rehabilitation Services, Burke Children's Dentistry (Harlingen), CVS Pharmacy (Brownsville, McAllen & Port Isabel), De La Rosa-Martinez Dentistry (San Benito), Doctor's Hospital at Renaissance, Dr. Emilio Hernandez (Brownsville-Dentist), Dr. Sanusi MD, Golden Palms, Gulf Coast Eye Institute, Harlingen South Texas Emergency EMS, Harlingen Family Dentistry, Harlingen Medical Center, Knapp Medical Center, Los Ebanos Family Dentistry

(Brownsville), Los Fresnos Ambulance Service, Med-Care-McAllen, Muniz Pharmacy (Harlingen), Fry's San Benito, Rio Grande State Center, Paws-n-Claws Veterinary Clinic, Ramos-Boyd Dentistry (Harlingen), RGV Endodontics (Edinburg), Saenz Pharmacy (McAllen), Salinas Pharmacy (Harlingen), San Benito Medical Associates, Solara Hospital, Spanish Meadows Nursing Center, South Padre Island Fire/Rescue, South Texas Emergency Care Foundation-Harlingen, Sunshine Haven, The Eye Experts, The City of Port Isabel EMS, The City of South Padre Island Fire Department, Xavier Leo's Family Dentistry (Brownsville), Valle-Villarreal Dental Center (Brownsville), Valley Baptist Medical Center Brownsville, Valley Baptist Medical Center Harlingen, Valley Cancer Associates, Valley Children's Clinic, Valley Regional Medical Center, Veranda Nursing Home and Rehab, Valley Grande Manor Nursing Home, and Walgreens (Edinburg & Brownsville)

Demographics Strengths

School Culture and Climate

School Culture and Climate Summary

Medical Professions students have benefited from a strong Advanced Placement (AP) program which prepares students for the rigor of college coursework. AP coursework teaches students to read texts critically, solve problems analytically, and write clearly. Medical Professions offers 19 AP courses in its four-year course sequence. It is the expectation that all Medical Professions students enrolled in an AP class will sit for the AP exam. In 2019, Medical Professions students sat for 1,616 AP exams. From 2009-2019, only a handful of schools across the nation had higher “AP tests taken to graduates” indexes than Medical Professions, and most of these schools have selective admissions criteria.

The 2019 graduating class sat for an average of 9.3 AP exams per graduate, where 90% of graduates took five or more AP exams needed to obtain AP Scholar with Distinction recognition. In 2019, thirty-seven Medical Professions students earned AP Scholar status, five students achieving "AP Scholar With Honor," four students achieving "AP Scholar With Distinction," and two students achieving National AP Scholar status. The forty-six students achieving 3+ qualifying scores is an all-time high at Medical Professions, eclipsing the 44 qualifying scores from 2018. These recent achievements have come with much planning, effort, and focus by our students and instructional staff.

Two very important factors in the success of our students involve both curriculum and assessment. A rigorous curriculum has been developed collaboratively among South Texas ISD teachers benefiting all Medical Professions students. It is our belief that curriculum should not be developed by one person in isolation, or by individuals outside Medical Professions, but rather all teachers working together. Over several years of campus-wide staff development, Medical Professions teachers have generated curricula containing scope and sequences combined with essential learning outcomes (ELOs). ELOs clearly state what non-negotiable learning must occur. Teachers periodically review and update this integrated curriculum document.

Teachers have also been using formative assessment, which focuses on improving student performance and classroom instruction. Teachers use formative assessment to inform instruction thus adapting their teaching to meet the learner's needs. Our teachers utilize formative assessment regularly. Teachers in the same subject area are also involved in developing common formative assessments which have been shown to significantly improve student performance.

In conclusion, Medical Professions is proud of our students’:

- academic accomplishments
- rising to the challenge of rigorous college-level (Advanced Placement) course work
- continued success in our career and technology program

In its only 16 years as a medical magnet high school, Medical Professions has a rigorous and engaging curriculum and a well-defined culture of high expectations. You see it everywhere you look: from student work and honor plaques hanging on building walls to the positive teacher-student interactions in and out of classrooms. Students are well-skilled, perform at high levels, and demonstrate college-level maturity as they interact with our medical and community partners. At Medical Professions, it is our commitment to continue to produce highly skilled students who will be successful at the college level.

School Culture and Climate Strengths

STISD Medical Professions

Site-Based Decision Making Council Members

2019-2020

Administrators

Harry Goette

William McKinney

Jose Lucio

Parents/Community Members

Margarita Nava

Manuel Chacon

Chris Chizek

Patricia Palomo

Jonathon Ibarra

Support Staff

Gilberto Arreola

Cinthia Alvarado

Meagan Attebery

Mateo Castillo

Cheryl Fultz

Candace Guillen

Mayela Solana

Luz Griselda Zammora

Teachers

All teachers serve as members of the SBDM

Anabel Adrete

Lisa Aguilar

Elizabeth Arredondo

Monica Avila

Gabriela Barboza

Ada Barrera

Denise Barrera

Bradford Berryman

Crystakkube Breier

Thelma Camacho

Deborah Cantu

Gwyn Carmean

Elizabeth Carr

Christina Chase

Jose Colon
William Cortez
Cody Ferguson
Virginia Fiebig
Emily Finch
Erndira Garcia
David Garza
Guillermo Gomez
Esmeralda Gracia
Patricia Hernandez
Jessica Hiler
Joseph Human
Anthony Hughes
Avy James
Andrew Keating
Victor Loya
Seymore Lumang
Vanessa Manrique
Mireya Marroquin
Charley Paradise

Tomas Ramos
Shahn Reber
Emily Reece
Edward Reza
Michele Richardson
Eduardo Rios
Herlinda Robles
Elizabeth Rocha
Efren Rodrgiuez
Rosanne Rudd
Ana Ruvalcaba
Maria Saenz
Rosalva Salas
Adan Salazar
Rene Saldivar
Bruno Sanchez
Linda Saucedo
Luis Sepulveda
Gerri Swider
Melissa Tapia

Edward Varnam

Francisco Vasquez

Hanani Vasquez

Georgina Vela

Diana Williams

Eva Williamson

Students

Amber Gonzalez

Seth Herrera

Michele Villasana

Symone Garcia

Joyce Macalling

Allison Mireles

Luis Ramirez

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: We will promote and market our district to create broad based community awareness attracting families to STISD.

Performance Objective 1: 1.3 We will expand multiple platforms district-wide to attract and engage future STISD families

Evaluation Data Source(s) 1: Parent and student attendance at campus activities.
2020-2021 student enrollment numbers.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>1) 1) Establish opportunities for community groups and individuals to visit and establish relationships with campuses.</p> <p>We will expand our opportunities for the community and individuals to establish relationships with our campus.</p> <p>1. Recruitment visits by schools and universities interested in Medical Professions. 2. Visits and presentations by our community partners to support our instructional program. 3. Group and individual tours of the campus to educate the community about the campus and district mission. 4. Recruitment activities will include male students to encourage more interest by male students in the Medical Professions. 5. Fall/Spring Showcases: featuring Medical Professions programs, health fairs, and other community activities.</p>	2.5	District Public Relations Staff Webmaster Social Media Coordinator Campus Instructional Technologist Administration	Better understanding of our program offerings by the community that we serve.			
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>						

Goal 2: We will expand current programs and partnerships, as well as develop new ones, that support and enrich all of our students.

Performance Objective 1: 2.2 We will develop a range of supplemental programs that diversify and expand current program offerings.

Evaluation Data Source(s) 1: STISD 2019-2020 Calendar for Collaboration.

2019-2020 Campus Course Offerings.

2020-2021 Campus Course Offerings.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college</p> <p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Principal and technology specialist will design and implement a campus technology plan.</p> <p>Use the Wi-Fi available for the Bring Your Own Device (BYOD) policy to have students provide homework or reviews on specific topics. Students share with others in class. Search for alternative methods of learning utilizing websites, and databases.</p> <p>2) Expand course offerings for 2019-2020, AP Psychology, Creative/Technical Writing, and English 4 Dual (AP/D).</p>	2.5, 2.6	Teachers Students Technology Specialist Librarian	Staff and student's proficiency in the utilization of emerging technologies.			
Funding Sources: 211 - Title I, Part A School Wide - 0.00, 410 - Instructional Materials Allottment - 0.00						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>X</div><div>= Discontinue</div></div></div>						

Goal 3: We will design, implement and evaluate support systems that attract and retain students.

Performance Objective 1: 3.3 We will develop a system for parental involvement that engages all parents.

Evaluation Data Source(s) 1: Parent and student attendance at campus activities.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
TEA Priorities Connect high school to career and college ESF Levers Lever 3: Positive School Culture 1) The Parent Connection program encourages parents to participate in the educational, social and emotional development of their son or daughter. Further, it helps parents create a support and networking system with each other. All meetings are held in English and Spanish, with topics that relate to adolescents and/or families. The STISD Parent Connection Meeting are held at Medical Professions. Topics for the meeting are presented by STISD Staff and guest speakers.	3.1, 3.2	Principal Assistant Principal Social Worker Counselors Teachers	Increase in parent participation at meetings.			
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum 2) Medical Professions website provides parents, students and the community information about campus and district resources. With this connection to the campus, they will be able to view information related to the educational opportunities at Medical Professions. Internet access improves communication among teachers, parents and students leading to greater academic performance.	2.5, 3.1, 3.2	Principal Assistant Principal Social Worker Counselors Teachers Students	Parents, students and the community will be provided real time information about Medical Professions.			
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✗</div><div>= Discontinue</div></div></div>						

Goal 4: We will implement and evaluate aligned curriculum, instruction, and assessments that provide real world experiences and profound learning for all students.

