



South Texas ISD

**Preparatory  
Academy**

GRADES 7-8 | EDINBURG

# DECLARATION

OF

## CONTRIBUTION

I WILL  
MAKE GOOD THINGS HAPPEN  
FOR OTHER PEOPLE  
FOR THOSE HERE NOW AND  
THOSE WHO COME AFTER US

WHEN THINGS GET TOUGH AND I FALL  
SHORT I WILL REMIND MYSELF I CAN  
ACCOMPLISH ANYTHING  
WITH TIME, EFFORT, PATIENCE, AND RESILIENCE...ANYTHING

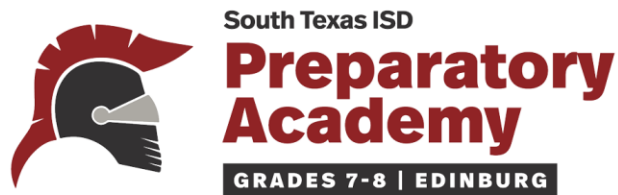
WHEN MY SITUATION IS NOT THE BEST I WILL  
DO THE BEST WITH WHAT I HAVE

I WILL BE RESOURCEFUL AND RESPONSIBLE

I WILL GET OVER MYSELF AND  
EXPECT MORE OF MYSELF

I WILL BE OBLIGATED TO THIS WORLD  
AND THE PEOPLE IN IT

I WILL GIVE MORE. I WILL ENJOY MORE.



## **South Texas Independent School District**

### **Superintendent**

Dr. Antonio Lara, ED.D.

### **Deputy Superintendent**

Jeff Hembree

### **Assistant Superintendent for Finance**

Marla Knaub

### **Assistant Superintendent for Human Resources**

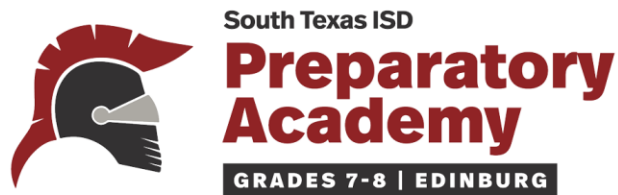
Lissa Frausto

### **Administrator for Support Services**

J.P. Villarreal

### **Marketing Specialist**

Amanda Odom



# South Texas Preparatory Academy

## **Principal**

Ana L. Castro

## **Assistant Principal**

Mari Ochoa

Wilmer Romero

## **Counselors**

Maria G. Salinas

Lillia Liguez

## **Support Services Staff**

Vivian Galloso, School Nurse

Alex Medrano, Instructional Technology Specialist

Jesus Ortega, School Technician

Cindy Ponce, Social Worker

Maricela Hinojosa, Student Wellness Specialist

Mary Edna Sandoval, Librarian

Nathaly Garza, Librarian

## **Office Support Staff**

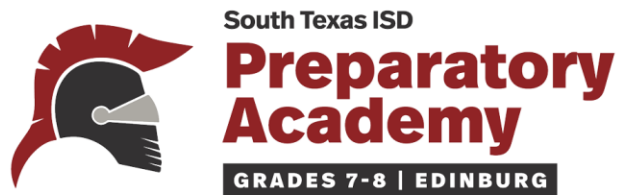
Elisa Monteagudo, Campus Secretary

Rolando Flores, Bookkeeper

Monica Leal, Counselor's Secretary

Ashley Bautista, Receptionist/Assistant Principal's Secretary

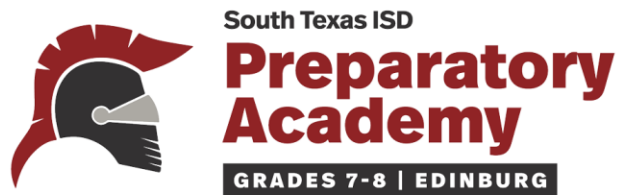
Maricela Ramos, Attendance/PEIMS



**Vision:** The South Texas Preparatory Academy community promotes successful students by focusing on learning, working together, and being accountable for results.

**Mission:** South Texas Preparatory Academy endeavors to serve students through engaging and challenging curriculum that prepares them for future learning.

**Motto:** We are honest, responsible, respectful. We are leaders.  
We are Spartans!



## **Faculty Handbook 2020-2021**

### **Purpose**

This handbook has been compiled to communicate policies and procedures that will be in place during the 2020-2021 school year at South Texas ISD Preparatory Academy. Clear communication and expectations are essential to the success of our organization.

### **Limitations**

This manual does not cover all of the campus procedures, and many new situations will arise that will require revision and addition to the handbook. Each staff member is urged to read the handbook carefully. Questions and concerns that are not addressed in the handbook will be answered by the administrative staff. Read through the information and become acquainted with its contents. Use the manual during the school year for reference. Any suggestions for improvement of the contents or organization of the handbook will be greatly appreciated. Our goal is to meet your needs.

### **Organization**

A table of contents is provided at the beginning of the manual for quick reference.

***Have a great school year!***



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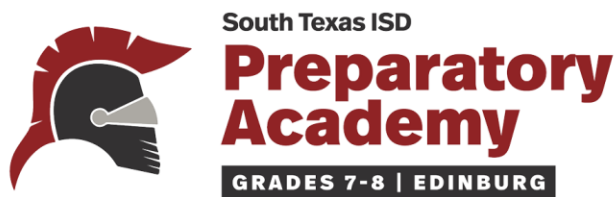
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### **Accident/Injury Reports**

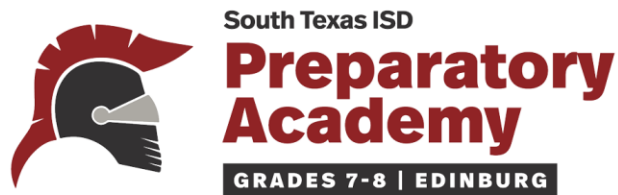
Accident or injury reports must be filed in the event of any accident or injury to any employee of the South Texas Independent School District or to any student of our school. Accident reports are available with the receptionist or in the nurse's office.

### **Activity Account**

Class/club funds should be submitted to the office on a regular basis. Students should be encouraged to turn in all their fund-raising monies daily. Activity account transactions should be dealt directly with the campus secretary, Elisa Monteagudo/Rolando Flores in charge of bookkeeping along with the sponsor and class/club treasurer.

The standard procedure for activity accounts is as follows:

- a. All fund-raising projects must have prior approval by the assistant principal/principal. The application or Fund Raiser Form is to be submitted to the principal, Mrs. Ana Castro, for approval to avoid duplication of activities.
- b. Deposits to your activity accounts should be made daily during working hours 8:00 – 11:30 A.M. and from 1:00 – 4:00 P.M. On Friday, deposits must be made before 3:00 P.M.
- c. Checks are processed every Wednesday on a weekly basis. Requests for payments must be submitted by Tuesday at 2:00 P.M. Our standard Cash Voucher Form must be completed when requesting a check. No other form will be accepted. This form must have the signatures of the club president, Treasurer and Club Sponsor. It is the responsibility of the sponsor to provide original receipts for all transactions.
- d. Sponsors should submit the club by-laws and a budget proposal to principal by September 4, 2020
- e. Clubs wishing to make a club-to-club transfer of funds must fill out a check request stating the transaction. A check will be provided to the receiving club.
- f. Monies for lost textbooks should be collected in check or money order. No cash will be received from students. Daily deposits shall be made by the teacher to the campus secretary.
- g. Checks written to clubs by students must be deposited daily. Sponsors are not to hold on to the checks for a week or longer. Also, monies should not be kept in the classroom.
- h. Sponsor should ensure the requested check is mailed to the vendor on time to avoid problems.



- i. All contracts should be signed by the principal and sponsor (DJ, Rental of building, etc.).
- j. At the end of May, some students are closing their bank accounts. Use your judgment to avoid any returned checks from the bank which can affect your ending balance on the club account. All returned checks will be returned to the club sponsor to re-collect monies and for re-depositing.

The office is responsible for all monies received once a receipt has been issued. Please make sure your receipt is correct. Once you accept a receipt, the transaction will be considered final. The campus bookkeeper in charge of club activity accounts daily, as well as the accounting of the books makes deposits to the bank. Club treasures should be made responsible for keeping a running total of the club account. At the end of each month, reconciliation for the month will be placed in the sponsor's mailbox for review. The sponsor is to sign the reconciliation if no discrepancies are found. All discrepancies should be brought to the attention of the campus secretary/bookkeeper immediately.

All clubs and organizations in STISD are required to turn in a constitution and by laws that govern their chapters before September 4, 2020.

#### **Admission Slip**

When a student has been absent from your class, do not admit the student without an admit slip from the attendance office. Each teacher should require a student to present an excuse slip when returning to class after having been absent. The last teacher to sign the excuse slip should allow the student to return the slip back to the Attendance office for filing purposes.

#### **Announcements**

School information will be shared through announcements made at the beginning of the school day, through our school website, Facebook page, Remind app and Twitter. If you would like to make an announcement, please complete an announcement form, which is available with the receptionist. All announcements must be submitted by 8:20. Any announcements turned in after 8:20 AM are not guaranteed. All announcements are subject to the approval of administration.

#### **Attendance Incentive**

Employee attendance is vital to the success of our students and campus. Our district rewards excellent attendance through an employee attendance incentive program. Employees with perfect attendance July 1 through August 31 will receive \$750 in December of the following school year. Employees with 3 or less state and local days used during a school year, July 1 through August 31, will receive a \$500 stipend in December of the following school year.



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## Attendance Procedures

Attendance is taken on the Infinite Campus system. All teachers must post attendance during the first five minutes of class.

## Board Policies

The board policies are located on the district website at [www.stisd.net](http://www.stisd.net). If you have any questions regarding these policies, ask the principal.

