



Always Innovating

**South
Texas ISD**

RIO GRANDE VALLEY | GRADES 7-12

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: November 12, 2019

RE: 2019-2020 District Improvement Plan (DIP) (DRAFT)

Please find the attached 2019-2020 South Texas ISD District Improvement Plan (DIP). This is just a first draft of the district plan. This annual plan is based upon our District Strategic Plan and the district data.

The South Texas ISD campuses are working on their 2019-2020 Campus Improvement Plans.

The final approval of the South Texas ISD District Improvement Plan (DIP) will be at the January 2020 board meeting.

Thank you.

MARCO ANTONIO LARA, JR., ED.D.
Superintendent

JEFF HEMBREE
Deputy Superintendent

MARLA R. KNAUB
Assistant Superintendent for Finance

South Texas Independent School District

District Improvement Plan

2019-2020

Accountability Rating: A

Distinction Designations:
Postsecondary Readiness



Vision

Our call to action:

Each student thrives in real world challenges as a visionary in a global society.

Core Beliefs

We Believe:

- Commitment from all stakeholders play a role in student success
- Student engagement and exposure to life experiences is vital to function in a real-world setting.
- Education is key to success in life
- Learning is continuous and lifelong
- That respect of community, culture and family values equip us to acknowledge diversity in a global society.
- Collaborative relationships are important for learning.
- Schools exist to create opportunities for critical thinking and that it is essential to make teaching individualized for all diverse learners.
- That adapting to changing technological, industrial and societal structures is crucial to expanded learning.

Our Learner Outcomes:

- Each learner will consistently demonstrate courtesy, compassion and ethical values within the learning environment.
- Each learner will graduate prepared for higher education.
- Each learner will communicate in a variety of ways.
- Each learner will demonstrate academic growth every year.
- Each learner will engage in authentic career ready experiences.
- Each learner will use multiple resources, including technology, that enhance their ability to learn.
- Each learner will set comprehensive goals and develop a holistic plan annually.
- Each learner will apply critical thinking and problem solving skills within real world challenges in every course and extracurricular activity.
- Each learner will thrive in hands-on, diverse and relevant learning activities in all learning environments.
- Each learner will demonstrate the soft and hard skills to be successful in a global society.

Our Learner Profile

Resiliency:

-
-
-
-
-
-
-
-

Flexible
Optimistic
Dedicated
Self-motivated
Persistent
Tenacious
Self-disciplined
Inventive

Communicator

-
-
-
-
-
-
-
-

Networkable
Persuasive
Topical (current events)
Culturally inclusive
Multilingual
Collaborative
A listener
Confident

Problem Solving

-
-
-
-
-
-
-
-
-

Imaginative
Innovative
Open-minded
Inquisitive
Imaginative
Resourceful
A critical thinker
Logical
Observant

Integrity

-
-
-
-

Ethical
Respectful
Transparent
Honest

-
-

Understanding
Accountable

Table of Contents

Comprehensive Needs Assessment	6
Needs Assessment Overview	6
Demographics	7
Student Achievement	8
District Culture and Climate	9
Staff Quality, Recruitment, and Retention	10
Curriculum, Instruction, and Assessment	11
Parent and Community Engagement	12
District Context and Organization	13
Technology	14
Priority Problem Statements	15
Comprehensive Needs Assessment Data Documentation	16
Goals	18
Goal 1: We will promote and market our district to create broad based community awareness attracting families to STISD.	18
Goal 2: We will expand current programs and partnerships, as well as develop new ones, that support and enrich all of our students.	19
Goal 3: We will design, implement and evaluate support systems that attract and retain students.	20
Goal 4: We will implement and evaluate aligned curriculum, instruction, and assessments that provide real world experiences and profound learning for all students.	21
Goal 5: We will expand and create social and extracurricular opportunities that enrich all students' lives.	23
Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.	24
State Compensatory	32
Personnel for District Improvement Plan:	32
District Educational Improvement Council	33
District Funding Summary	36
Addendums	39

Comprehensive Needs Assessment

Needs Assessment Overview

The following are our priorities for the 2019-2020 school year:

Increase student performance by the multiple measures indentified in goal 6 of this plan

Meet enrollment goals on all campuses

Improve the annual student attendance percentage on each campus

Demographics

Demographics Summary

South Texas Independent School District (STISD) is a public, tuition-free school district serving junior high and high school students who live along the southernmost tip of Texas, the region known as the Rio Grande Valley. The district stretches over three counties, Cameron, Hidalgo and Willacy, and overlaps 28 other school districts, an area of 3,643.