Performance Objective 1: 4.2 We will utilize academic and real-world data to evaluate and revise curricular content, instruction, and assessment.

Evaluation Data Source(s) 1: Use of formative assessment data to change instruction.

2019-2020 Campus Course Offerings.

2020-2021 Campus Course Offerings.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<p>TEA Priorities Connect high school to career and college</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Have students complete case studies that will allow them to implement the knowledge and skills they have acquired in solving real-world critical care situations. Clinical Rotations for Medical Assisting, Ophthalmology, Phlebotomy, Dental Assisting, Pharmacy, and Emergency Medical Services (and CPR training programs). All Health Science courses incorporate learning based on real-world situations.</p>	2.5	HST Teachers Students	Increased number of certifications achieved.			
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A School Wide - 0.00, 244 - Career Technical Education - 0.00					
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>X</div><div>= Discontinue</div></div></div>						

Goal 4: We will implement and evaluate aligned curriculum, instruction, and assessments that provide real world experiences and profound learning for all students.

Performance Objective 2: 4.4 Expand collaborative learning models that integrate real-world experiences.

Evaluation Data Source(s) 2: Use of cooperative learning (Kagen strategies and others) within instruction.
Increased project-based instruction and learning.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<p>TEA Priorities Connect high school to career and college</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Through the use of interdisciplinary connections, HST and academic teachers will collaborate on the designing and execution of engaging lessons. The realistic scenarios and equipment allows for practice of skills and procedures until mastery. The simulation lab will allow for teamwork training while enhancing existing instruction. Simulation mannequins assist students in the development of knowledge and skills in a variety of medical procedures. Additionally, creative applications of simulation technology will allow for critical thinking that will serve students well as they embark on health career paths.</p>	2.5	HST Teachers Academic Teachers Students	Increased academic performance in all areas.			
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A School Wide - 0.00, 244 - Career Technical Education - 0.00, 255 - Title II, Part A Training - 0.00, 410 - Instructional Materials Allotment - 0.00					
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>						

Goal 5: We will expand and create social and extracurricular opportunities that enrich all students' lives.

Performance Objective 1: 5.2 We will create a variety of social and extracurricular activities that appeal to all students.

Evaluation Data Source(s) 1: STISD 2019-2020 Calendar for Collaboration.

Summative Evaluation 1:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
TEA Priorities Build a foundation of reading and math Connect high school to career and college ESF Levers Lever 3: Positive School Culture 1) Medical Professions will encourage student and parent participation in district extracurricular events, such as Texas HOSA, UIL, Chess, Battle of the Books, PASF, and volleyball, basketball, softball, powder puff soccer games, and Parent Connections meetings.	2.5, 2.6, 3.1, 3.2	Teachers and administrators	Social and community interactions			
	Funding Sources: 199 - General Fund - 0.00, 244 - Career Technical Education - 0.00					
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>X</div><div>= Discontinue</div></div></div>						

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 1: 98 percent and above on annual student and teacher attendance.

Evaluation Data Source(s) 1: Annual STISD attendance data.
TSDS PEIMS summer submission data.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture</p> <p>1) School attendance is both a right and a responsibility. Medical Professions is an active partner with students and parents in the task of ensuring that all students meet or exceed learning standards. Because Medical Professions recognizes that consistent school attendance, academic success and school completion have a positive correlation, the campus will develop, review, and if necessary, revise a Comprehensive Student Attendance Policy. Specific strategies include, (1) daily absence calls to parent/guardian, (2) use of Information Management System for email and voice messaging of each absence, (3) weekly campus attendance reviews, (4) warning letter #1 sent at two unexcused absences within a three week period to include an attendance report and excuse templates, (5) home-visit, if no response to letter #1, (6) warning letter #2 sent at two or more unexcused absences with no response to telephone calls, letter #1, or home-visit, and (7) staffing with assistant principals to determine additional course of action to include: Assignment to Credit/attendance Tutorial Programs, Assignment to Saturday Credit Recovery Academy, Credit Reviews, Performance Contracts, Peer Mentoring (KOM), Volunteer Community Service, Counseling (In-school/Community), Community Referrals, and/or Petition for "Truancy Conduct". Campus will also communicate to students, parents, staff, and teachers of monthly attendance percentages; as well as promote that "Every Day Counts" in announcement, flyer, and poster form.</p>	2.5, 2.6	Principal Assistant Principal Social Worker Teachers	When attendance rate improves with goal of meeting or exceeding 98 percent for all student groups.			
<div>  = Accomplished  = No Progress  = Discontinue </div>						

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 2: 85 percent of STISD students earn Meets and 50 percent earn Masters level on state assessments.

Evaluation Data Source(s) 2: 2019-2020 STAAR Score Reports.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) STAAR/EOC: Teachers will plan and implement a comprehensive process for improving student performance, review campus and individual performance data, and use formative assessments, course blueprints/assessed curriculum. Student-centered instructional strategies will be used to improve levels of engagement in all subjects. Utilize STAAR blueprints, performance level indicators, writing resources, and other materials on TEA website: http://www.tea.state.tx.us/student.assessment/staar/ Utilize district databases. Assess in EOC format. Exams and quizzes should reflect essential learning objectives. Relationship building and focused tutorial offerings in all EOC subjects. Sep-Nov remediation for Dec EOC testing window. Spring 2020 tutorials for March and May EOCs. Target EOC performance scores: 100% Approaches, 90% Meets, and 50-70% Masters performance levels.</p>	2.4, 2.5	Principal Assistant Principal Team Leaders Counselors Teachers	Target EOC performance scores: 100% Approaches, 90% Meets, and 50-70% Masters performance levels.			
	<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A School Wide - 0.00, 224 - IDEA B, Special Education - 0.00, 244 - Career Technical Education - 0.00, 410 - Instructional Materials Allotment - 0.00</p>					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college</p> <p>ESF Levers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>2) Relationship building, collaboration, peer mentoring, and focused instruction will be utilized during Enrichment Period to improve STAAR/EOC scores in English 1 & 2 for English Language Learners. These same strategies will also be implemented to improve other STAAR/EOC scores and academic content areas.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Team Leaders Counselors Teachers	Number of students receiving performance target scores on Approaches, Meets, and Masters on STAAR/EOC Exams			
		Funding Sources: 199 - English Language Learner - 0.00, 199 - General Fund - 0.00, 350 - English Language Learner - 0.00, 410 - Instructional Materials Allotment - 0.00				
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>X</div><div>= Discontinue</div></div></div>						

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 3: - 90 percent of the student cohort will reach graduation completion at STISD.

- 99 percent of STISD students will successfully complete graduation requirements and earn at least one endorsement.

Evaluation Data Source(s) 3: TSDS PEIMS graduation data.
STISD Graduate Report.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<p>TEA Priorities Connect high school to career and college</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>1) Conduct goal-setting meetings at 9th grade. Assist students in setting post secondary and career choice decisions. Review college and career goals. Follow-up support to ensure that students maintain goals needed for success at high school and beyond. Implement student-led, grade-level assemblies that discuss the importance of goal-setting, organization, preparation, grade-appropriate information, and graduation credits, etc.</p>	2.5, 3.2	Principal Assistant Principal Team Leaders Counselors Teachers Students	Ninth Grade students and parents will be better informed about college and careers.			
Funding Sources: 199 - General Fund - 0.00						
<p>TEA Priorities Connect high school to career and college</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>2) Build and support nurturing relationships with students through regular positive discourse with Enrichment Period (EP) teachers and peer mentors.</p>	2.5	Principal Assistant Principal Team Leaders Counselors Teachers Students	Students meet with their mentor teacher daily, student peer mentors, student tutors and/or counselor as needed. Improved school learning climate.			
Funding Sources: 199 - General Fund - 0.00						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>X</div><div>= Discontinue</div></div></div>						

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 4: - Each student will take a college entrance exam before the end of the first semester of the year they plan to graduate.
- 50 percent of students will attain a SAT score of 1110 or higher/ACT score of 24 or higher.

Evaluation Data Source(s) 4: STISD College Score Report.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<p>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>Connect high school to career and college</p> <p>ESF Levers</p> <p>Lever 1: Strong School Leadership and Planning</p> <p>1) Continue the District's initiative of school day testing for SAT examination, which started during the 2018-2020 school year.</p>	2.4, 2.5, 2.6	Teachers Administrators Counselors	Increase the number of students who take the SAT or ACT earlier in their high school experience. Increase the score report available to the District so that there is at least one college entrance score report on each student.			
Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A School Wide - 0.00, 204 - Student Support and Academic Enrichment - 0.00						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>						

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 5: - Each student achieves a passing score on one or more AP, IB, or dual credit course while enrolled at STISD.