## BYOD Policy

STISD Preparatory Academy is committed to creating a 21<sup>st</sup> century learning environment that provides equitable access to technology that will help our students become self-directed learners, collaborative team players and information producers as well as information consumers. For this reason, our students are allowed to bring their own technology devices (laptops, ipads, tablets, phones, etc.) to school. **Use of these devices in the classroom is at the discretion of the teacher.** Unless the teacher specifically authorizes the utilization of these devices, they must remain off and put away. Students may use their devices before school, after school and during their lunch break.

## Campus Duty

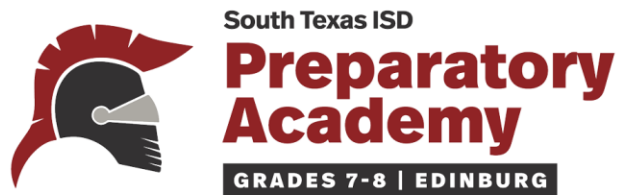
The safety of our students is an important responsibility that we share as a campus team. All staff members are expected to supervise students. A duty schedule will be shared with staff at the beginning of the school year. **All teachers and staff members will supervise students during transitions by standing at their doors, and monitoring students as they walk from one classroom to the next, monitoring the flow of traffic.** 8:20-8:25; 9:50-9:55; 12:15-12:20; 1:40-1:45; 3:05-3:10. **Do not leave students unsupervised.** If you must leave the classroom, please arrange for another staff member to watch your students while you step out of the classroom.

## Classroom Care

Lock your room and turn off the lights when you are not using your room. A clean, uncluttered room is the foundation for a positive learning environment. Help custodians by arranging materials in the classroom in a manner that will make it easier for them to clean and maintain. Food items should not be stored within the classroom.

## Classroom Maintenance/Repairs

If you need maintenance work done in your classroom, complete a Maintenance Request Order online. The online request is required when you need repairs/maintenance in the classroom, such as a broken desk that needs to be replaced, air conditioning, water leaks, gas leaks, lab work, moving furniture, etc. The online request is available on the STISD website.



### **Common Board Instructional Practice**

Each classroom will utilize a common board configuration that includes the date, objective, opening activity (Do Now, Warm-up, Bell-ringer), and homework assignment. The purpose of the common board configuration is to provide students with consistency and structure in their classroom instruction.

### **Common Formative Assessments**

Departments will meet weekly to design and disaggregate data from common formative assessments. The data from these assessments will be used to help teachers plan instruction, identify struggling students, diagnose objectives needing to be re-taught, provide students with timely feedback and deliberately align instruction and promote ongoing collaboration.

### **Communication**

Open, consistent communication and information sharing is vital to a positive school climate. Teachers will receive weekly newsletters Monday morning to inform them about campus news. Another means of communication is via school e-mail. Please check your e-mail **daily** for important updates and notices. Please respond to emails within 24 hours.

### **Conferences/Planning Period**

The conference and/or planning period(s) are designed for departmental meetings, instructional preparation, lesson planning, team meetings, and review of student records. It is also time reserved for parent-teacher conferences. **The conference and/or planning period is not a time to leave campus.** It is the responsibility of the individual to sign the Sign-out Form, which is located on the counter in the administration office. It is imperative this form be signed by STISD Prep. Academy teachers and office staff. Failure to follow instructions may result in a conference with the principal.

If an emergency arises or personal business requires a need to leave the campus, please check out with the principal and campus secretary. NOTE: Time gone will be documented and docked if necessary.

### **Course Syllabus**

Each teacher shall submit to the campus principal in writing a course syllabus for each course taught for the year or semester. The course syllabus shall contain the following elements:

1. The teacher's name, work telephone number, and conference time
2. A brief statement including the purpose of the course and its intended importance to the student
3. A brief overview of major goals & objectives of the course
4. A description of how formative assessment (informal and formal) is incorporated into the class
5. An overview of the projects to be assigned during the course



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6. Grading procedures, including the weights for grade book categories shall be standardized by course and agreed upon by the campus department prior to administrative approval and distribution to the students. Any single grade book category cannot have a weight greater than 50 percent. Late work grade penalties shall also be standardized by course and agreed upon by the campus department for inclusion in the course outline.
7. Procedures for retesting
8. Homework procedures

The campus administration shall review the Course Outline for each course to be offered on a yearly or semester basis. The campus administration shall ensure that each proposed Course Outline meets the minimum STISD student assessment standards (inclusive of all policies and procedures).

Once approved by the campus administration as evidenced by the administrator's signature, the teacher shall provide each student with a copy of the Course Outline within the first week of class. Proposed grading practices not in compliance with STISD's standards shall be returned to the faculty member with specific written suggestions for necessary changes.

### **Cumulative Folders**

All teachers may view student records upon request. Teachers must sign-in and be monitored by a counselors or administrator while accessing folder.

### **Discipline**

At South Texas Preparatory Academy, discipline is communicated and accomplished through our mission, vision, core values, strong culture, and our powerful learning environments. Teachers will maintain safe, orderly classrooms where students are engaged in learning activities 100% of the time. Classroom discipline is the teacher's responsibility. Teams will decide on common classroom expectations, rules and consequences. Regulations and policies can be of little value if there is not complete and uniform enforcement of such regulations and policies by the entire faculty. Therefore, each faculty member should take it upon him/herself to see that no incident of misbehavior is allowed to pass uncorrected.

Students may be assigned detention outside of school hours (for not more than an hour at a time) on one or more days if a student violates the school's code of conduct. The detention shall be assigned for the following day so that the teacher and student may notify his/her parents of detention. Failure to attend an assigned detention or violation of detention hall rules will result in further disciplinary action by an administrator.

### **Discipline Referral**

Effective classroom management techniques and instructional preparedness are excellent tools for good classroom control. On very rare occasions, it may be necessary to complete a student discipline referral form. Prior to submitting a discipline referral, document what actions you have taken prior to sending the student to the office. When writing the student discipline referral, indicate specifically the behavior that is inappropriate. Teachers must inform the parent of the violation of student code of conduct and inform them of the written referral.



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## **Discrimination, Harassment, and Retaliation**

### ***Policies DH, DIA***

Employees shall not engage in prohibited harassment, including sexual harassment, of other employees or students. While acting in the course of their employment, employees shall not engage in prohibited harassment of other persons including board members, vendors, contractors, volunteers, or parents. A substantiated charge of harassment will result in disciplinary action.

Employees who believe they have been discriminated or retaliated against or harassed are encouraged to promptly report such incidents to the campus principal, supervisor, or appropriate district official. If the campus principal, supervisor, or district official is the subject of a complaint, the employee should report the complaint directly to the superintendent. A complaint against the superintendent may be made directly to the board.

The district's policy that includes definitions and procedures for reporting and investigating discrimination, harassment, and retaliation is reprinted below:

### ***Policy DIA (LOCAL)***

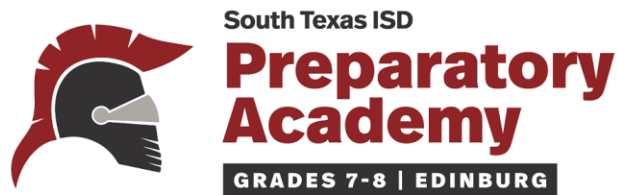
An employee who believes that he or she has experienced prohibited conduct or believes that another employee has experienced prohibited conduct should immediately report the alleged acts. The employee may report the alleged acts to his or her supervisor or campus principal. For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent. Reports of discrimination based on sex, including sexual harassment, may be directed to the Title IX coordinator.

## **Dress Code**

All employees at STISD Preparatory Academy will be well groomed and will dress professionally. The appearance of all personnel reflects the professionalism, expectations, and high standards of our school and community. Professional appearance is expected in order to support a positive education environment for all.

We must be role models for our students and exemplify the concept of dressing for success.

- Male staff members should be clean-shaven, with the exception of a neatly trimmed moustache and/or beard.
- Hair must be neat, clean, and well groomed. Extreme or distracting hair colors are not allowed (i.e. blue, green, orange, or bright hair color etc.)
- Tattoos must be covered.
- Flip flops are not allowed during instructional hours.
- Short skirts are allowed (no less than 2 inches above the knee).
- Tank tops are not allowed
- Shorts are allowed only on special school functions (no less than 2 inches above the knee). Ex.: Spartan Olympics, Spartan Day and Field trips
- Blue jeans may only be worn on Fridays, or designated days.



## **Drills**

Practice fire drills will be conducted once per month. When the signal is sounded, everyone is to evacuate the building in an orderly manner at the designated exit. Teachers should have the Emergency Folder on hand to ensure proper procedures are followed. All books and backpacks should be left in the classrooms and teachers must leave the doors closed. The last person to leave the room will turn off the lights to signal that the room is vacant. Fire drill exit maps should be posted near the door in all classrooms. Teachers must stay with their class to supervise students during the entire drill.

Practice lockdowns will be conducted once per month. Once the announcement has been made all teachers should follow the guidelines for each signal. A lockdown will not be cleared until all teachers report their status to their assigned person of contact.

## **Electronic Devices**

All electronic devices with internet capabilities are strictly prohibited during all testing scheduled for all Test Administrators.

For safety purposes, the district permits students to possess personal cell phones; however, these devices must remain turned off and not visible during the instructional day. Cell phones may be used for personal purposes before/after school, and during lunch (note: privilege may be revoked by administration). Cell phone use may be permitted for approved instructional purposes by the classroom teacher.