The district is currently comprised of six open enrollment career and technology magnet school:

- South Texas ISD Preparatory Academy in Edinburg
- South Texas ISD Rising Scholars Academy in San Benito.
- South Texas ISD World Scholars in Edinburg
- South Texas ISD Medical Professions in Olmito/Brownsville
- South Texas ISD Health Professions in Mercedes
- South Texas ISD Science Academy in Mercedes

Because it is a public school district, there is no cost for students to attend and bus transportation.

Demographics Strengths

The only all-magnet school district in the state, STISD offers Valley students with an educational alternative. STISD schools provide a personal environment, a strong scholastic program and hands-on training in various professional career fields. A strong support system is in place to ensure that students are successful at STISD. Before and after school tutoring, adult and student mentors, dedicated counselors, social workers and student wellness specialists provide academic, social and emotional support to students.

Strong partnerships with Baylor College of Medicine, UTRGV University, Texas A &M College Station and Kingsville, Cornell University, Harvard University, and numerous local businesses, medical establishments and city and county government offices enable STISD students to blend their academic preparation with hands-on experiences.

Student Achievement

Student Achievement Summary

South Texas ISD student achievement is among the highest in the nation. STISD students consistently perform high on state, national, and international examinations. In addition, students are active volunteering in their community and giving back. STISD is all equally about well-rounded individuals who are pursuing their passion as high student test scores.

Three national blue ribbon schools.

Six campuses, all ranked consistently as best secondary schools in the nation.

"Best Teachers in America: STISD ranked 8th in the nation and 1st in the State of Texas.

Student Achievement Strengths

High participation in advanced placement program. Increasing participation in International Baccalaureate program. High dual credit participation. High participation in state and national career certification exams.

Student performance is higher than the region, state, and where applicable the nation in SAT, ACT, PSAT, state exams, national exams, and college credit earned while in high school.

Student volunteer hours are high.

Student hands-on skill levels are high. Student experiences in preceptorship, internship, and research projects is exceptional.

District Culture and Climate

District Culture and Climate Summary

District Culture and Climate Strengths

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

STISD has a substantially lower faculty turn-over rate than the region, state and nation. STISD faculty is skilled at working with students. They are passionate about their profession and continue learning.

Staff Quality, Recruitment, and Retention Strengths

Experienced faculty.

New hires are passionate about students.

Continued learning by all faculty members.

High number of faculty with Master's and beyond (currently 34%).

A number of national board certified teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Faculty members are empowered to formulate essential learning outcomes, scope and sequence, and adjustments in learning. This is a teacher lead process, with teachers working on their campus and across the district.

Curriculum, Instruction, and Assessment Strengths

Teacher developed essential learning outcomes, scope and sequence, and adjustments as needed.

Parent and Community Engagement

Parent and Community Engagement Summary

The challenge of reaching out to families and communities across a three-county wide area is daunting. However, the district and campuses continue to have a variety of methods in place to facilitate family and community involvement.

Parent and Community Engagement Strengths

Campus Parent, Student, Teacher Organizations (PTSO)

Parent Connection Meetings throughout the Rio Grande Valley

Parent and student Advisement sessions held multiple times on every campus.

Summer New Scholars Academy for all new incoming students.

Strong participation and increasing numbers of partnerships, preceptorship sites, internship businesses, and other organizations throughout the three-county area.

District Context and Organization

District Context and Organization Summary

South Texas ISD believes in the power of faculty members and campuses to anticipate, learn, and reach the needs of each and every student. The focus is on the student. The adults within the organization provide support and service to students and families.