- Student participation rates on AP and IB tests will remain the same or increase annually.
- Qualifying AP and IB scores will increase annually.

Evaluation Data Source(s) 5: STISD AP and IB Participation and Score Report.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum</p> <p>1) AP course descriptions will state that sitting for AP exams is required. Our AP participation has continued to grow to record levels. After first reaching 1,000+ AP exams in 2017, Medical Professions' AP enrollment hit 1,616 in 2019. In 2019-20, we are currently on pace to exceed 2,000 AP exams for Spring 2020. With STISD funding, 100% of the Free/Reduced (Option 1) exam costs and 50% of Non-F/R (Option 2) costs will be covered, thereby eliminating/reducing economic burdens to families. Our target for 100% AP exam participation will continue for the 2019-20 school year. We will provide the students with online information and procedures for signing up and taking exams. Option 2 students can prepay for the exams using Total Registration, an online service provider. AP fee waivers will be completed for all students that qualify. Continue to improve the number of graduates who will sit for five or more AP exams required for AP Scholar with Distinction to 90%. (In 2019, we had 65% of our 12th graders are sitting for 5+ AP exams). Assess regularly in College Board format. New AP resources through UWORLD, AP Classroom (College Board) resources, including checkpoints, unit guides, test bank. Questions, etc. Also resources from library databases, including AP Central, Gale, Peterson, etc. Stress importance of making qualifying scores (college readiness and career opportunities. Relationship building to enhance motivation. Collaboration within</p>	2.4	Principal Assistant Principal Team Leaders Counselors Teachers	Increase number of students taking AP exams and higher performance rates.			

district (share instructional strategies, etc.). Focused tutorials (one AP tutorial every other week). Cooperative learning and study groups with student leaders. Six Saturday AP prep sessions and AP mock exams. Student motivation: AP student-led assemblies will focus on effective tips and strategies to improve student performance, and AP benefits. In Spring of 2019, our students achieved the highest number of qualifying AP scores in school history (308), up from 277 the year before (11% increase). The number of 2019 AP Scholars was an all-time high of 46 students. Our goal for 2020 is to increase the number of students with qualifying scores of 3, 4, 5 by 15% (308 to 350).

Funding Sources: 199 - General Fund - 0.00, 204 - Student Support and Academic Enrichment - 0.00, 211 - Title I, Part A School Wide - 0.00



= Accomplished



= No Progress



= Discontinue

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 6: 100 percent of students with Individual Education Plans include measurable goals that are annually updated.

Evaluation Data Source(s) 6: STISD IEP's with ARD approval.

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
TEA Priorities Build a foundation of reading and math Connect high school to career and college 1) Continue the Admission, Review, and Dismissal committees work in ensuring that each Individual Education Plan has measurable goals which are annually updated.	2.4, 2.5, 2.6	Principal	100 percent of students with Individual Education Plans include measurable goals, that are annually updated.			
		Assistant Principal				
		Diagnostician				
		Special Education Teachers				
Funding Sources: 199 - General Fund - 0.00, 224 - IDEA B, Special Education - 0.00, 255 - Title II, Part A Training - 0.00						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>						

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 7: Results Driven Accountability (RDA) formerly State Performance-Based Monitoring (PBM) indicators are met annually.

Evaluation Data Source(s) 7: STISD Results Driven Accountability (RDA) -PBM Reports published by the Texas Education Agency.

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
TEA Priorities Build a foundation of reading and math Connect high school to career and college ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Continue high quality instruction and support for all students.	2.4, 2.5, 2.6, 3.2	Principal Assistant Principal Teachers	Results Driven Accountability (RDA) formerly State Performance-Based Monitoring (PBM) indicators are met annually.			
	Funding Sources: 199 - General Fund - 0.00, 199 - State Compensatory Education - 0.00, 199 - English Language Learner - 0.00, 255 - Title II, Part A Training - 0.00, 350 - English Language Learner - 0.00					
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>						

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
4	1	1			\$0.00
4	2	1			\$0.00
5	1	1			\$0.00
6	2	1			\$0.00
6	2	2			\$0.00
6	3	1			\$0.00
6	3	2			\$0.00
6	4	1			\$0.00
6	5	1			\$0.00
6	6	1			\$0.00
6	7	1			\$0.00
Sub-Total					\$0.00
199 - State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	7	1			\$0.00
Sub-Total					\$0.00

199 - English Language Learner					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	2	2			\$0.00
6	7	1			\$0.00
Sub-Total					\$0.00
204 - Student Support and Academic Enrichment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	4	1			\$0.00
6	5	1			\$0.00
Sub-Total					\$0.00
211 - Title I, Part A School Wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
4	1	1			\$0.00
4	2	1			\$0.00
6	2	1			\$0.00
6	4	1			\$0.00
6	5	1			\$0.00
Sub-Total					\$0.00
212 - Title I, Part C Migrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$0.00
Sub-Total					\$0.00

224 - IDEA B, Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	2	1			\$0.00
6	6	1			\$0.00
Sub-Total					\$0.00
244 - Career Technical Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$0.00
4	2	1			\$0.00
5	1	1			\$0.00
6	2	1			\$0.00
Sub-Total					\$0.00
255 - Title II, Part A Training					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1			\$0.00
6	6	1			\$0.00
6	7	1			\$0.00
Sub-Total					\$0.00
350 - English Language Learner					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	2	2			\$0.00
6	7	1			\$0.00
Sub-Total					\$0.00
410 - Instructional Materials Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
4	2	1			\$0.00

410 - Instructional Materials Allottment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	2	1			\$0.00
6	2	2			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

South Texas Independent School District

South Texas ISD Health Professions

2019-2020

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

The mission of South Texas ISD Health Professions is to provide students with rigorous academic instruction and advanced technical skills that will allow for their successful transition into allied health careers and/or post-secondary education.

Vision

To engage students in a focused, challenging curriculum within a small, caring community of learners.

Value Statement

We Believe:

that the entire community shares the responsibility of promoting the success of the school's mission by creating a support system for all learners;

that challenging academics are developed, facilitated, and maintained by the school community across a diverse student population;

that a positive and safe school climate is essential to the learning process;

that the application of knowledge and skills will be an integral part of our instructional programs;

that students and teachers need to become proficient in accessing, evaluating, and using information, resources, and current technology;

that students learn in a variety of ways and that classroom instruction and assessment should reflect these individual styles;

that personal growth is enhanced by increased self-esteem, cultural awareness through positive relationships, and mutual respect among and between students and staff;

that students will participate in a career program which will enable them to successfully transition into higher education and/or the work force;

and, that the special needs of each student are identified, addressed, and accommodated.

In addition...

WE BELIEVE that . . .

each individual is unique and has intrinsic worth.

all students have the potential to be successful learners.

hard work and perseverance are necessary to achieve full potential.

learning happens best when it is exercised as a choice.

focused teaching and learning is paramount to growth and development.

change creates opportunity.

lifelong learning is vital in a changing world.

learning is both an individual and shared responsibility.

communities benefit when people willingly contribute to the well-being of

others.

a safe environment is essential for learning.

understanding and respecting diverse cultures, ideas and values is

essential in a global society.

integrity is the foundation upon which to build trust.

education is an investment in community well-being.

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Comprehensive Needs Assessment

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

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
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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 and/or ASPIRE

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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Section 504 data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data




Goals

Goal 1: We will promote and market our district to create broad based community awareness attracting families to STISD.

Performance Objective 1: 1.3 We will expand multiple platforms district-wide to attract and engage future STISD families.

Evaluation Data Source(s) 1: Parent and student attendance at campus activities.
2020-2021 student enrollment numbers.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Ensure that all communication and recruiting materials emanating from the campus includes reference to South Texas Independent School District (example: stisd.net) as our umbrella organization to include: - school/club/class paraphernalia -correspondence, -telephone greetings, -business cards, -student planners, -create a slogan which highlights our pathways (medicine, technology, engineering, etc. -Create YouTube videos highlighting the districts and campuses -Invite stakeholders to visit the STISD campuses.	2.5, 3.1, 3.2	Campus Leadership Team Faculty/Staff	There will be a demonstrated connection between STISD and Health Professions. Health Profession's successes and flagship status will be recognized as emanating from the umbrella organization of STISD.			
<div>  = Accomplished  = No Progress  = Discontinue </div>						

Goal 2: We will expand current programs and partnerships, as well as develop new ones, that support and enrich all of our students.




Performance Objective 1: 2.2 We will develop a range of supplemental programs that diversify and expand current program offerings.

Evaluation Data Source(s) 1: STISD 2019-2020 Calendar for Collaboration.

2019-2020 Campus Course Offerings.