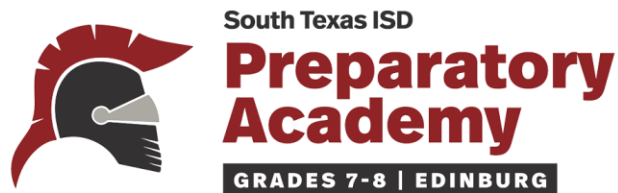
**The school shall not be responsible for any loss or theft of any electronic devices. If a student brings such an item to school, it is his/her responsibility to keep it secure.**

Students who violate this policy shall be subject to established disciplinary measures. Students who have a visible or activated cell phone during class time (including passing periods) shall receive the following disciplinary consequences:

1. The first offense, during a semester, the student shall receive a warning;
2. The second offense, during a semester, shall result in the cell phone getting turned over to an administrator and returned to the student at the end of the school day;
3. The third offense, during a semester, shall result in the cell phone being turned over to an administrator and returned only to the parent after a conference is held.
4. The fourth offense, during a semester, shall result in the cell phone being confiscated and held by the principal. The confiscated cell phone shall be returned to the parent at the end of the school year after a conference is held.

The fifth or further offense, during a semester, shall result in the cell phone being confiscated and held by the principal. A hearing with the principal shall be held, which may result in suspension and/or an alternative center placement for the student.





### **Emergency School Closing**

In the event that there is an emergency school closing, teachers will be notified via email, Remind app, school website or local news.

### **Equipment**

Teachers will be issued a computer and other types of equipment such as document cameras, iPads, and computer carts. It is the teacher's responsibility to take care of the equipment issued to them. If equipment is lost, stolen or damaged, teachers must notify the principal immediately so that arrangements can be made to replace the missing or damaged equipment. An incident report must be completed and turned in to Mr. Jesus Ortega school technician.

### **Evaluation of Teachers**

An appraiser will evaluate each teacher. Evaluations will be consistent with Texas Education Agency guidelines and South Texas Independent School District policies. Anytime a teacher has a particular activity that he or she would like to have observed, they may invite the observer to the classroom.

### **Extra-curricular Activities**

STISD Prep. Academy students lead balanced, active lives. In addition to providing students with engaging academic activities, we will also provide students with opportunities to explore their interests. If you are interested in sponsoring an activity, please meet with the principal with your proposal, which should include name of club, purpose, and bylaws. All clubs must be approved by the principal before any meetings or activities are to take place. Participation in clubs and activities will depend on students' grades and behavior.

Participation in school and school-related activities is an excellent way for students to develop talents, receive individual recognition, and forge strong friendships with other students. Participation is a privilege.

Grades – A student who receives, at the end of any grade evaluation period, a grade below 70 in any academic class, or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for at least three weeks. An ineligible student may practice or rehearse, however;

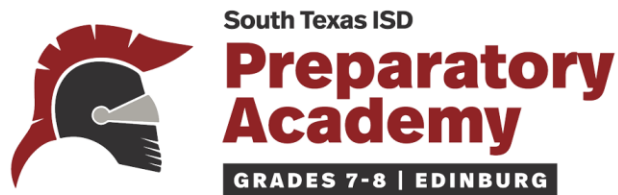
The student regains eligibility when the principal and teachers determine that he/she has:

- (1) Earned a passing grade (70 or above) in all academic classes, and (2) completed the three weeks of ineligibility.
- (2) Student's behavior meets club by-laws.

NOTE: Mandatory tutorials supersedes any after school meetings or practices.

Absences – A student is allowed up to ten absences from a class during the school year for extracurricular activities or performances. All UIL activities and other activities approved by the Board are subject to these restrictions. A student who misses a class because of participation in a non-approved activity will receive an unexcused absence.





Teachers should review the current report cards for all students participating before the event to determine eligibility. Students will obtain grades from their teachers and inform the sponsor if he/she is eligible in the event.

### **Faculty Meetings**

Faculty meetings will be held as necessary. Meetings will be scheduled in advance with clear agendas to avoid inconveniences. Professional staff members are required to attend all faculty meetings. As a professional learning community, we will follow our norms for communication and collaboration during meetings.

### **Field Trips**

All field trips must be approved by the principal.

Local (In District/Valley Area) Field Trip:

A teacher wishing to request approval for a local field trip should do the following:

Propose event to principal and await for approval.

- a. Do a field trip request online, two weeks or more in advance prior to the date of the field trip.
- b. A list of all students attending the field trip and ID numbers will be entered on the online request or provided to the principal at the time of the request.
- c. An email will automatically be sent to the principal and the transportation department at the time you complete your request. The principal will in turn approve or disapprove your request. You will receive an email indicating the approval or disapproval of your request. Approved requests will be forwarded to the transportation department. Requests not approved will be returned to you with a note indicating the reason.
- d. Coordinators, leaders, sponsors and/or administrators meet and plan event.
- e. Create a schedule of events for day, including before, during, and after field trip. (If this is a team or grade-level field trip, schedule of events needs to be shared, edited, and revised by teachers during team meeting. Arrangements need to be made for split teaching assignments and student with special needs.)
- f. Make nurse aware of trip and determine if any students require special arrangements at least one week in advance to review field trip lists. Please note some students that have medications will need to have special arrangements made. This might include training with YOU!
- g. Complete a prior form.
- h. Inform the STISD Prep. Academy cafeteria supervisor of schedule fieldtrips.
- i. Teachers need final bus rosters and seating charts, at least one per bus.
- j. Assign one contact person per bus and exchange cell phone numbers with teachers and sponsors.
- k. Consult with nurse about final participants needing medical support. If nurse is not attending, be prepared to carry any required emergency supplies, such as an EPI Pen.
- l. Hot weather trips should require ice chest with water.
- m. Call in absences before boarding.

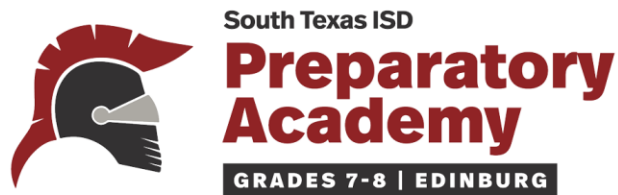


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- n. The transportation supervisor, at (956) 318-8523, will ensure that a bus is provided for you. The principal and supervisor must be notified if any changes have occurred regarding the field trip. Example: date change, location change, etc.
- o. Communicate with transportation department on the number of buses available.
- p. Bus rosters:
  - Request that attendance clerk generate a list by alphabetical order, teams, or SAM with the fields which transportation office requires.
  - Create student rosters. Divide rosters by bus assignments.
  - Permission slips, if any, need to be distributed early. Determine how these will be distributed and collected. Also, determine and verify who is eligible to attend, and inform teachers and students promptly.
  - Bus seating charts need to be prepared. Assign teachers to buses no later than two days prior and email information to those involved. The charts need to be revised as needed.
  - Post revised bus seating chart for students to view two days prior. These can be shared with SAM or appropriate class. Collect permission slips and adjust seating charts as needed.
  - Send rosters and seating charts to transportation three weeks prior to event.
  - Update list of those not attending and inform students, parents, teachers, and attendance clerk.
  - Arrangements will need to be made for those not attending field trip, especially if this is a team or grade-level field trip. Assignments and supervision must be determined and shared.
- q. The teacher will ensure that a field trip parental permission form and emergency form be signed by the students' parent/guardian three days prior to the day of the trip. Students who do not have a signed permission form will not be allowed to participate in the field trip.
- r. The field trip teacher will be responsible for ensuring that all students have lunch. If you foresee that the field trip will go past the student's lunchtime, sack lunches may be prepared by the cafeteria if the request was included at the time of the online request an email will be sent to the cafeteria supervisor. The bus drivers are instructed not to make any unscheduled stops for students or sponsors during a local field trip.
- s. Monitor students throughout trip. Use discretion with discipline and consult administrator on field trip as necessary.
- t. Parents wishing to pick up a student at the field trip site should have made arrangements with the office. Call the office to confirm release before student is allowed to leave site. Parent ID must be checked.
- u. Planning for second semester fieldtrips is crucial. Communication between teams/ department is a must.
- v. A list of students and ID# will be e-mailed to all teachers by the sponsor so students won't be counted absent.



#### OUT OF DISTRICT (OUT OF THE VALLEY AREA) FIELD TRIP:

A teacher wishing to request approval for an out of district field trip should do the following:

1. Write a short memo (50 words or less) addressed to the Superintendent and campus principal requesting approval for a field trip. Please include the following:
  - a. Purpose of the trip and how it is related to instruction.
  - b. The destination
  - c. The date(s) of the trip
  - d. The approximate cost of the trip
  - e. The approximate number of students and sponsors
  - f. The letter of request must be approved by the Board of Directors, and must be received at least forty days prior to the out of district trip date.
2. Submit a field trip requisition online after the field trip has been approved by the Board of Directors. List students attending on the online requisition or submit a list of names with ID numbers to the principal. If you are requesting a cash advance for meals, lodging, airfare, complete a Cash Travel Advance Form. The form must be completed online and printed out to submit to the principal. For registration expenses, you must complete a request form and write to whom the check will be made out to, plus the registration form (Applies only to the teacher).
3. If you are requesting monies because students, sponsors, and bus drivers are involved in the trip, you must complete:
  - a. A travel advance form which will include meals and emergency money estimate food per student is \$21 per day. Teachers and bus drivers are provided \$36 per day for meals (Depending on the departure time).
  - b. An advance request form must be completed with hotel address for lodging. Please include local city tax.
  - c. A request form must be completed which will include the charter bus cost. The bus company request should carry \$5,000 + insurance. The contract form from the bus company needs to be reviewed and signed by the superintendent.

An advanced request form of trip includes airfare. Write the names of the company and address on the request form.



South Texas ISD

# Preparatory Academy

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## **Grading Procedures**

Grades communicate information about students' achievement to parents, as well as provide information to students for self-evaluation. It is essential that our grading practices are fair, clear, efficient, and a reflection of student understanding, work and effort. The academic year is divided into four quarters, or 9 -week periods. The weight for each nine-week period will be 37.5 percent and the semester exam will weigh 25 percent. Teachers are expected to have fifteen or more grades per quarter. Progress reports go out every three weeks, so teachers are expected to have at least five grades per progress report grading period. All grade books are set up and maintained via Infinite Campus. Grade book categories and weights will be consistent for each course and must be approved by the principal. It is essential that teachers update and save student grades on a weekly basis so that students and parents can monitor their progress. All incomplete grades must be cleared prior to check out at the end of the school year.

