

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.			
<p>Funding Sources: 199 - General Fund - 0.00</p>						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </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:

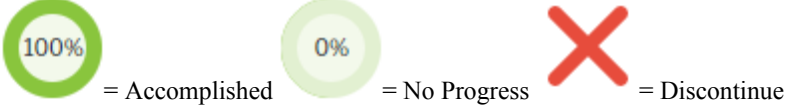
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college</p> <p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Principal 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.			
<p>Funding Sources: 211 - Title I, Part A School Wide - 0.00, 410 - Instructional Materials Allotment - 0.00</p>						
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

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 Connect high school to career and college</p> <p>ESF Levers Lever 3: Positive School Culture</p> <p>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.</p>	3.1, 3.2	Principal Assistant Principal Social Worker Counselors Teachers	Increase in parent participation at meetings.			
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum</p> <p>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.</p>	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.			
						

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.			
	<p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A School Wide - 0.00, 244 - Career Technical Education - 0.00</p>					
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </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:




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.			
<p>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</p>						
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

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
<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</p> <p>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.</p>	2.5, 2.6, 3.1, 3.2	Teachers and administrators	Social and community interactions			
<p>Funding Sources: 199 - General Fund - 0.00, 244 - Career Technical Education - 0.00</p>						
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

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 style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

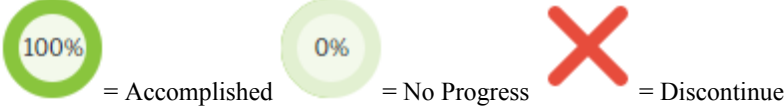
Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

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			
<p>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</p>						
						

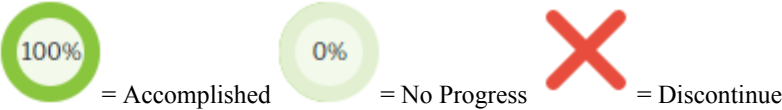
Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

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:

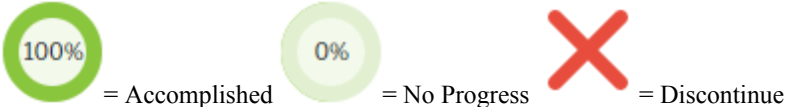
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<p>TEA Priorities Connect high school to career and college</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>1) Conduct goal-setting meetings 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.			
<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.			
						

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 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</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.			
<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 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



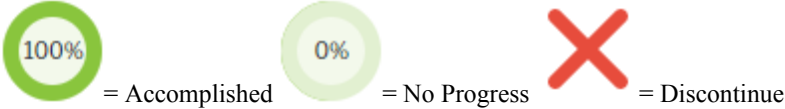
= Discontinue

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:

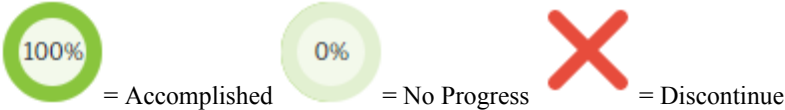
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college 1) Continue the Admission, Review, and Dismissal committees work in ensuring that each Individual Education Plan has measurable goals which are annually updated.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Diagnostician Special Education 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, 255 - Title II, Part A Training - 0.00						
						

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
<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) Continue high quality instruction and support for all students.</p>	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.			
<p>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</p>						
						

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 Allotment					
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