District Context and Organization Strengths

Strong student performance in every indicator looked at.

Students and faculty passionate about learning.

High student attendance rates.

Increasing numbers of students and families wanting to attend STISD schools.

Increasing extra-curricular academic, social, and intramural physical activities for students at each campus.

Technology

Technology Summary

South Texas ISD has a greater use of technology across the district than most regional, state, and national districts. There are advanced hardware and software tools available for student and faculty use. Online services are continually monitored and upgraded. New technology is consistently researched and brought into the district as appropriate for instruction and support services. The use of online services is almost complete across the district.

Technology Strengths

Instructional Technology Specialist available

Bring your own device and connect to school wireless has been in place for several years.

Wifi on buses in place for several years.

Increased bandwidth available to students and faculty.

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
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia 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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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
1) Changes to the district and campus recruitment activities.	3.2		Increased parent and student attendance at campus activities. 2020-2021 student enrollment numbers reached at each STISD campus.			
Funding Sources: 199 - General Fund - 0.00						

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:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Changes to the individualized instructional offerings and pacing for students at the STISD high school campuses.	2.4, 2.5, 2.6		STISD high school students will have increased individualization of their instructional plan based upon their pacing and future goals.			
Funding Sources: 211 - Title I, Part A School Wide - 0.00						

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) Changes to the activities in the STISD Calendar for Collaboration.	2.5		Increased parent and student attendance and participation at campus activities.			
Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A School Wide - 0.00, 212 - Title I, Part C Migrant - 0.00						

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:

TEA Priorities: 3. Connect high school to career and college. 2. Build a foundation of reading and math.

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>1) Increase the use of formative assessment data to tailor instruction.</p>	2.4, 2.5, 2.6		Changes in instructional content and engagement based upon formative data.			
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A School Wide - 0.00, 224 - IDEA B, Special Education - 0.00, 410 - Instructional Materials Allotment - 0.00</p>						

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:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) The use of cooperative learning strategies, project based learning, and real-world experiences at each campus and each classroom.	2.4, 2.5, 2.6		Increased use of cooperative learning strategies, project based learning, and real-world experiences. Increased student engagement in high-level academics.			
Funding Sources: 199 - General Fund - 0.00, 255 - Title II, Part A Training - 0.00, 244 - Career Technical Education - 0.00						

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) Increased social and extracurricular activities at each STISD campus.			Increase participation in social and extracurricular activities.			
Funding Sources: 199 - General Fund - 0.00						

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:

TEA Priorities: 2. Build a foundation of reading and math.

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 1) Continue the instructional and support systems at the two STISD junior highs. This goal was met in the 2018-2019 school year. Is continued to monitor and institutionalize during the 2019-2020 school year.</p>	2.4, 2.5, 2.6, 3.1		Each STISD junior high student will have attained at least three high school credits by the completion of 8th grade.			
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A School Wide - 0.00, 224 - IDEA B, Special Education - 0.00, 199 - State Compensatory Education - 0.00</p>						

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 Connect high school to career and college 1) Improve student and teacher engagement and attendance through the use of cooperative learning strategies, project based learning, and real-world experiences at each campus and each classroom.</p>	2.4, 2.5, 2.6		Increase student and teacher attendance.			

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:

TEA Priorities: 2. Build a foundation of reading and math.

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 1) Continue the instructional and support systems at all STISD campuses. Progress toward this goal was made in the 2018-2019 school year. Is continued during the 2019-2020 school year.</p>	2.4, 2.5, 2.6		85 percent of STISD students earn Meets and 50 percent earn Masters level on state assessments.			
<p>Funding Sources: 199 - General Fund - 0.00, 199 - State Compensatory Education - 0.00, 211 - Title I, Part A School Wide - 0.00</p>						

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

Performance Objective 4: - 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) 4: TSDS PEIMS graduation data.
STISD Graduate Report.

Summative Evaluation 4:

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college.