## **Grade Changes**

Changes made to permanent grades (quarter grades) require a grade change form. This form may be obtained in the front office and should be submitted to the PEIMS clerk who will then submit the form to the principal. Students who need accommodations for semester exams, need to get prior approval from school principal at least two weeks before scheduled exam date. All accommodated exams will be administered after student returns from personal leave. All incomplete exams must be administered and a grade change form must be submitted to the PEIMS Clerk within a week of the scheduled grading period. Keep in mind that a student is not to carry an incomplete grade for no longer than a six-week period, unless there are extenuating circumstances. It is the teacher's responsibility to assure completion of all exams. The school principal will review all grade changes made by the teachers during the school year.

## **Hall Passes**

STISD Prep. Academy will use E-Hall pass (Ha↑↓pass) to document each time a student is out of the classroom. The teacher should ensure that students are signing out electronically when leaving the classroom. Any student in the area without an E-Hall pass will be sent back to class to appropriately sign out. The use of the E-Hall pass is a campus expectation.

## **Identification Badges**

Each employee must carry an STSD Prep. Academy Identification Badge when on campus or on school grounds.

## **Keys**

Teachers will be issued a room key, a desk key, and a file cabinet key. Other keys as required by the teaching assignment may be requested. The Principal must approve these key requests. All keys will be turned in at the end of the school year or termination of service. Any lost keys will be replaced at the teacher's expense and the school principal should be informed immediately.



### **Library Operation Hours**

Monday-Thursday: 7:30 AM – 5:10 PM

Fridays: 7:30 AM – 4:30 PM

### **Leaves and Absences**

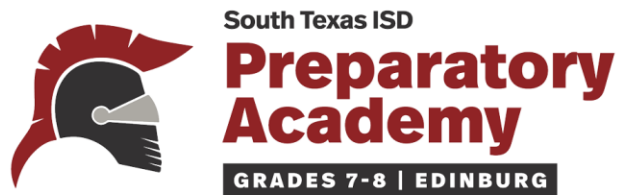
Teacher attendance is vital to the success of our students. State law entitles all employees to five days of paid personal leave per year. State personal leave accumulates without limit and is transferable to other Texas school districts. All employees shall earn five workdays of paid local leave per school year, at a rate of one-half workday for each month of employment. Local leave shall accumulate without limit, but cannot be transferred. A prior form must be submitted to the campus secretary for all leaves and absences. Once approved by the principal, the absence must be registered through WillSub Substitute Management System. Additional information about sick leave may be obtained from the campus secretary.

A teacher who knows in advance that he/she will be absent the next school day(s) should notify the principal or assigned assistant principal then request their substitute through WillSub. A teacher who unexpectedly must be absent from school should notify the principal/designated assistant principal by 6:00 A.M. the day of the absence and then request their substitute through WillSub.

- Principal Mrs. A. Castro (956) 373-5067
- 7<sup>th</sup> grade Teachers contact Mr. W. Romero (956) 532-1733
- 8<sup>th</sup> grade Teachers contact Ms. M. Ochoa (956) 357-8209

Teachers must provide the substitute with the necessary materials and instructions in order for learning to take place. Some of the things that a teacher should provide for the substitute are:

- Detailed lesson plan and instructions; (SAM and SET activities)
- Specify your lunch time and SAM time.
- Instructions for use of E-hall pass and a designated electronic device available.
- Leave essentials supplies ex: (stapler, pens, tape for substitutes to use.)
- Seating chart;
- Classroom rosters for attendance purposes;
- Lesson materials and resources;
- Instructions regarding student use of computers or other electronic devices;
- Any special instructions. (e.g.: teacher assigned supervision stations including locations and times);
- List of names of students with any medical needs; and
- Emergency evacuation map location and Emergency Red Folder.



**Jury Duty:** An employee shall be granted leave with pay and without loss of accumulated leave for jury duty or other required court appearances. The employee shall be required to present documentation of the service and shall be allowed to retain any compensation for this service.

### **Lesson Plans**

Teachers will follow the board approved STISD scope and sequences for their subjects. Teachers will create weekly, at-a-glance lesson plans that contain the targeted TEKS, ELO's, student objectives, instructional methods, and assessments used. Lesson plans must be posted on itsLearning no later than one day prior to the day of instruction.

### **Observations and Snapshots**

Helping students reach their academic goals is a big part of our mission. For this reason, monitoring students and observing instruction is the most important use of an administrators' time. Teachers can expect weekly observations and snapshots from their administrative team as well as teacher leaders. The purpose of these visits is to support teacher development and student learning.

### **Parent Communication**

Parents are our partners in students' education. Communication from the school to the home is essential. Telephone calls, emails, notes, and conferences are a few ways we can let parents know what kind of progress the student is making. The communication should also include words of praise or encouragement. Teams will document parent communication as part of their weekly team meetings.

### **Parties**

Classroom parties are not permitted. A social function conducted during class time must have an academic focus and must be approved by the Principal.

### **Payroll Checks**

All South Texas Independent School District employees are paid on a monthly basis except for transportation, maintenance, and cafeteria employees. These individuals are paid on a biweekly basis. Monthly paychecks are issued on the 20<sup>th</sup> of each month. If this date happens to fall on a weekend, then you will be paid on the Friday before. If you would like to have direct deposit, the campus secretary can provide you with the correct form to complete.

### **Pledge of Allegiance**

As per Texas Education Code Section 25.082:

- The board of trustees of each school district shall require students, once during each school day at each school in the district, to recite:
- the pledge of allegiance to the United States flag in accordance with 4 U.S.C. Section 4, and its subsequent amendments; and



- the pledge of allegiance to the state flag in accordance with Subchapter C, Chapter 3100, Government Code.
- On written request from a student's parent or guardian, a school district shall excuse the student from reciting a pledge of allegiance under Subsection
- The board of trustees of each school district shall provide for the observance of one minute of silence at each school in the district following the recitation of the pledges of allegiance to the United States and Texas flags under Subsection
- During the one-minute period, each student may, as the student chooses, reflect, pray, meditate, or engage in any other silent activity that is not likely to interfere with or distract another student. Each teacher or other school employee in charge of students during that period shall ensure that each of those students remains silent and does not act in a manner that is likely to interfere with or distract another student.

### **Professional Development / Workshops**

Professional Development is essential to our teachers' growth and improvement. Anyone requesting to attend a conference or workshop for professional development must follow district and campus procedures.

Anyone requesting to attend a conference or workshop should implement the following procedures three weeks prior to the conference/workshop date, or prior to the registration deadline:

1. Complete a prior authorization form. Be sure and fill in your name, employee ID, campus number 041, date(s) absent, total days absent, type of leave, name of conference, place, etc., signature and date. Check off if you are requesting mileage, lodging, meals, registration fees, etc. Paperwork of your workshop must be attached to the prior.  
NOTE: For valley-wide conferences/workshops, the district will pay only for registration fees, and/or mileage. Mileage is 0.58 cents per mile. No other expense will be reimbursed to you.  
For out of the valley conferences/workshops, the district will pay for the registration fees, lodging, mileage, meals, and ground transportation (shuttle, taxi fare, and parking).
2. The teacher is responsible to electronically submit a travel cash advance form to the principal, along with a copy of the prior, registration form, and backup of the conference.
3. Give the completed prior form and attachments to principal's secretary for processing. The secretary will in turn have the principal approve or disapprove your request. A copy of the approved or disapproved prior will be placed in the teacher's mailbox. If prior was denied, an explanation will be attached to the form. The process takes one to two weeks to process at the administration office.
4. The teacher is responsible to inform the principal's secretary if a substitute teacher will be needed in the classroom for half a day or a full day, once prior is approved.





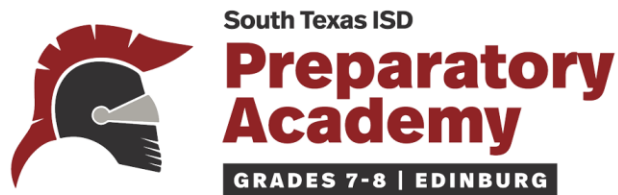
South Texas ISD

# Preparatory Academy

GRADES 7-8 | EDINBURG

5. It is the responsibility of the teacher to have lesson plans, class rosters, class material, movie/film, etc. ready before the teacher's absence.
6. The school district provides a travel cash advance to cover only 80% of approved expense. Please follow the procedures listed below:
  - a. If you are attending an out-of-valley conference/workshop, the school allows only lodging, meals, transportation, and other (taxi fare, parking, etc.) All other expenses incurred will be reimbursed upon your return when the proper completed requested form(s) are completed by the teacher and approved by the principal.
  - b. A teacher who is requesting car rental must have approval by the principal before leaving to the conference. Otherwise, the teacher will be responsible for the expense if he/she takes it upon himself/herself to get a car rental without getting principal approval beforehand.
  - c. The teacher must contact the hotel in which he/she will be staying for current room charges and any local city taxes that may be applicable. This information will help you complete the travel cash advance form.
  - d. The District will reimburse you up to \$36.00 maximum for meals per day. Receipts are needed by the bookkeeper and must be submitted upon return.
  - e. The District will pay 0.58 cents per mile; prior approval from the Principal is needed.
  - f. The District will pay for taxi fare and parking. Receipt must be turned in with the reimbursement form.
  - g. The teacher is responsible to provide tax exempt forms, secure all of the receipts and must complete a reimbursement form upon returning from the conference. These documents must be attached to the reimbursement form and given to the bookkeeper, Mr. R. Flores.
  - h. It is the responsibility of the teacher to check on the status of the travel cash advance with the purchasing clerk. When the check is received from the business office, you will be notified to sign-out for the check.
  - i. If students are involved, all paper work must be turned in to avoid duplication of effort.
7. The teacher must complete the registration form to request full payment of registration fees only. This form should be attached to the prior.
8. Upon your return from the conference/workshop, it is recommended that all required forms be submitted to the bookkeeper within one week of your return.
  - a. Reimbursement form – The Assistant Superintendent for Finance requires that you fill out this form when requesting a reimbursement. Please be sure to attach the original receipts to the form and sign it. When the form is completed, it must be returned to the bookkeeper. The bookkeeper will prepare an authorization for payment form that is required for you to be able





to get reimbursed. The purchasing clerk will assist you in completing these forms. Please feel free to call on her/him if the need arises. Receipts include (hotels, meals and parking)