2020-2021 Campus Course Offerings.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Ensure that all existing, as well as proposed programs and partnerships, are marketable for students.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Successful completion of programs emanating from partnerships will lead to marketable skills for students.			
2) Market Health Professions and student achievement to expanding local, state, and national opportunities.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	All programs and partnerships will be marketed locally, statewide and nationally.			
3) Establish new and enhance existing networks and invite guests to campus to showcase student achievement and state of the art programs.	2.5, 2.6, 3.1, 3.2	Campus Leadership Team Faculty/Staff	All programs and partnerships will be marketed locally, statewide and nationally in an effort to increase the marketability of our students and program.			
4) Provide soft skills training for students to ensure that they are competitive in the post- secondary and professional markets.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Students will gain a competitive edge in post-secondary and professional markets.			
<div>  = Accomplished  = No Progress  = Discontinue </div>						




Goal 3: We will design, implement and evaluate support systems that attract and retain students.

Performance Objective 1: 3.3 We will develop a system for parental involvement that engages all parents.

Evaluation Data Source(s) 1: Parent and student attendance at campus activities.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Create Public Service announcements which inform students of intervention resources.	2.5, 2.6, 3.1	Campus Leadership Team Faculty/Staff Students	Students will be informed of intervention resources.			
2) Provide faculty/staff with training which would enable them to fully utilize the features of Infinite Campus.		Campus Leadership Team Faculty/Staff	Faculty and staff will utilize all Infinite Campus features to enhance student success.			
3) Post academic intervention resources on various campus social media.	3.1	Campus Leadership Team Faculty/Staff Students	Students will be informed of intervention resources.			
4) Host academic intervention sessions at various times of day to include parental visits to classroom.	3.1, 3.2	Campus Leadership Team Faculty/Staff	Parents and students will be informed of academic intervention resources.			
5) Provide training for faculty/staff on proactive intervention strategies.	2.6	Campus Leadership Team Faculty/Staff	Faculty/staff will be proactive in implementing intervention strategies.			
6) Provide teachers with data reflecting grade distribution every grading period.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Teachers will utilize data reflecting grade distribution to modify instruction as an intervention strategy.			
7) Use research based strategies (clearly defined learning objectives, check for understanding, differentiated instruction) as identified with formative walkthroughs to enhance student success.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	There will be an increase in student performance.			
8) Use data disaggregation software, formative collaboration, and teacher collaboration to identify and remedy student learning gaps.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Teacher will use data disaggregation software, formative collaboration, and teacher collaboration to identify and remedy student learning gaps.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
9) Measure effectiveness of student intervention efforts and utilize results to drive future intervention strategies.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Teachers will utilize student intervention effort results to drive future intervention strategies.			
<div>  = Accomplished  = No Progress  = Discontinue </div>						

Goal 4: We will implement and evaluate aligned curriculum, instruction, and assessments that provide real world experiences and profound learning for all students.




Performance Objective 1: 4.2 We will utilize academic and real-world data to evaluate and revise curricular content, instruction, and assessment.

Evaluation Data Source(s) 1: Use of formative assessment data to change instruction.

2019-2020 Campus Course Offerings.

2020-2021 Campus Course Offerings.

Summative Evaluation 1:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Share examples of profound learning demonstrated by faculty and students with faculty/staff, through classroom visits, at district school visits, at District Collaborative Team meetings, and on school website.	2.4, 2.5, 2.6	Campus Leadership Team BETA Testers Faculty/Staff	Establish a common meaning for profound learning, with concrete examples.			
2) Conduct a comprehensive review of the literature to define and identify strategies that will lead to vertically and horizontally aligned curriculum, instruction, and assessment.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Faculty/staff will utilize research to vertically and horizontally align curriculum, instruction, and assessment.			
3) Teachers will develop and submit weekly Purposeful Planning Documentation which describes daily planned instructions which includes aligned instruction and differentiation in their instruction.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Faculty/staff will utilize research to vertically and horizontally align curriculum, instruction, and assessment.			
<div>  = Accomplished  = No Progress  = Discontinue </div>						

Goal 4: We will implement and evaluate aligned curriculum, instruction, and assessments that provide real world experiences and profound learning for all students.

Performance Objective 2: 4.4 Expand collaborative learning models that integrate real-world experiences.

Evaluation Data Source(s) 2: Use of cooperative learning (Kagan strategies and others) within instruction.
Increased project-based instruction and learning.

Summative Evaluation 2:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Seek out customized professional development venues and resources. Encourage participation and mind shifts for all stakeholders.	3.1, 3.2	Campus Leadership Team BETA Testers Faculty/Staff	Attend and participate in professional development that supports profound learning.			
2) Use software applications such as TEAMS to allow for online collaboration between campus departments and campuses.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Software applications are used to allow for online collaboration between campus departments and campuses.			
3) Evaluate the effectiveness of the professional development plan and utilize the results to drive future professional development plan strategies.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Professional development vendors will be critiqued for effectiveness and future attendance.			
<div>  = Accomplished  = No Progress  = Discontinue </div>						

Goal 5: We will expand and create social and extracurricular opportunities that enrich all students' lives.

Performance Objective 1: 5.2 We will create a variety of social and extracurricular activities that appeal to all students.

Evaluation Data Source(s) 1: STISD 2019-2020 Calendar for Collaboration.

Summative Evaluation 1:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Utilize social media to advertise and inform stakeholders and the public about inter-campus sporting and academic events.	3.1, 3.2	Campus Leadership Team Faculty/Staff Students	Contemporary communication methods will aid in the effective planning of the inter-campus events.			
2) Promote the use of social apps such as Remind, Twitter, and Instagram to communicate with stakeholders.	3.1, 3.2	Campus Leadership Team Faculty/Staff Students	Contemporary communication methods will aid in effective planning of the inter-campus events.			
3) Communicate on a continual basis with other STISD campuses to ensure that inter-campus events reflect effective planning and implementation.	2.4, 2.5, 2.6, 3.2	Campus Leadership Team Faculty/Staff Students	Effective planning and implementation of inter-campus events will assist in the development of the whole person for our students.			
4) Develop and maintain a competition program to include academic and sports competitions among our sister schools in volleyball, basketball, Battle of the Books, softball, chess, Academic UIL, soccer and flag football.	2.4, 3.1	Campus Leadership Team Faculty/Staff Students	Effective planning and implementation of inter-campus events will assist in the development of the whole person for our students.			
<div>  = Accomplished  = No Progress  = Discontinue </div>						

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 1: 98 percent and above on annual student and teacher attendance.

Evaluation Data Source(s) 1: Annual STISD attendance data.
TSDS PEIMS summer submission data.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Be proactive in working with students who demonstrate attendance issues, including the use of signed contracts between school and home.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Attendance will be at or above 98% for staff and students as evidenced by attendance rates. Research has demonstrated that teacher quality (and resulting presence in the classroom) has the highest correlation with student achievement. Students must also be present to receive the benefits of the instruction/learning.			
<div> = Accomplished</div> <div> = No Progress</div> <div> = Discontinue</div>						

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 2: 85 percent of STISD students earn Meets and 50 percent earn Masters level on state assessments.

Evaluation Data Source(s) 2: 2019-2020 STAAR Score Reports.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Provide faculty and staff with disaggregated data on prior year performance.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	State assessment scores will improve and at least approach stated goals.			
2) Encourage the use of formative assessment and data disaggregation software to drive instruction.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	State assessment scores will improve and at least approach stated goals.			
3) Provide dedicated tutorials for students in the state assessment subject matter.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	State assessment scores will improve and at least approach stated goals.			
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✗</div><div>= Discontinue</div></div></div>						




Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 3: - 90 percent of the student cohort will reach graduation completion at STISD.

- 98 percent of STISD students will successfully complete graduation requirements and earn at least two endorsements.

Evaluation Data Source(s) 3: TSDS PEIMS graduation data.
STISD Graduate Report.

Summative Evaluation 3:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Continue to investigate/implement new partnerships and opportunities which will keep pace with the local, state, national, and international market.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	New partnerships will be implemented which will result in our campus keeping pace with the local, state, national, and international market. As a result, the campus leaver rate will continue to decrease.			
2) Continue to provide group/individual/online counseling services and support designed to retain students in their Med High campus cohort through graduation.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Staff calendars and mail-outs will reflect group/individual/online counseling services and support designed to retain students in their Med High campus cohort through graduation.			
3) Continue reviewing, post on campus website, and distribute in written format possible endorsements through counseling audit checks and pre-registration.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	An examination of student transcripts will demonstrate that students are either working towards (underclassmen) or have earned at least two endorsements upon graduation.			
<div>  = Accomplished  = No Progress  = Discontinue </div>						

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 4: - Each student will take a college entrance exam before the end of the first semester of the year they plan to graduate.
- 50 percent of students will attain a SAT score of 1110 or higher/ACT score of 24 or higher.

Evaluation Data Source(s) 4: STISD College Score Report.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Conduct a book study to include an administrator, a counselor, and SAT/ACT faculty which includes strategies on improving scores.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Students entering professional programs will be more competitive.			
2) Encourage students to review test taking strategies between test administrations.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Students entering professional programs will be more competitive.			
<div>  = Accomplished  = No Progress  = Discontinue </div>						

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.




Performance Objective 5: - Each student achieves a passing score on one or more AP, IB, or dual credit course while enrolled at STISD.

- Student participation rates on AP and IB tests will remain the same or increase annually.
- Qualifying AP and IB scores will increase annually.