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 1) Continue the instructional and support systems at the four STISD high schools. This goal was met in the 2018-2019 school year. Is continued to monitor and institutionalize during the 2019-2020 school year.</p>	2.4, 2.5, 2.6		<p>- 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.</p>			
Funding Sources: 199 - General Fund - 0.00						

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

Performance Objective 5: - 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) 5: STISD College Score Report.

Summative Evaluation 5:

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<p>Equity Plan Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college 1) Continue the during the school day testing for SAT and/or ACT examinations, which was started during the 2018-2019 school year.</p> <p>Increased student participation in advanced courses.</p> <p>Increased support for students in preparation for SAT or ACT.</p>	2.4, 2.5, 2.6		<p>Increase the number of students who take the SAT or ACT earlier in their high school experience.</p> <p>Increase the score reports available to the District so that there is at least one college entrance score report on each student.</p>			
<p>Funding Sources: 199 - General Fund - 0.00, 204 - Student Support and Academic Enrichment - 0.00, 211 - Title I, Part A School Wide - 0.00</p>						

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

Performance Objective 6: - 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) 6: STISD AP and IB Participation and Score Report.

Summative Evaluation 6:

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<p>Equity Plan Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 1) Increase the use of formative assessment data to tailor instruction in AP and IB courses.</p> <p>Support teachers through training for AP and IB instruction.</p> <p>Continue to provide funding for AP and IB student fees as per the approved district rates.</p>	2.4, 2.5, 2.6		- 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.			
<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A School Wide - 0.00, 204 - Student Support and Academic Enrichment - 0.00</p>						

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

Performance Objective 7: 100 percent of students with Individual Education Plans include measurable goals that are annually updated.

Evaluation Data Source(s) 7: STISD IEP's with ARD approval.

Summative Evaluation 7:

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<p>Equity Plan Strategy 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.</p>	2.4, 2.5, 2.6		100 percent of students with Individual Education Plans include measurable goals that are annually updated.			
<p>Funding Sources: 199 - General Fund - 0.00, 224 - IDEA B, Special Education - 0.00, 255 - Title II, Part A Training - 0.00</p>						

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

Performance Objective 8: Results Driven Accountability (RDA) formerly State Performance-Based Monitoring (PBM) indicators are met annually.

Evaluation Data Source(s) 8: STISD Results Driven Accountability (RDA) -PBM Reports published by the Texas Education Agency.

Summative Evaluation 8:

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>	2.4, 2.5, 2.6, 3.2		Results Driven Accountability (RDA) formerly State Performance-Based Monitoring (PBM) indicators are met annually.			
1) Continue high quality instruction and support for all students.	Funding Sources: 199 - General Fund - 0.00, 199 - State Compensatory Education - 0.00, 224 - IDEA B, Special Education - 0.00, 350 - English Language Learner - 0.00					

State Compensatory

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	Wellness Counselor	State Compensatory	0.8
	Wellness Counselor	State Compensatory	0.8
	Wellness Counselor	State Compensatory	0.8

District Educational Improvement Council

Committee Role	Name	Position
Classroom Teacher	Virginia Leonardelli	Teacher (Mathematics) - STISD World Scholars & EIC Chairperson 2019-2020
Classroom Teacher	Isabel Rodriguez	Teacher (Spanish) - STISD Preparatory Academy
Classroom Teacher	Ruben Leo	Teacher (Social Studies) - STISD Preparatory Academy
Classroom Teacher	Jocelyn Alejandro	Teacher (Mathematics) - STISD Preparatory Academy
Non-classroom Professional	Lilia Liguez	Counselor - STISD Preparatory Academy
Classroom Teacher	Cassandra Garcia	Teacher (Science) - STISD Preparatory Academy
Classroom Teacher	Robert Schmidt	Teacher (English & ESL) - STISD Preparatory Academy
Non-classroom Professional	Kimberly Garza	Counselor - STISD World Scholars
Classroom Teacher	Patty Herrera	Teacher (Science) - STISD World Scholars
Classroom Teacher	Isabel Valdez	Teacher (Career Technology Business Technology) - STISD World Scholars
Classroom Teacher	William Prock	Teacher (Career Technology Criminal Justice) - STISD World Scholars
Classroom Teacher	Jeffrey Pierce	Teacher (Social Studies) - STISD World Scholars & EIC Secretary 2019-2020
Non-classroom Professional	Mayela Solana	Counselor - STISD Medical Professions
Classroom Teacher	Herlinda Robles	Teacher (Career Technology Health Science) - STISD Medical Professions
Classroom Teacher	Jose Colon	Teacher (Mathematics) - STISD Medical Professions