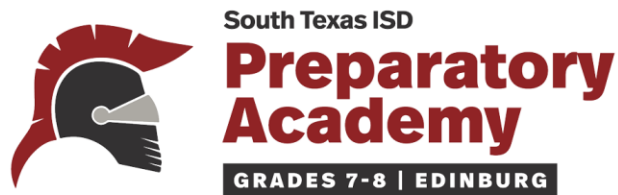
- b. If a certificate was issued for attending the conference/workshop, a copy of the form is needed for your file. Please give certificates to principal's secretary.
9. The district will reimburse you only for the following if it has received prior approval:
- a. Lodging
    - b. Meals
    - c. Registration fees if you paid in advance
    - d. Mileage/airfare
    - e. Parking if needed
    - f. Ground transportation
10. The district will not reimburse you for expenses such as:
- a. Tips
  - b. Bell Boy Service
  - c. Alcoholic beverages
  - d. Personal phone calls
  - e. Excessive mileage for personal use
  - f. Sight seeing
  - g. Unauthorized car rental without getting permission from the principal before going on the trip.

#### Out-of-State Conferences

Anyone interested in attending an out-of-state conference/workshop must:

1. Write a memo to the principal requesting permission to attend forty working days prior to the conference/workshop.
2. The memo must include an itemized estimate of expenses, purpose of trip, and how it is related to instruction, destination, date of trip, and a copy of the workshop's description.
3. The principal will in turn approve/disapprove your request. If the request is approved by the principal, he/she will forward only approved requests to the Superintendent.

The Superintendent will then place it on the school board agenda for board approval.



### **Professional Learning Communities**

STISD Prep. Academy is a professional learning community dedicated to ensuring that all our students learn, grow and achieve. As a PLC, every professional in the building must engage with colleagues in the ongoing exploration of three crucial questions that drive the work of those within a professional learning community:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?

In order to collaborate and address these critical questions, we are assigned to academic teams as well as departments, and our master schedule is designed to provide common time for this work to take place during the school day.

### **Progress Reports**

The progress report is only one of the many means of communication with the parent or legal guardian of the student. All forms of communication are encouraged. The progress reports will be sent out every three weeks. A minimum of five grades must be recorded within the three-week period.

### **Purchasing Procedures**

The purchasing process begins when the department/campus determines a need for goods or services and ends when that need is met. The purchasing department provides support to the schools and departments by monitoring or handling purchases including obtaining quotes. In order to ensure compliance with all applicable statutory and legal requirements, STISD Board Policy, best practices, and adherence to the ethical standards advocated by the Texas Association of School Business Officials. To initiate process interested party needs to email purchasing clerk to obtain required quotes. The email should include the description of items, quantities and vendor information. Interested parties should not obtain quotes on their own.

### **Pyramid of Interventions**

STISD has researched and developed a systemic intervention plan. The Pyramid of Interventions was developed to increase the opportunities students have to find success. The purpose of this approach is to find ways to help students solve reoccurring issues, increase communication, and increase students' learning and achievement. Staff will be trained and will directly participate in adding, modifying and adjusting the strategies and interventions. This Pyramid is malleable and will change over time as new needs emerge and the process evolves.

#### **Goals of the Pyramid of Intervention:**

- To provide a structure for students who may need interventions in his/her daily education
- To empower the staff with the tools necessary to help all children succeed
- Practice and employ measurable interventions that increase student learning and achievement.



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## **Purpose of the Pyramid of Interventions:**

- Provide a clear framework for staff
- Supply empowering tools that include interventions, steps, and measures
- Implement a systemic approach for addressing the needs of all students
- Create a clear path for all students
- Increase accountability for staff and students
- Improve levels of achievement
- Furnish documentation for future use to ensure continued success
- Improve the special education referral process
- Increase interventions for all children
- Increase parental communication
- Provide transitions for students

## **Report Cards**

Report Cards are sent home to parents every quarter (nine-weeks). Teachers will finalize grades through Infinite Campus and the PEIMS clerk will print out the report cards. Teachers must carefully verify that report card grades are correct since these grades become part of students' permanent records. A grade change form must be submitted to and approved by the principal before a report card grade is modified.

## **Restorative Practices**

Because we want every member of our STISD Prep. Academy community to feel seen, heard and respected, we are excited to be one of the first and few schools in the state to be implementing Restorative Practice, a positive school climate strategy.

What are Restorative Practices?

Restorative practices are positive school climate strategies intended to cultivate a culture in which everyone feels like they belong. These practices build a sense of connectivity, care and community in which every member (student, teacher, staff member, and parent) feels that they are seen, heard, and respected.

At STISD Prep. Academy, these strategies are primarily being used during the Spartan Academic Mentoring period through the use of circles (students and teachers sit in a circle) where discussions on relationship building, empathy, academic strengthening, self-discipline, accountability and other topics take place. Implementation of restorative circles take place at least twice per week.

## **Goals of Restorative Practice**

1. **Accountability** – Students have an opportunity to be accountable for harm caused as well as the opportunity to repair the harm.
2. **Community Safety** – Students are empowered to help resolve conflict and maintain an environment where learning can occur.
3. **Skill Development** – Restorative Practice works to address underlying factors that lead people to cause harm and gives students necessary tools for creating and maintaining community.



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## **Semester/Final Exams**

Students will take semester exams at the end of each semester. During exam week, students will take two exams each day, and the school day for students will end at 2:00 p.m. An exam schedule will be sent out prior to exam week. Teachers will stay until 4:00 to grade exams and enter grades. During the week prior to exam week, teachers will review material and help students prepare for exams and recover missing assignments. No homework may be assigned during exam week. There are no re-tests on semester exams.

Students who need accommodations for semester exams need to get prior approval from the school principal at least two weeks before scheduled exam date. It is the teacher's responsibility to complete a Semester/Final Exam Makeup Form detailing the accommodations made for the student. Once completed, the form must be submitted to the PEIMS Clerk.

## **Special Education Process:**

1. Student Identification
2. Student Review Team (SRT)
3. Parental Consent
4. Complete Referral Packet (Teacher Input Form)
5. Attend staffing
6. Attend ARD Meeting

An ARD Meeting cannot begin without teacher's presence. If you are assigned to attend, please arrive 5 minutes prior to scheduled meeting. Emails and an ARD Scheduled Representative form will be sent out by the support center.

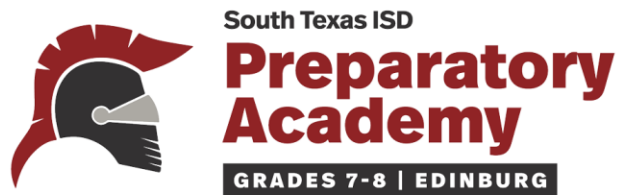
- If student qualifies:
  - General Ed. Teachers
  - Career and Technology Education Teacher (CATE)
- If student does not qualify (DNQ):
  - General Ed. Teacher

## **Smoking**

The South Texas Independent School District Board of Trustees has elected to make this district smoke free. Smoking on campus, including the parking lot will not be allowed.

## **Student Academic Contracts**

Students who receive a quarter grade below 70 in any of their courses (including electives) are eligible to receive an academic contract for grade recovery. Teachers will provide students with a contract that details the work and assignments needed to recover the grade. Upon successful completion of the contract, teachers will



fill out a grade change form with the student’s new grade and submit it to the PEIMS clerk. If you have any questions about contracts, please contact your team leader, principal or assistant principal.

### **Supplies and Equipment**

Faculty/staff will be notified at the beginning of September of their allotted budget monies for the school year. It is your responsibility to ensure that you do not exceed your budget amount. All purchases must be approved by principal prior to ordering. Any deviation from purchasing procedures could result in a financial responsibility for the teacher. Teachers are expected to spend their allotted money by January 31. Please spend your money wisely on items that are needed for instruction. Supply request forms and requisition forms are available from the bookkeeper.

### **Tardy Policy and Detention**

An efficient student is responsible and disciplined, and therefore, never tardy. Students who are tardy to school in the morning must obtain a tardy pass from the tardy station kiosk. A student who is habitually tardy will face disciplinary consequences. South Texas Preparatory Academy will document and address all tardiness. Student who arrive fifteen minutes after the tardy bell rings are not in attendance and will be considered “absent”.

The following situations will not be counted against students:

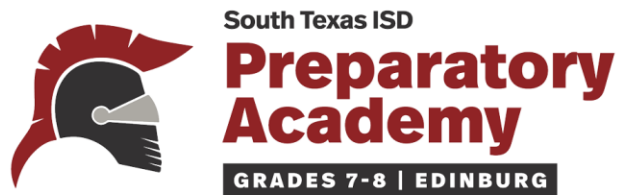
Students who are tardy for off-campus medical reasons must bring a note of verification to the attendance office for an admit slip. This slip must be presented to the teacher in order to get into classes.

All other tardy situations will be recorded by the teacher and counted against the students.