Evaluation Data Source(s) 5: STISD AP and IB Participation and Score Report.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Encourage students to enroll in pre-advanced placement classes as a foundation for Advanced Placement.	2.4, 2.5, 2.6, 3.1, 3.2	Campus Leadership Team Faculty/Staff	Students wishing to take an AP exam/s will not be hindered by cost. Parents and students will be informed consumers.			
2) Encourage students to enroll in Advanced Placement classes.	2.4, 2.5, 2.6, 3.1, 3.2	Campus Leadership Team Faculty/Staff	Students wishing to take an AP exam/s will not be hindered by cost. Parents and students will be informed consumers.			
3) Communicate to stakeholders the benefits of Advanced Placement credits in post-secondary education through individual counseling, informational sessions for parents, and through the campus website.	3.1, 3.2	Campus Leadership Team Faculty/Staff	Students wishing to take an AP exam/s will not be hindered by cost. Parents and students will be informed consumers.			
4) Provide collaboration time (Synergy) for faculty to write formative and summative assessments, and to use the data disaggregation software to produce data that drives instruction.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Score reports will reflect a higher percentage of AP qualifying scores. Students entering professional programs will be more competitive. At least some students will earn college credit while in high school, thus minimizing college tuition. Students will have more options in applying to universities who do not accept dual enrollment credit.			
5) Provide support to faculty through formative Synergy sessions.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Score reports will reflect a higher percentage of AP qualifying scores. Students entering professional programs will be more competitive. At least some students will earn college credit while in high school, thus minimizing college tuition. Students will have more options in applying to universities who do not accept dual enrollment credit.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
6) Encourage on campus and online collaboration between faculty teaching the same subject/s.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Score reports will reflect a higher percentage of AP qualifying scores. Students entering professional programs will be more competitive. At least some students will earn college credit while in high school, thus minimizing college tuition. Students will have more options in applying to universities who do not accept dual enrollment credit.			
7) Ensure that an effective monitoring system is in place to ensure that all students are registering for the college entrance exams.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Each student will have taken a college entrance exam before the end of the first semester of the year they plan to graduate, thus maximizing attempts to raise scores on the exam. Students entering professional programs will be more competitive. Students will not be hindered by cost of the exam/s.			
<div>  = Accomplished  = No Progress  = Discontinue </div>						

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 6: 100 percent of students with Individual Education Plans include measurable goals that are annually updated.

Evaluation Data Source(s) 6: STISD IEP's with ARD approval.

Summative Evaluation 6:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Implement a monitoring system that ensures that measurable goals are annually updated.	2.4, 2.5, 2.6	Campus Leadership Team District Special Education Staff Campus Special Education Staff	Students will receive instruction, and thus be able to learn, because of the utilization of strategies that meet their particular needs.			
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✗</div><div>= Discontinue</div></div></div>						

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 7: Results Driven Accountability (RDA) formerly State Performance-Based Monitoring (PBM) indicators are met annually.

Evaluation Data Source(s) 7: STISD Results Driven Accountability (RDA) -PBM Reports published by the Texas Education Agency.

Summative Evaluation 7:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Periodically review PBM indicators to ensure that goals are being met.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Health Professions will continue to be recognized as a premiere learning institution, as will STISD as the umbrella organization.			
<div> = Accomplished</div> <div> = No Progress</div> <div> = Discontinue</div>						

Goal 7: STISD Instructional Protocol

Performance Objective 1: Fidelity to and implementation of STISD Instructional Protocol.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Calibrate faculty conferences by course to ensure consistency among appraisers.	2.4, 2.5, 2.6	Administration	Faculty teaching at least 50% of the 84 courses offered at Health Professions during 2019-20 will provide documentation of fidelity to and implementation of the STISD Instructional Protocol.			
2) Conduct faculty conferences by course to review pacing guides, unpacking of standards, common formative assessments, disaggregated data, and differentiated instruction.	2.4, 2.5, 2.6, 3.1	Administration	Faculty teaching at least 50% of the 84 courses offered at Health Professions during 2019-20 will provide documentation of fidelity to and implementation of the STISD Instructional Protocol.			
3) Periodically review with faculty (individually and in groups): a. STISD Instructional Protocol, b. 15 Steps to Closing the Achievement Guide.	2.4, 2.6	Administration	Faculty teaching at least 50% of the 84 courses offered at Health Professions during 2019-20 will provide documentation of fidelity to and implementation of the STISD Instructional Protocol.			
<div>  = Accomplished  = No Progress  = Discontinue </div>						


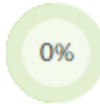

Goal 8: We will improve student passing rate.

Performance Objective 1: Improve passing rate in individual courses.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Pre-test/formative assessments will be administered to determine students baseline.	2.4, 2.5, 2.6	Non-AP, Non-EOC, and Non-Certifying Teachers	Teachers who do not teach AP courses, End Of Course Exam courses or Certification classes will have an average of 90% student passing rate for the 2019-20 school year.			
2) Data will be disaggregated by AP teachers to purposely target areas of concern and in need of reteaching or spiraling.	2.4, 2.5, 2.6	Non-AP, Non-EOC, and Non-Certifying Teachers	Teachers who do not teach AP courses, End Of Course Exam courses or Certification classes will have an average of 90% student passing rate for the 2019-20 school year.			
3) Formative/summative assessments will be administered throughout the school year to modify and adjust instruction as needed.	2.4, 2.5, 2.6	Non-AP, Non-EOC, and Non-Certifying Teachers	Teachers who do not teach AP courses, End Of Course Exam courses or Certification classes will have an average of 90% student passing rate for the 2019-20 school year.			
4) Teachers will differentiate instruction and use best practices to assist and meet the needs of all students.	2.4, 2.5, 2.6	Non-AP, Non-EOC, and Non-Certifying Teachers	Teachers who do not teach AP courses, End Of Course Exam courses or Certification classes will have an average of 90% student passing rate for the 2019-20 school year.			
5) Instructional strategies that may be used include (but are not limited to): a. Pre/post test data b. Formative data c. Summative data d. Labs e. Journals f. Portfolios g. Timed writing samples h. Exit tickets i. Projects j. Mock exams k. Rubrics	2.4, 2.5, 2.6	Non-AP, Non-EOC, and Non-Certifying Teachers	Teachers who do not teach AP courses, End Of Course Exam courses or Certification classes will have an average of 90% student passing rate for the 2019-20 school year.			
6) Teachers will mentor and work with individual students.	2.4, 2.5, 2.6	Non-AP, Non-EOC, and Non-Certifying Teachers	Teachers who do not teach AP courses, End Of Course Exam courses or Certification classes will have an average of 90% student passing rate for the 2019-20 school year.			




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<div><div> = Accomplished</div><div> = No Progress</div><div> = Discontinue</div></div>						

Goal 8: We will improve student passing rate.

Performance Objective 2: Improve certification passing rates.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Pre-test/formative assessments will be administered to determine students baseline.	2.4, 2.5, 2.6	Certifying Health Science Teachers.	Teachers who teach certification courses will have a 92% student passing rate in certification exam area.			
2) Data will be disaggregated by Health Science teachers to purposely target areas of concern and in need of reteaching or spiraling.	2.4, 2.5, 2.6	Certifying Health Science Teachers.	Teachers who teach certification courses will have a 92% student passing rate in certification exam area.			
3) Formative/summative assessments will be administered throughout the school year to modify and adjust instruction as needed.	2.4, 2.5, 2.6	Certifying Health Science Teachers.	Teachers who teach certification courses will have a 92% student passing rate in certification exam area.			
4) Teachers will differentiate instruction and use best practices to assist and meet the needs of all students.	2.4, 2.5, 2.6	Certifying Health Science Teachers.	Teachers who teach certification courses will have a 92% student passing rate in certification exam area.			
5) Instructional strategies that may be used include (but are not limited to): a. Pre/post test data b. Formative data c. Summative data d. Labs e. Journals f. Portfolios g. Timed writing samples h. Exit tickets i. Projects j. Mock exams k. Rubrics	2.4, 2.5, 2.6	Certifying Health Science Teachers.	Teachers who teach certification courses will have a 92% student passing rate in certification exam area.			
6) Teachers will mentor and work with individual students.	2.4, 2.5, 2.6	Certifying Health Science Teachers.	Teachers who teach certification courses will have a 92% student passing rate in certification exam area.			
<div>  = Accomplished  = No Progress  = Discontinue </div>						




Goal 8: We will improve student passing rate.