Committee Role	Name	Position
Classroom Teacher	Patricia Hernandez	Teacher (Physical Education) - STISD Medical Professions
Non-classroom Professional	Gilberto Arreola	Instructional Technology Specialist - STISD Medical Professions
Classroom Teacher	Hanani Vasquez	Teacher (Career Technology Health Science) - STISD Medical Professions
Classroom Teacher	Stephany Bauer	Teacher (Physical Education) - STISD Health Professions
Non-classroom Professional	Maria Nevares	Librarian - STISD Health Professions
Classroom Teacher	Ileana Garcia-Spitz	Teacher (English & ESL) - STISD Health Professions
Classroom Teacher	Lois Bauer	Teacher (English & ESL) - STISD Health Professions
Classroom Teacher	Yael Leal	Teacher (Science) - STISD Health Professions
Classroom Teacher	Fernando Almaguer	Teacher (Career Technology Health Science) - STISD Health Professions
Non-classroom Professional	Juan Hinojosa	Instructional Technology Specialist - STISD Rising Scholars Academy
Classroom Teacher	Fernando Andrade	Teacher (Career Technology Engineering) - STISD Rising Scholars Academy
Classroom Teacher	Christopher Wiley	Teacher (Fine Arts Music) - STISD Rising Scholars Academy
Classroom Teacher	Janette McKinney	Teacher (Fine Arts Art) - STISD Rising Scholars Academy
Classroom Teacher	Amy Pena	Teacher (English & ESL) - STISD Rising Scholars Academy
Classroom Teacher	Brian Arriola	Teacher (Mathematics) - STISD Rising Scholars Academy
Classroom Teacher	Michele Guajardo	Teacher (Science) - STISD Science Academy

Committee Role	Name	Position
Classroom Teacher	Lucinda Wiley	Teacher (English & ESL) - STISD Science Academy
Classroom Teacher	Elizabeth Arriola	Teacher (Fine Arts Art) - STISD Science Academy
Non-classroom Professional	Lorena Madrigal	Assistant Principal - STISD Science Academy
Classroom Teacher	Michael Overton	Teacher (Science) - STISD Science Academy
Classroom Teacher	Ana Cortez	Teacher (Social Studies) - STISD Science Academy
Non-classroom Professional	JP Villarreal	Assistant Superintendent for Support Services - South Texas ISD
Parent	Maria Alicia	Parent - STISD World Scholars
Parent	Elena Rashid	Parent - STISD Preparatory Academy
Parent	Luz Zamora	Parent - STISD Medical Professions
Business Representative	Omar Rodriguez	Business Representative
Business Representative	Patricia M. Blanco	Business Representative
Community Representative	Tina Atkins	Community Member
Community Representative	Solomon Torres	Community Member
Student	Michael D. Garcia	Student - STISD World Scholars
Student	Noor Rashid	Student - STISD Preparatory Academy
Student	Diego Alvear	Student - STISD Medical Professions

District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed		
1	1	1	Recruitment activities for students and parents.		
3	1	1	Parent and student activities.		
4	1	1	Resources		
4	2	1	Resources		
5	1	1	Resources		
6	1	1	Resources		
6	3	1	Resources		
6	4	1	Resources		
6	5	1	During the school day student exam fees		
6	6	1	Resources and exam fees funding		
6	7	1	Resources		
6	8	1	Resources		
199 - State Compensatory Education					
Goal	Objective	Strategy	Resources Needed		
6	1	1	Resources and increased instruction in core areas		
6	3	1	Resources		
6	8	1	Resources		