### **Tardy Procedure**

Number of Tardy	Consequence
3	One hour after-school detention
4	One day of in-school suspension and parent conference
5	Two days of in-school suspension and mandatory parent conference with administrator or counselor
6	Three days of in-school suspension and mandatory parent conference with administrator or counselor and the possibility of stricter consequences, including alternative school (persistent misbehavior), may be applied.

On those occasions when the student has an unexcused tardy, the tardy is to be marked on the attendance program. If the student arrives after attendance has been recorded, notify the office. At no time should a corridor pass or admittance slip initiated by another teacher or the office be destroyed. Internal passes issued by the teacher within the limits of a class period are the teacher’s own responsibility.



A student who develops a problem during the passing time between classes should attempt to contact the teacher of the class to which he/she is going, or the office to clear this matter before the tardy bell rings.

A professional courtesy call notifying affected class should be placed to keep an accurate student's attendance record. A student arriving after the tardy bell with a pass from another teacher or a member of the staff has an excused tardy.

### **Teacher Workday**

Teachers' workday begins at **8:00 a.m.** and ends at **4:15 p.m.** It is essential that teachers report to work on time every day. Teachers who have duty, must report to duty on time and stay the designated time. If there is a faculty meeting or training after school, teachers will be expected to stay as well. Please note, work hours may vary in cases where special school activities and/or staff development are scheduled. Employees will be notified ahead of time.

### **Texas Essential Knowledge and Skills**

Teachers should also have a thorough understanding of their TEKS. While the TEKS are used to develop the district scope and sequences, teachers should have a thorough understanding of their subject's TEKS. The TEKS are available for download from the TEA website. Feel free to contact your assigned appraiser if you have any immediate concerns. Also, teachers will need to document mastery of the essential knowledge skills for each student enrolled in their class.

### **Textbooks**

Textbooks will be placed in the classroom. Teachers are responsible for assigning, collecting and managing their textbook inventory. Teachers are responsible for the accurate accounting of any lost textbooks by students. If textbooks are assigned to teachers, the teacher is responsible for cost of lost or misplaced text as per STISD contract agreement.

### **Use of phones**

The telephones in the office, the classroom and the teacher's lounge are for school business only. Personal cell phones are not to be used during class time unless an emergency arises as this sets a bad precedence for students.



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## Work Hours

Administrators	8:00 a.m. – 5:00 p.m. 1-hour lunch
Teachers	8:00 a.m. – 4:15 p.m. 30-minute lunch
Nurse	8:00 a.m. – 4:20 p.m. 45-minute lunch
Instructional Aides	8:00 a.m.—4:30 p.m. 30-minute lunch
Campus Secretary, Receptionist, Bookkeeper, PEIMS clerk, and Counselor’s Secretary	8:00 a.m. – 5:00 p.m. 1-hour lunch
Library Hours	7:30-5:15 Mon.-Thur. 7:30-4:30 Friday

# FORMS

For updated forms, please visit <https://www.stisd.net/facultystaff/business-office>



SOUTH TEXAS ISD  
STUDENT ACTIVITY ANNUAL BUDGET

Beginning Club Balance: \$ \_\_\_\_\_

Fundraising:  
Purpose: \_\_\_\_\_  
\_\_\_\_\_

Activities: \_\_\_\_\_

Fundraiser #1:  
\_\_\_\_\_ \$ \_\_\_\_\_

Fundraiser #2:  
\_\_\_\_\_ \$ \_\_\_\_\_

School Activities:  
\_\_\_\_\_ \$ \_\_\_\_\_  
\_\_\_\_\_ \$ \_\_\_\_\_

Expenditures:  
Activities:  
\_\_\_\_\_ \$ \_\_\_\_\_  
\_\_\_\_\_ \$ \_\_\_\_\_  
\_\_\_\_\_ \$ \_\_\_\_\_  
\_\_\_\_\_ \$ \_\_\_\_\_  
\_\_\_\_\_ \$ \_\_\_\_\_  
\_\_\_\_\_ \$ \_\_\_\_\_  
\_\_\_\_\_ \$ \_\_\_\_\_

Target balance at year end if any: \$ \_\_\_\_\_

SOUTH TEXAS ISD  
STUDENT ACTIVITY ANNUAL BUDGET

APPROVALS:

Principal:	_____	Date:	_____
Sponsor:	_____	Date:	_____
Club Officer:	_____	Date:	_____
Assistant Superintendent			
For Finance:	_____	Date:	_____

## Club Sponsor Responsibility

### Affidavit

According to the Texas Education Agency's Financial Accountability System Resource Guide (FASRG), an *individual activity fund sponsor shall be responsible for managing their respective activity fund. This responsibility will include:*

- ✓ *Developing fund raising plans (budget)*
- ✓ *Developing a constitution and bylaws*
- ✓ *Preparing a Fundraiser Application Form*
- ✓ *Preparing a Profit/Loss Statement*
- ✓ *Monitoring the financial position of the activity fund*
- ✓ *Reviewing the activity fund financial statements*
- ✓ *Safekeeping activity fund money until it is deposited by the school district, and*
- ✓ *Other fiduciary responsibilities.*

As the sponsor for the \_\_\_\_\_ activity fund, I certify that I will comply with the school district's activity policies and procedures. Specifically, I agree that I will:

- ✓ Conduct an annual election of officers and submit the list to my campus principal
- ✓ Submit a fund raising plan
- ✓ Conduct authorized fund raisers to include submission of an Authorization to Conduct a Fund Raiser Form and Fund Raiser Profit/Loss Statement
- ✓ Collect, receipt, and submit **all** funds to the Campus Secretary/Bookkeeper.
- ✓ Comply with all school district purchasing policies and procedures to include:
  - Submitting a requisition or Check Request Form for all expenditures
  - Obtain approval from student activity club members for all club purchases/expenditures
  - Document receipt of goods/services and submit all invoices for payment
- ✓ Review, monitor and reconcile club account receipts and expenditures
- ✓ Retain all club account records, such as fund raising forms, receipt books, etc.,
- ✓ Student activity is exclusively for the benefit of the students

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature of Club Sponsor

\_\_\_\_\_  
Club Account Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Campus Principal Signature

\_\_\_\_\_  
Date

## FUND-RAISER APPLICATION FORM

(Complete prior to commencing fund-raiser)

Club/organization: \_\_\_\_\_ Type of sale: \_\_\_\_\_

Name of sponsor: \_\_\_\_\_ Vendor: \_\_\_\_\_

Beginning date: \_\_\_\_\_ Ending date: \_\_\_\_\_

Date merchandise ordered: \_\_\_\_\_ Delivery Date: \_\_\_\_\_

Purpose of fund-raiser: \_\_\_\_\_

Location of fund-raiser: \_\_\_\_\_

This is the ☐ 1<sup>st</sup> or ☐ 2<sup>nd</sup> fund raising activity this year for this club.

(Clubs are limited to only **two** fund-raisers per year. The Principal and Business Office official must approve all exceptions).

Anticipated profit: \$ \_\_\_\_\_

Have parents been notified in writing? ☐ Yes ☐ No

Are the items being sold taxable? ☐ Yes ☐ No

Student Accounts Only: Incentive available? ☐ Yes ☐ No

Fundraising Plan (Budget) Attached? ☐ Yes ☐ No

I understand that students must personally sign for **all** merchandise issued to them for sale. I also understand that all monies received or merchandise returned must be acknowledged by a receipt signed by the sponsor. Daily deposits must be made on all funds collected. I am familiar with the school and district policies regarding the sale of merchandise at school and in the community. I accept responsibility for the sales tax collection and cash collections involved.

\_\_\_\_\_  
Club Sponsor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Officer Signature

\_\_\_\_\_  
Date

☐ Approved ☐ Denied

☐ Approved ☐ Denied

\_\_\_\_\_  
Principal Signature

Date

\_\_\_\_\_  
Business Office Official

Date

## CHECK REQUEST FORM

Date of Request: \_\_\_\_\_

Club/Organization: \_\_\_\_\_

Payable To: \_\_\_\_\_

Check# issued: \_\_\_\_\_

Payment in full: ☐ YES ☐ NO

Date of Activity: \_\_\_\_\_

Account: \_\_\_\_\_

Amount: \$ \_\_\_\_\_

Item Purchased: \_\_\_\_\_

Purpose (detailed description):  
\_\_\_\_\_  
\_\_\_\_\_

**Original receipts or vendor's invoice must be attached to this request prior to obtaining Principal's approval**

\_\_\_\_\_  
Club Sponsor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Class Treasurer Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Officer Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Scholarship Sponsor Signature

\_\_\_\_\_  
Date

Emergency Check Request

### ADMINISTRATIVE USE ONLY

Is Payee a contracted/consultant service vendor (1099) ? ☐ Yes ☐ No

Approved: ☐ Yes ☐ No

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Bookkeeper Signature

\_\_\_\_\_  
Date

Date Check Made: \_\_\_\_\_ Check#: \_\_\_\_\_ \$ \_\_\_\_\_

Signature of person picking up check: \_\_\_\_\_ Date: \_\_\_\_\_

### Cash Returned for Deposit

Amount \$: \_\_\_\_\_

Returned Date: \_\_\_\_\_

Deposit Date: \_\_\_\_\_

# DEPOSIT VERIFICATION FORM

(Form Should Not Be Altered)

Collections Date: \_\_\_\_\_

Receipt #: \_\_\_\_\_

Club Name: \_\_\_\_\_

Account #: \_\_\_\_\_

Student Officer Signature \_\_\_\_\_

Sponsor/Administrator Signature \_\_\_\_\_

Initial Count			Verification Count		
<b>Coins</b>			<b>Coins</b>		
.01		\$	.01		\$
.05		\$	.05		\$
.10		\$	.10		\$
.25		\$	.25		\$
.50		\$	.50		\$
1.00		\$	1.00		\$
<b>Total</b>	<b>Coins</b>	<b>\$</b>	<b>Total</b>	<b>Coins</b>	<b>\$</b>
<b>Bills</b>			<b>Bills</b>		
1.00		\$	1.00		\$
2.00		\$	2.00		\$
5.00		\$	5.00		\$
10.00		\$	10.00		\$
20.00		\$	20.00		\$
50.00		\$	50.00		\$
100.00		\$	100.00		\$
<b>Total</b>	<b>Bills</b>	<b>\$</b>	<b>Total</b>	<b>Bills</b>	<b>\$</b>
<b>Checks</b>			<b>Checks</b>		
<b>Check #</b>	<b>Amount</b>	<b>From</b>	<b>Check #</b>	<b>Amount</b>	<b>From</b>
<b>Total</b>	<b>Checks</b>	<b>\$</b>	<b>Total</b>	<b>Checks</b>	<b>\$</b>
<b>Total Count</b>		<b>\$</b>	<b>Total Count</b>		<b>\$</b>

Signature of Preparer \_\_\_\_\_ Date \_\_\_\_\_

Signature of Verifier \_\_\_\_\_ Date \_\_\_\_\_

TOTAL DEPOSIT: \$ \_\_\_\_\_

**Cash is to be deposited on a daily basis**

**Donation Form**

Funds or other property donated, or the income therefrom, may be expended: 1) For any purpose designated by the donor that is in keeping with the lawful purposes of the schools that are to benefit from the donation; or 2) For any legal purpose if the donor designated no specific purpose.