Performance Objective 3: Improve End-Of-Course passing rates.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Pre-test/formative assessments will be administered to determine students baseline.	2.4, 2.5, 2.6	Teachers who teach Algebra 1, Biology, English 1, English 2, and US History	Teachers who teach End-of-Course (EOC) classes will have at least a 6% average increase in the students passing rates and "Masters Level" rates on the state mandated STAAR EOC assessments.			
2) Data will be disaggregated by EOC teachers to purposely target areas of concern and in need of reteaching or spiraling.	2.4, 2.5, 2.6	Teachers who teach Algebra 1, Biology, English 1, English 2, and US History	Teachers who teach End-of-Course (EOC) classes will have at least a 6% average increase in the students passing rates and "Masters Level" rates on the state mandated STAAR EOC assessments.			
3) Formative/summative assessments will be administered throughout the school year to modify and adjust instruction as needed.	2.4, 2.5, 2.6	Teachers who teach Algebra 1, Biology, English 1, English 2, and US History	Teachers who teach End-of-Course (EOC) classes will have at least a 6% average increase in the students passing rates and "Masters Level" rates on the state mandated STAAR EOC assessments.			
4) Teachers will differentiate instruction and use best practices to assist and meet the needs of all students.	2.4, 2.5, 2.6	Teachers who teach Algebra 1, Biology, English 1, English 2, and US History	Teachers who teach End-of-Course (EOC) classes will have at least a 6% average increase in the students passing rates and "Masters Level" rates on the state mandated STAAR EOC assessments.			
5) Instructional strategies that may be used include (but are not limited to): a. Pre/post test data b. Formative data c. Summative data d. Labs e. Journals f. Portfolios g. Timed writing samples h. Exit tickets i. Projects j. Mock exams k. Rubrics	2.4, 2.5, 2.6	Teachers who teach Algebra 1, Biology, English 1, English 2, and US History	Teachers who teach End-of-Course (EOC) classes will have at least a 6% average increase in the students passing rates and "Masters Level" rates on the state mandated STAAR EOC assessments.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
6) Teachers will mentor and work with individual students.	2.4, 2.5, 2.6	Teachers who teach Algebra 1, Biology, English 1, English 2, and US History	Teachers who teach End-of-Course (EOC) classes will have at least a 6% average increase in the students passing rates and "Masters Level" rates on the state mandated STAAR EOC assessments.			
<div>  = Accomplished  = No Progress  = Discontinue </div>						

Goal 8: We will improve student passing rate.

Performance Objective 4: Improve AP test passing rates.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Pre-test/formative assessments will be administered to determine students baseline.	2.4, 2.5, 2.6	Teachers who teach AP Courses	Teachers who teach Advanced Placement (AP) courses will have at least an 8% average increase in the students passing rates.			
2) Data will be disaggregated by AP teachers to purposely target areas of concern and in need of reteaching or spiraling.	2.4, 2.5, 2.6	Teachers who teach AP Courses	Teachers who teach Advanced Placement (AP) courses will have at least an 8% average increase in the students passing rates.			
3) Formative/summative assessments will be administered throughout the school year to modify and adjust instruction as needed.	2.4, 2.5, 2.6	Teachers who teach AP Courses	Teachers who teach Advanced Placement (AP) courses will have at least an 8% average increase in the students passing rates.			
4) Teachers will differentiate instruction and use best practices to assist and meet the needs of all students.	2.4, 2.5, 2.6	Teachers who teach AP Courses	Teachers who teach Advanced Placement (AP) courses will have at least an 8% average increase in the students passing rates.			
5) Instructional strategies that may be used include (but are not limited to): a. Pre/post test data b. Formative data c. Summative data d. Labs e. Journals f. Portfolios g. Timed writing samples h. Exit tickets i. Projects j. Mock exams k. Rubrics	2.4, 2.5, 2.6	Teachers who teach AP Courses	Teachers who teach Advanced Placement (AP) courses will have at least an 8% average increase in the students passing rates.			
6) Teachers will mentor and work with individual students.	2.4, 2.5, 2.6	Teachers who teach AP Courses	Teachers who teach Advanced Placement (AP) courses will have at least an 8% average increase in the students passing rates.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div><div></div></div><div>= Discontinue</div></div></div>						

2019-2020 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Barbara Heater	Principal
Classroom Teacher	Stephany Bauer	Classroom Teacher
Classroom Teacher	Lois Bauer	Classroom Teacher
Classroom Teacher	Ileana Garcia-Spitz	Classroom Teacher
Classroom Teacher	Yael Leal	Classroom Teacher
Classroom Teacher	Enna Lugo	Classroom Teacher
Classroom Teacher	Jennifer Mahoney	Classroom Teacher
Classroom Teacher	Robert Navarro	Classroom Teacher
Classroom Teacher	Shelly Schneider	Classroom Teacher
Non-classroom Professional	Lauren Payne	Counselor
District-level Professional	Ann Vickman	Lead Librarian
Parent	TBD TBD	Parent
Parent	TBD TBD	Parent
Student	TBD TBD	Student
Student	TBD TBD	Student

South Texas Independent School District

South Texas ISD Science Academy

2019-2020

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Total females (267)-34.68%

Total males (503)- 65.32%

Asian females (35)- 4.55%

Asian males (69)-8.96%

Black/African American males (6)-0.78%

Hispanic females (206)-26.75%

Hispanic males (381)-49.48%

Native Hawian/Pacific Islander male (1)-0.13%

Two or more races females (4) 0.52%

Two or more races males (7) 0.91%

White females (22)-2.86%

White males (39)-5.06 %

Demographics Strengths

Problem Statements Identifying Demographics Needs

Problem Statement 1: The female population is under represented at the Science Academy. **Root Cause:** There is a perception (likely cultural) that STEM programs and careers are for males.

Student Academic Achievement

Student Academic Achievement Summary

AP Participation-2018-389, 2019-410

of Exams Taken-2018-1313, 2019-1,333

of Students with score 3 or higher-2018-268 (69%), 2019-261 (64%)

% of Seniors passing at least one AP exam 2018-78.9%, 2019-72.7%

SAT

YEAR	SCIENCE ACADEMY		NATIONAL		TEXAS	
2018-2019						
2017-2018	1234		1068		1032	
2016-2017	1247		1070		1019	
2015-2016	1148	**1679	1006	**1490	956	**1410
2014-2015	1182	*1736	1006	*1490	956	*1410

ACT

YEAR	SCIENCE ACADEMY	NATIONAL	TEXAS
2018-2019			
2017-2018	25.5	20.8	20.6
2016-2017	25.7	21	20.7
2015-2016	26.1	20.8	20.6
2014-2015	25.9	21.0	20.9

EOC STAAR Data

2019-Overall-A-94 out of 100

2018-Overall-A-97 out of 100

Student achievement-97 out of 100

School progress-95 out of 100

Closing the Gaps-88 out of 100 (how well different populations of students in a district are performing)

Subject	Approaches %	Meets %	Masters %
English I	93	86	32
English II	97	92	33
Algebra	83	62	38
Biology	97	76	42
US History	99	95	75

PLTW EOC Data

Students who attained AP Weight in PLTW Classes

Pltw Course	Teacher	Number of students tested	Number of students received credit	Percentage
Digital Electronics	N. Houston	136	59	43%
	R. Rodriguez	89	27	30%
DE Totals		225	86	38%
Aerospace Engineering	J. Konecny	30	19	63%
Civil -CEA	D. Coalson	100	10	10%
Computer Integrated - CIM	J. Konecny	28	14	50%

Students who attained AP Weight in PLTW Classes

Environmental Sus	A. Cortez	20	11	55%
Human Body Systems-HBS	J. Lamas	63	20	32%
Principles of Biomedical-PBS	E.Pacheco	143	72	50%
Intro to Eng- IED	J. Konecny	43	19	44%
	R. Rodriguez	43	21	49%
	H. Stout	138	76	55%
IED Totals		224	116	52%
Principal of Engineering-POE	G. McGee	111	52	47%
	G. Valdez	48	28	58%
POE- Totals		159	80	50%
AP Comp-CSA	D. Wood	92	43	47%
Computer Sci Principles-CSP	F. Grimaldo	146	95	65%
	D. Wood	80	68	85%
CSP Totals		226	163	72%





EARLY INTERVENTION SYSTEM 2018-19 Overall Distribution-78

Grade level	Failed 1 or none	Failed 2	Failed 3 or more
9th-12th-# of students	39	4	35
	50%	5%	45%

Student Academic Achievement Strengths

All 7 State EOC Distinctions attained:

Academic Achievement in Science

Top 25% Comparative Academic Growth

Academic Achievement in Mathematics

Post-Secondary Readiness

Academic Achievement in ELA Reading

Top 25% Comparative Closing the Gaps

Academic Achievement in Social Studies

School Profile Data:

- Ranked 3rd in Texas for “High Schools with the Best Teachers” *Niche* (2019)
- Ranked 13th in Texas for “Best Public High Schools” *Niche* (2019)
- Ranked 21st in Texas for “Best High Schools” *U.S. News and World Reports* (2019)
- Ranked 151st in the nation for “Best High Schools” *U.S. News and World Reports* (2019)
- Selected by the Educational Results Partnership and the Institute for Productivity in Education as a 2019 Texas Honor Roll Star School

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The Algebra 1 STAAR EOC Approaches scores are not in the 90 or above bracket. **Root Cause:** There is a small number of students taking the exams and students are struggling with Reporting category 2.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

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) results
- 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
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- STEM/STEAM data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: We will promote and market our district to create broad based community awareness attracting families to STISD.