204 - Student Support and Academic Enrichment					
Goal	Objective	Strategy	Resources Needed		
6	5	1	During the school day student exam fees		
6	6	1	Exam fees funding		
211 - Title I, Part A School Wide					
Goal	Objective	Strategy	Resources Needed		
2	1	1	Resources, technology, support for individualization of learning plan.		
3	1	1	Parent activities		
4	1	1	Resources		
6	1	1	Resources and tutoring		
6	3	1	Supplemental Resources and Tutoring		
6	5	1	Resources		
6	6	1	Resources		
212 - Title I, Part C Migrant					
Goal	Objective	Strategy	Resources Needed		
3	1	1	Parent and student activities.		
224 - IDEA B, Special Education					
Goal	Objective	Strategy	Resources Needed		
4	1	1	Resources		
6	1	1	Resources		
6	7	1	Resources		
6	8	1	Resources		

244 - Career Technical Education					
Goal	Objective	Strategy	Resources Needed		
4	2	1	Real-world resources		
255 - Title II, Part A Training					
Goal	Objective	Strategy	Resources Needed		
4	2	1	Teacher Training Continued		
6	7	1	Teacher Training		
350 - English Language Learner					
Goal	Objective	Strategy	Resources Needed		
6	8	1	Resources		
410 - Instructional Materials Allotment					
Goal	Objective	Strategy	Resources Needed		
4	1	1	Resources		

Addendums

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • Have failed one or more of the state assessments (TAKS/STAAR/EOC), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

School District: South Texas ISD
Region: Region One

Priority for Service (PFS) Action Plan

Filled Out By: J. Hembree
Date: 08/2019

School Year: 2019 - 2020

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Pan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

<p><u>Goal(s):</u></p> <p>Provide all migrant students who meet the Priority for Services eligibility criteria with quality supplemental instruction and support services to create a positive impact on student's achievement.</p>	<p><u>Objective(s):</u></p> <p>100% of students qualifying for Priority for Services will have access to supplemental instruction and support services.</p> <p>100% of Priority for Services students will meet the state academic achievement standard.</p>
--	---

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> ▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	Monthly	ESC/MEP Coordinator/District MEP Director	NGS Monthly Report NGS PFS Timeline Report
<ul style="list-style-type: none"> ▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	August	District MEP Director/MEP Staff	PFS Action Plan
Additional Activities			
<ul style="list-style-type: none"> ▪ 			

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	Monthly	District MEP Director/MEP Staff	NGS PFS Monthly Report
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria. 	November 2019	District MEP Director/MEP Staff	PAC Agenda PAC Minutes
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	Ongoing	District MEP Staff	Family Contact Log
Additional Activities			
<ul style="list-style-type: none"> 			
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Ongoing	District MEP Staff	Student Participation Log
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	Ongoing	District MEP Staff	PSF Student Progress Review Form
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Ongoing	District MEP Director/MEP Staff	Networking and Communication
Additional Activities			
<ul style="list-style-type: none"> 			

Jeff Hembree
LEA Signature

August 14, 2019
Date Completed

Martha Hinson
ESC Signature

8/14/19
Date Received

Definitions

Bullying

“Bullying”:

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
 - a. Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property;
 - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
 - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
 - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - a. Interferes with a student’s educational opportunities; or

- b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to:
 - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
 - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Internet Posting

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

**Prevention and
Mediation**

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited	The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
Examples	Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
Retaliation	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
Examples	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
False Claim	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
Timely Reporting	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
Reporting Procedures	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.
Student Report	
Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

	<p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	<p>Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.</p>
<i>Transfers</i>	<p>The principal or designee shall refer to FDB for transfer provisions.</p>
<i>Counseling</i>	<p>The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.</p>
Improper Conduct	<p>If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.</p>
Confidentiality	<p>To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.</p>
Appeal	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
Records Retention	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
Access to Policy and Procedures	<p>This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.</p>