**Type:**

☐ **Cash/Check**      ☐ **Gift Card**      ☐ **Materials**      ☐ **Equipment Donor**

**Information:**

Donor Name: \_\_\_\_\_

Organization: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Donated to: \_\_\_\_\_

Purpose of Donation: \_\_\_\_\_

Value of Donated Property: \$\_\_\_\_\_

Describe/Itemize Donated Property: \_\_\_\_\_

Donor Imposed Restrictions, if any:

\_\_\_\_\_

\_\_\_\_\_  
Donor Signature

\_\_\_\_\_  
Date

### TABULATION OF MONIES COLLECTED FROM STUDENTS

Name of club/organization:\_\_\_\_\_Date: \_\_\_\_\_

Activity involving receipt of money: \_\_\_\_\_

Receipt # issued if applicable: \_\_\_\_\_

This form shall list contributors and their contributions and be kept with the Campus Bookkeeper Activity Fund Club file.

[illegible]

**Total amount collected: \$**\_\_\_\_\_

---

**Club Sponsor Signature**

Date \_\_\_\_\_

---

---

**Student Officer Treasurer**

Date \_\_\_\_\_



**TRANSFER REQUEST FORM**

Date: \_\_\_\_\_ Transfer Amount \$: \_\_\_\_\_

Transfer requested by: \_\_\_\_\_  
Club Name

Approved by : \_\_\_\_\_  
Student Officer Signature Date

From Account: \_\_\_\_\_

To Account: \_\_\_\_\_

Purpose of Transfer: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Club Sponsor Signature Date

☐ Approved      ☐ Denied

\_\_\_\_\_  
Principal Signature Date

Processed by Bookkeeper:

\_\_\_\_\_  
Bookkeeper Signature Date

## Student Activity Account

### Fund Raiser Profit/Loss Statement

School: \_\_\_\_\_

Club: \_\_\_\_\_

Fund Raiser Title: \_\_\_\_\_

#### Actual Sales:

<u>Receipt No.</u>	<u>Amount Deposited</u>	<u>Sales Tax (if required)</u>
_____	\$ _____	\$ _____
_____	\$ _____	\$ _____
_____	\$ _____	\$ _____
_____	\$ _____	\$ _____
Total Sales/Tax	\$ _____	\$ _____

Actual Sales (Amount Deposited – Less Sales Tax) \$ \_\_\_\_\_

#### Actual Expenses:

<u>Invoice Number</u>	<u>Invoice Amount</u>
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
Total Expenses	\$ _____

**Net Profit/Loss (Total Sales less Total Expenses)** \$ \_\_\_\_\_

Club Treasurer: \_\_\_\_\_

Date: \_\_\_\_\_

Sponsor: \_\_\_\_\_

Date: \_\_\_\_\_

Principal: \_\_\_\_\_

Date: \_\_\_\_\_

Notes: \_\_\_\_\_



South Texas ISD  
**Preparatory  
Academy**  
GRADES 7-8 | EDINBURG

CLUB: \_\_\_\_\_ Room: \_\_\_\_\_ Date: \_\_\_\_\_

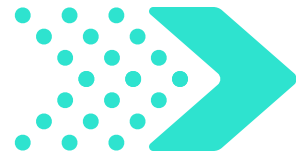
Print Student's Name	ID#	Grade	Purpose	Student's Signature	Bus pass Yes/No
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					

SOUTH TEXAS INDEPENDENT SCHOOL DISTRICT

2017-2022



# STRATEGIC DESIGN



Transforming Learning for  
**GLOBAL ACHIEVEMENT**  
Inspiring Engaging Learning for a Lifetime of Success

  
powered by engage2learn  
Facilitated by Dr. Steve Waddock, iGEL Executive Coach



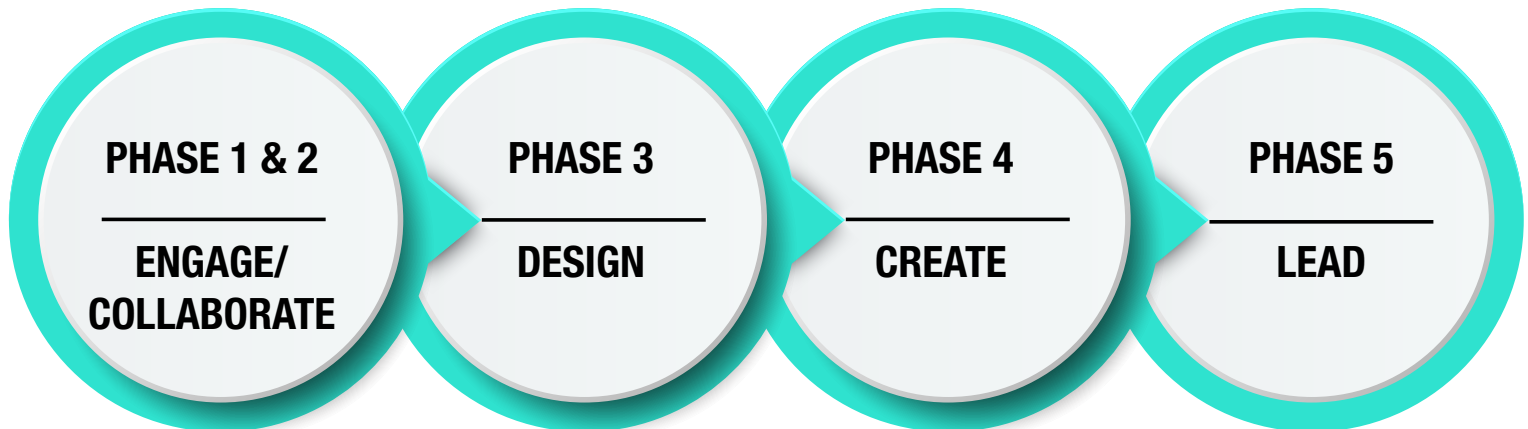
Each student thrives in real world challenges as a visionary in a global society.

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2	Call to Action	
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# Strategic Design Process

**January - April 2017**



- Board orientation and survey
- Focus groups
- Community summits & student panel
- Online stakeholder survey
- State of the District (data disaggregation)
- Assemble broad-base design team

- Shared beliefs
- A call to action
- Learner outcomes
- Learner profile
- Goals

- Review of strategic design framework
- Action ideas
- Specific results
- Timeline for specific results

- Review of strategic design framework
- Action plans for year one specific results

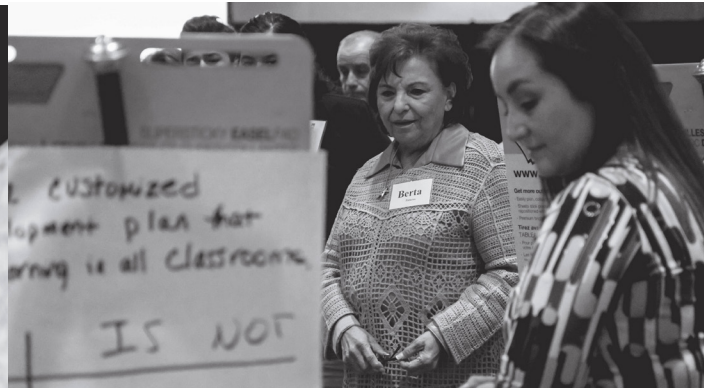


# Strategic Design Process



## IMPROVED STUDENT ACHIEVEMENT ON MULTIPLE LEVELS

- 100 percent of junior high students will earn 3 or more high school credits
  - 90 percent of cohort graduation completion
  - 98 percent completion of graduation requirements and one endorsement
  - 98 percent and above on annual attendance
  - 85 percent earns “meets” and 50 percent earns “masters” level on state assessments
  - Each student achieves passing score on one or more AP or dual credit course
  - Student participation rates on AP tests will remain the same/increase annually
  - Qualifying AP and IB scores will increase annually
  - 98 percent of students will attain a qualifying score on one or more AP test or IB exam, or attain a B or higher in a dual credit or concurrent enrollment course
  - 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 an SAT score of 1110 or higher/ACT score of 24 or higher
  - 100 percent of students with Individual Education Plans (IEP's) include measurable goals that are annually updated
  - State Performance Based Monitoring (PBM) indicators met annually
- \*\*\* Goals set within District and Campus Improvement plans.





# engage2learn Process Overview



## Community Inspired Local Vision

### Strategic Design/Planning

#### Purpose:

Every school community needs a locally designed, shared, long-term vision for the direction of the school district. Working together with the local community, South Texas ISD established actionable operational plans that leverage the district's unique, local challenges and opportunities with responsiveness to the current global context to ensure that South Texas ISD learners thrive.