Performance Objective 1: 1.3 We will expand multiple platforms district-wide to attract and engage future STISD families

Evaluation Data Source(s) 1: Parent and student attendance at campus activities.
2020-2021 student enrollment numbers.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
ESF Levers Lever 3: Positive School Culture 1) Two campus showcases will be hosted (one per semester) in which community members will be invited to partake in campus activities that highlight programs offered.	Faculty Administration	Promotion of STISD/Science Academy facilities and showcase academic opportunities.			
	Funding Sources: 199 - General Fund - 2000.00				
ESF Levers Lever 3: Positive School Culture 2) Campus tours will be provided throughout the school year that highlight our programs and emphasize the SAIL Innovation (Maker-space) lab. The tours will be advertised via social media, website, showcase and newsletters.	Counselors Administration	Highlight strengths of the campus to promote future enrollment.			
ESF Levers Lever 3: Positive School Culture 3) School campus events and accolades will be promoted on social media and website. Interviews with our students and staff on why they choose STISD will be posted on newsletter and social media.	Social media specialist Webmaster Administration	Enhance recruitment efforts and promote Science Academy initiatives.			
	Funding Sources: 199 - General Fund - 2400.00				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
ESF Levers Lever 3: Positive School Culture 4) Recruitment materials will be given to students, parents, campus club organizations as well as valley wide, for brand recognition that promote STISD and Science Academy.	Faculty Counselors Administration	Enhance community awareness of our district and campus.			
Funding Sources: 199 - General Fund - 5000.00					
ESF Levers Lever 3: Positive School Culture 5) PTSO and administration will work collaboratively to promote the district and campus initiatives and work jointly on recruitment events (i.e., showcases).	Administration Counseling Stakeholders	Strengthen communication among parents, teachers, students and community.			
6) Continue to host events that engage the community and highlight campus academic endeavors (i.e., Renfest, NHS carnival, EDD and GEMS).	Faculty and staff Counseling Administration	Promote Science Academy initiatives Promote female engagement in STEM related curriculum and Engineering projects.			
Funding Sources: 199 - General Fund - 5000.00					
ESF Levers Lever 1: Strong School Leadership and Planning 7) Schoolmint will be utilized to monitor the wait list and continue to extend invitations based on enrollment numbers.	Administration	Enhance Recruitment efforts/increased enrollment.			
8) Technology Student Association will host its regional competition at Science Academy. This opportunity promotes the many different clubs represented on campus and recruits future students.	TSA Sponsor Administration Faculty	Demonstrate academic prowess to fellow educators.			
Funding Sources: 199 - General Fund - 2000.00					
9) The Girls in Engineering and Science (GEMS) program will be expanded to ensure all students are afforded the opportunity to expand their knowledge on STEM related careers.	Faculty Counselors Administration	Increased participation of females in STEM curriculum and career awareness			
Funding Sources: 199 - General Fund - 3000.00					
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✗</div><div>= Discontinue</div></div></div>					

Goal 2: We will expand current programs and partnerships, as well as develop new ones, that support and enrich all of our students.

Performance Objective 1: 2.2 We will develop a range of supplemental programs that diversify and expand current program offerings.

Evaluation Data Source(s) 1: STISD 2019-2020 Calendar for Collaboration and Master Schedule.

2019-2020 Campus Course Offerings.

2020-2021 Campus Course Offerings.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
1) The Art department will offer a new course in Digital Media (Art Elective) for the 2020-21 school year.	Art Department Administration	Expand current offerings for student growth			
	Funding Sources: 410 - Instructional Materials Allotment - 0.00				
2) The Math department will offer a new course in Discrete Math Problem Solving sponsored by Stanford University for 2020-21 school year.	Math department Administration	Expand current offerings for student growth.			
	Funding Sources: 255 - Title II, Part A Training - 3000.00				
3) The History department will prepare to offer a new advanced course 2020-21 school year.	Administration History department	Expand current offerings for student growth			
	Funding Sources: 199 - General Fund - 3000.00				
4) Students who have complete all course work offered within a department will be supported in attending courses at the university level not offered at our campus (e.g., Linear Algebra) during the school day either by physically attending UTRGV, STC, or online.	Counseling Administration	Increased opportunities for college credits not offered at the campus level			
	Funding Sources: 410 - Instructional Materials Allotment - 0.00				
5) Summer enrichment opportunities will be secured for our students through our partnerships with universities such as Rice, Stanford, John Hopkins, Cornell and Summer Institute for the Gifted.	Administration Counseling Faculty	Increase summer enrichment participation and partnerships			
	Funding Sources: 199 - General Fund - 15000.00				
6) An externship program (P.A.E) for a cohort of Juniors will be implemented beginning the 2020-21 school year. Students will be going off campus to participate in an externship based on their career interest (law, medicine, engineering, business).	Administration Program coordinator Teachers	Student recruitment Increased opportunities for students			
	Funding Sources: 244 - Career Technical Education - 6000.00				




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div><div></div></div><div>= Discontinue</div></div></div>					

Goal 3: We will design, implement and evaluate support systems that attract and retain students.

Performance Objective 1: 3.3 We will develop a system for parental involvement that engages all parents.

Evaluation Data Source(s) 1: Parent and student attendance at campus activities.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
ESF Levers Lever 3: Positive School Culture 1) Through PTSO, via monthly parent newsletter and social media, parents will be invited to campus events and keep informed on new initiatives.	PTSO President Administration	Increased parent awareness of campus activities.			
ESF Levers Lever 3: Positive School Culture 2) Continue to establish different types of communication channels with stakeholders via social media, newsletters, "Meet the Teacher & Open House" and PTSO evening meetings to ensure parental participation.	Administration Counseling Faculty	Increased communication with parents.			
<div>  = Accomplished  = No Progress  = Discontinue </div>					

Goal 3: We will design, implement and evaluate support systems that attract and retain students.

Performance Objective 2: 3.2 Create a collaborative intervention system consisting of students, staff and parents.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
1) Continue utilization of interventions delineated on the pyramid of interventions to support students and improve academic performance.	Faculty Counseling Administration	Minimize failure rate Improve state/AP assessment scores			
ESF Levers Lever 3: Positive School Culture 2) Continue to foster the Early Identification System (EIS) sponsorship program, that addresses at-risk students who have failed 3 or more classes or who have accumulated excessive absences. Data on the success of the program will be established.	Administration Sponsors	Minimize failures, establish relationships and improve student achievement.			
	Funding Sources: 199 - General Fund - 1000.00				
3) The social worker and counselors will provide support to students during crisis to include the bereavement group.	Social worker Counselors Administration District wellness specialist	Strengthen systematic support available to students			
4) Student academic interventions will be enhanced through PAL's (Peer Assistance and Learning) by assigning student mentors to assist in tutoring.	Students PAL sponsor Counselors Administration	Empower student leaders Provide support to struggling learners			
5) Summer Camps will be offered to our prospective incoming students to facilitate transition to our campus, build relationships prior to the start of the year, and thereby increasing retainment.	Administration Sponsor Counseling Faculty	Increase retainment of incoming freshman			
	Funding Sources: 199 - General Fund - 3000.00				
6) Student voice will be considered when designing interventions, course offerings, recruitment/retainment ideas through the "Student Advisory Group" (SAG) monthly meetings and suggestion box.	Administration Student Council Sponsor/Club Counseling	Interventions systems designed with all stakeholders			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div><div></div></div><div>= Discontinue</div></div></div>					

Goal 4: We will implement and evaluate aligned curriculum, instruction, and assessments that provide real world experiences and profound learning for all students.




Performance Objective 1: 4.2 We will utilize academic and real-world data to evaluate and revise curricular content, instruction, and assessment.

Evaluation Data Source(s) 1: Use of formative assessment data, student grades and standardized test scores to change instruction.

2019-2020 Campus Course Offerings.

2020-2021 Campus Course Offerings.

Summative Evaluation 1:




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
ESF Levers Lever 5: Effective Instruction 1) Teachers will give formative assessments, analyze the data and explain how the data will impact their instructions. The process will be uploaded to TEAMS for review.	Faculty Administration District Administration	Differentiated instruction and targeted instruction			
ESF Levers Lever 5: Effective Instruction 2) Teachers will submit lesson plans that will include clear measurable objectives, engaging activities and assessments that inform instruction. Appraiser will provided needed feedback based on plans submitted.	Faculty Administrations	Increased student engagement and aligned curriculum, instruction and assessment.			
3) Teachers will be meeting by subject groups (not just departments) to ensure instruction, activities and assessments are aligned in common subject groups.	Team leaders Faculty Administration	Increased student engagement and aligned curriculum, instruction and assessment			
4) Teachers will be provided professional development opportunities geared towards the improvement of student achievement and training in student safety (campus priority).	Faculty Administration	Improve academic proficiency Minimize student failures			
Funding Sources: 199 - General Fund - 10000.00					
5) Monthly team leader meetings will have a PLC centered focus and framework.	Team leaders Team members Administration	Enhance teaching strategies to impact instruction.			
<div>  = Accomplished  = No Progress  = Discontinue </div>					

Goal 4: We will implement and evaluate aligned curriculum, instruction, and assessments that provide real world experiences and profound learning for all students.

Performance Objective 2: 4.4 Expand collaborative learning models that integrate real-world experiences.

Evaluation Data Source(s) 2: Use of cooperative learning (Kagen strategies and others) within instruction.
Increased project-based instruction and learning.

Summative Evaluation 2:



Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
ESF Levers Lever 5: Effective Instruction 1) Teachers will integrate cooperative learning strategies, such as Kagan, in their lessons when appropriate and will be evidenced in their lesson plans and walk-through visits.	Faculty Administration	Increased student engagement			
ESF Levers Lever 5: Effective Instruction 2) Instructional Design Days will incorporate continued professional development that incorporates aspects of the district learning institute.	Administration Faculty	Increased student performance as evidenced by passing rates, State/Ap assessments			
3) Departments will incorporate multidisciplinary lessons in their curriculum that will allow them to integrate the use of the innovation lab.	Faculty Administration	Expanding lessons to include real-world experiences			
<div>  = Accomplished  = No Progress  = Discontinue </div>					

Goal 5: We will expand and create social and extracurricular opportunities that enrich all students' lives.

Performance Objective 1: 5.2 We will create a variety of social and extracurricular activities that appeal to all students.

Evaluation Data Source(s) 1: STISD 2019-2020 Calendar for Collaboration.

Summative Evaluation 1:




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
ESF Levers Lever 3: Positive School Culture 1) Students will have an opportunity to participate in 2019-2020 Superintendent's Cup (e.g., volleyball, basketball, chess, etc).	Coaches Administration	Increased school spirit			
	Funding Sources: 199 - General Fund - 2000.00				
2) Students will have an opportunity to participate in U.I.L. Academics based on their interests.	UIL Sponsor and coaches Administration	Academic opportunities for growth			
	Funding Sources: 199 - General Fund - 3000.00				
3) Student clubs will be encouraged to hold social activities that interest our students such as music concerts, nerf wars, entertainment night, Java Night, pep-rallies (academic & athletic) and other social occasions.	Club Sponsors and students Administration	Increased student engagement in social activities			
4) Participation in the variety of clubs offered at The Science Academy will be fostered by promoting membership through a beginning of year rally (KOM).	KOM Sponsor Club Sponsors and members Administration	Grow student involvement in campus events Student recruitment			
<div>  = Accomplished  = No Progress  = Discontinue </div>					

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 1: 98 percent and above on annual student and teacher attendance.

Evaluation Data Source(s) 1: Annual STISD attendance data.
TSDS PEIMS summer submission data.

Summative Evaluation 1:




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
1) Administration will track teacher absences and address excessive absences with individual teachers.	Administration Faculty	Decreased teacher absences.			
2) Teachers with perfect attendance for the month will receive treats.	Administration	Improved teacher attendance			
Funding Sources: 199 - General Fund - 1000.00					
3) Students with three or more absences will be required to recover hours outside of class time to include the attendance of Saturday school.	Administration PEIMS clerk	Decreased student absences			
4) Social worker will call parents of students with three or more absences.	Social worker Administration	Decreased student absences			
<div>  = Accomplished  = No Progress  = Discontinue </div>					

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 2: 85 percent of STISD students earn Meets and 50 percent earn Masters level on state assessments.

Evaluation Data Source(s) 2: 2019-2020 STAAR Score Reports.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
1) Teachers that teach EOC state exam courses will give "mock exams" on DMAC, MasteryConnect or other data analysis tools and analyze the data and adjust instruction to close the gaps of individual students.	Faculty Administration	Increased "Mastery" performance on EOC exams			
2) Teachers will spiral in EOC STAAR question on each of their summative assessments.	Teachers Administration	Increased "Mastery" performance on EOC exams.			
<div>  = Accomplished  = No Progress  = Discontinue </div>					

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.




Performance Objective 3: - 90 percent of the student cohort will reach graduation completion at STISD.

- 99 percent of STISD students will successfully complete graduation requirements and earn at least one endorsement.

Evaluation Data Source(s) 3: TSDS PEIMS graduation data.

STISD Graduate Report.

Summative Evaluation 3:




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
1) Counselors will continue to meet with individual students to make sure they are following the cohort and provide interventions as needed.	Counselors Administration Faculty	Students' lacking credit will be remediated so that they graduate with cohort			
2) Administration will ensure the parents of students that are falling behind their cohort are contacted and met with through the "Student Review Team" process (SRT).	Counselors Administration	Students lacking credit will have a support system to include parent involvement			
<div>  = Accomplished  = No Progress  = Discontinue </div>					

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 4: - Each student will take a college entrance exam before the end of the first semester of the year they plan to graduate.
- 50 percent of students will attain a SAT score of 1110 or higher/ACT score of 24 or higher.

Evaluation Data Source(s) 4: STISD College Score Report.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
1) All 11th grade students will take the SAT assessment on campus during a school day in the Spring semester so that participation is maximized.	Counseling Administration	100 percent of Juniors will have attempted a college entrance exam			
Funding Sources: 199 - General Fund - 25000.00					
2) Path College Career course will be mandated for all Juniors. The course will provide SAT review sessions, afford students with a blueprint of the assessment and allow students an opportunity to take practice SAT assessments.	Course instructor Administration	Higher percentage of students attaining 1110 or higher on SAT.			
3) Khan Academy (in partnership with College Board) prep materials will be utilized in the Path College Transition class for student training. UWorld SAT/ACT prep material will also be considered as a resource.	Course instructor Administration	Higher percentage of students attaining 1110 or higher on SAT.			
4) The campus TSI Instructor will ensure our students are TSI complete for any students that are not exempt.	Counseling TSI Instructor Administration				
 = Accomplished  = No Progress  = Discontinue					




Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 5: - Each student achieves a passing score on one or more AP, IB, or dual credit course while enrolled at STISD.

- Student participation rates on AP and IB tests will remain the same or increase annually.
- Qualifying AP and IB scores will increase annually.

Evaluation Data Source(s) 5: STISD AP and IB Participation and Score Report.

Summative Evaluation 5:




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
1) Teachers that teach an Advanced Placement (AP) course will give "mock exams" and analyze the data to adjust instruction and close the gaps of individual students.	AP Teachers Administration	Increase number of students attaining a qualifying score of 3 or higher			
2) Teachers will utilize AP resources such as Albert.io, UWorld and AP classroom to help prepare students for AP exams.	Faculty Administration	Improved qualifying AP scores			
3) Teachers will spiral in AP level questioning on all formative and summative assessments and reteach as necessary.	Faculty Administration	Improved qualifying AP scores			
<div>  = Accomplished  = No Progress  = Discontinue </div>					

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 6: 100 percent of students with Individual Education Plans include measurable goals that are annually updated.

Evaluation Data Source(s) 6: STISD IEP's with ARD approval.

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
1) Administration will meet with the SPED department monthly to ensure that individual student plans are regularly evaluated and goals are updated.	SPED department Administration	Compliance on all IEP deadlines and requirements			
2) The Special Education Department will provide targeted professional development to all teachers through the department collaboration time.	Administration SPED department Faculty	Improved implementation of student's IEP			
<div> = Accomplished</div> <div> = No Progress</div> <div> = Discontinue</div>					

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 7: Results Driven Accountability (RDA) formerly State Performance-Based Monitoring (PBM) indicators are met annually.

Evaluation Data Source(s) 7: STISD Results Driven Accountability (RDA) -PBM Reports published by the Texas Education Agency.

Summative Evaluation 7:

2019-2020 Site Based Decision Making Team

Committee Role	Name	Position
Classroom Teacher	Dale Coalson	
Classroom Teacher	Loretta McGee	
Classroom Teacher	Ana Cortez	
Classroom Teacher	Andrew Cortez	
Classroom Teacher	Selena Overton	
Classroom Teacher	Mardonnia Silva	
Classroom Teacher	Mark Orta	
Classroom Teacher	Michele Rodriguez	
Classroom Teacher	Joseph Wilson	
Classroom Teacher	Dafne Carapia	
Non-classroom Professional	Sylvia Gamboa	
Non-classroom Professional	Maria Nevares	
Student	Nick Leines	
Student	Haythan El-Zaim	
Parent	Carla Hughes	
Parent	Benito Sanchez	
Community Representative	Pamela Salazar	
Community Representative	Olufemi Alabi	
Business Representative	Cris Hernandez	
Business Representative	Luis Madrigal	
Administrator	Lorena Madrigal	
Administrator	Irma Castillo	

Committee Role	Name	Position
Administrator	Lydia Gonzalez	

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$2,000.00
1	1	3			\$2,400.00
1	1	4			\$5,000.00
1	1	6			\$5,000.00
1	1	8			\$2,000.00
1	1	9		3000	\$3,000.00
2	1	3			\$3,000.00
2	1	5			\$15,000.00
3	2	2			\$1,000.00
3	2	5			\$3,000.00
4	1	4			\$10,000.00
5	1	1			\$2,000.00
5	1	2			\$3,000.00
6	1	2			\$1,000.00
6	4	1			\$25,000.00
Sub-Total					\$82,400.00
244 - Career Technical Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6			\$6,000.00
Sub-Total					\$6,000.00

255 - Title II, Part A Training					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$3,000.00
Sub-Total					\$3,000.00
410 - Instructional Materials Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1		5000	\$0.00
2	1	4		5000	\$0.00
Sub-Total					\$0.00
Grand Total					\$91,400.00