#### Process:

Our master e2L facilitators utilized our 5-Step Strategic Design model based on the principles of Design Thinking and backward design to engage the community in creating a collaborative local vision. The e2L methodology is research-based, focused on learners, collaborative, engaging and actionable.

#### Product:

As a result of the e2L Strategic Design process, South Texas ISD developed a set of shared beliefs about learning, a call to action, a learner profile, learner outcomes, a community-based accountability system, operational goals, a 5-year sequenced timeline and year one action plans.



e2L Design Process

[www.engage2learn.org](http://www.engage2learn.org) | © 2015 All Rights Reserved

# Strategic Design Team

Dr. Nora Casarez, BETA Principal  
Vickie Roge, BETA Teacher  
Andres Cantu, BETA Student  
Kimberly Nicole Halog, BETA Student  
Irene Casas, BETA Parent  
Adriana Rendon, BETA Parent  
Tony Casas, BETA Partner  
Cindy Ponce, Social Worker

## **South Texas Business, Education & Technology Academy (BETA)**

## **South Texas Academy for Medical Professions (Medical Academy)**

Harry Goette, Medical Academy Principal  
Patricia Hernandez, Medical Academy Teacher  
Clay Boughter, Medical Academy Student  
Alicia Stutz, Medical Academy Student  
Ms. Ginette Henry, Medical Academy Parent  
Ms. Alma Ortiz, Medical Academy Parent

Dr. Barbara Heater, Med High Principal  
Diana Martinez, Med High Teacher  
Ruben Gonzalez, Med High Student  
Diana Saldana, Med High Student  
Rosario Garza, Med High Parent  
Diana Franz, Med High Parent

## **South Texas High School for Health Professions (Med High)**

## **Rising Scholars Academy of South Texas (RSA)**

Carrie Saucedo, RSA Principal  
Janette McKinney, RSA Teacher  
Gaddiel Garcia, RSA Student  
Cindy Rubiano, RSA Parent  
Brian Wilson, RSA Parent

Dr. Irma Castillo, Science Academy Principal  
Lisa Ashley, Science Academy Teacher  
Samya Ahsan, Science Academy Student  
Adrian Caceres, IT Specialist  
Rodrigo Centeno-Postilla,  
Science Academy Student  
Maria Degges, Science Academy Parent  
Richard Degges, Science Academy Parent  
Sylvia Gamboa, Counselor

## **The Science Academy of South Texas (Science Academy)**

## **South Texas Preparatory Academy (STPA)**

Ana Castro, STPA Principal  
Robert Gill, STPA Teacher  
Intisar Qubbaj, STPA Student  
Dr. Ala Qubbaj, STPA Parent  
Vanessa Guerra-Hamel, STPA Parent

### **Community/Business:**

Alex Rios, Joe Vega, Marcus Rodriguez, Chris Gonzales, Gloria Garza,  
Frank Acevedo, Dr. Eliza Alvarado, Juan Salinas, Barbara Jean Garza and  
Dr. Oralia De Los Reyes

### **Central Office/DLT:**

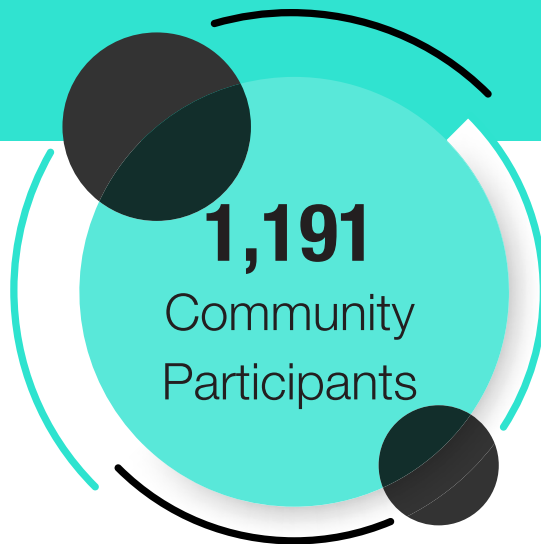
Dr. Marla M. Guerra, Jeff Hembree, Marla R. Knaub, Amanda Odom, J.P. Villarreal  
and Ann Vickman

### **STISD Board Members:**

Berta Palacios, Joe L. Lopez and Hector Gonzales

### **Education Foundation of STISD:**

Patricia Villasenor



## Top Responses from the Community

# Community Outreach

The data is combined from all focus groups, summits and community surveys which included teachers, students, principals, parents, business leaders, community members, and administrators. The top 5 responses based on how often the most iterated objectives were expressed are shown here.

What are your highest hopes for your learners as a result of their time in school?



In the context of the 21st Century, what are the most important skills for learners to possess to thrive?



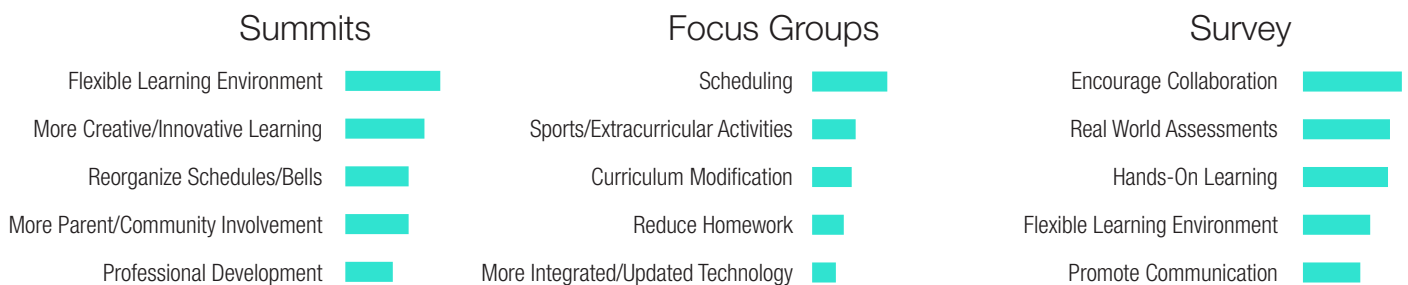
## What consistent behaviors do learners need to engage in to be prepared for their futures?



## In the new learning environment, what is the role of the teacher?



## What changes do we make to systems to support these new roles and goals?



## How might we measure school effectiveness beyond standardized testing?



# Our Beliefs: We believe that...

1

Commitment from all stakeholders plays a role in student success.

2

Student engagement and exposure to life experiences is vital to function in a real world setting.

3

Education is key to success in life.

4

Learning is continuous and lifelong.

5

Respect of community, culture and family values equips us to acknowledge diversity in a global society.

6

Collaborative relationships are important for learning.

7

Schools exist to create opportunities for critical thinking and that it is essential to make teaching individualized for all diverse learners.

8

Adapting to changing technological, industrial and societal structures is crucial to expanded learning.

# Learner Outcomes: Every learner will...

1

Consistently demonstrate courtesy, compassion and ethical values within the learning environment.

Graduate prepared for higher education.

2

3

Communicate in a variety of ways.

Demonstrate academic growth every year.

4

5

Engage in authentic career ready experiences.

Use multiple resources, including technology, that enhance their ability to learn.

6

7

Set comprehensive goals and develop a holistic plan annually.

Apply critical thinking and problem solving skills within real world challenges in every course and extracurricular activity.

8

9

Thrive in hands-on, diverse and relevant learning activities in all learning environments.

Demonstrate the soft and hard skills to be successful in a global society.

10



# Learner Profile

## Resiliency:

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

## Communicator:

- Networkable
- Persuasive
- Topical (current events)
- Culturally inclusive
- Multilingual
- Collaborative
- Listener
- Confident

## Problem Solving:

- Imaginative
- Innovative
- Open-minded
- Inquisitive
- Imaginative
- Resourceful
- Critical thinker
- Logical
- Observant

## Integrity:

- Ethical
- Respectful
- Transparent
- Honest
- Understanding
- Accountable

# Goals and Specific Results

1

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

- 1.1 Create a branding campaign promoting STISD as a premier educational institution.
- 1.2 Implement a system designed to maximize district enrollment.
- 1.3 Expand multiple platforms district-wide to attract and engage future STISD families.

2

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

- 2.1 Expand networks of strategic, external partnerships to enhance and enrich student experiences.
- 2.2 Develop a range of supplemental programs that diversify and expand current program offerings.

3

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

- 3.1 Create a mentoring system that will be utilized throughout the district.
- 3.2 Create a collaborative early intervention system consisting of students, staff and parents.
- 3.3 Develop a system for parental involvement that engages all parents.
- 3.4 Create a logistical support system that addresses the geographic diversity of the district.



4

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

- 4.1 Align curriculum, instruction and assessment vertically and horizontally throughout the district.
- 4.2 Utilize academic and real-world data to evaluate and revise curricular content, instruction and assessment.
- 4.3 Implement a customized professional development plan that ensures profound learning in all classrooms.
- 4.4 Expand collaborative learning models that integrate real-world experiences.

5

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

- 5.1 Create district coordination and communication systems pertaining to social and extracurricular activities for students and parents.
- 5.2 Create a variety of social and extracurricular activities that appeal to all students.
- 5.3 Create a district-wide intramural program to encourage student interaction across campuses.
- 5.4 Create a catalog of student enrichment opportunities that are accessible within the structure of the school day.

# Year 1 Action Steps

The Design Framework provides a 5-year strategic plan, with action steps specific to each year. Due to the rapid growth of South Texas ISD, ongoing legislative priorities, unfunded mandates, and annual learner and educator growth data, the action steps are developed annually. These action steps are developed in partnership with district staff and the Strategic Design Team.

## 1.1: Create a branding campaign promoting STISD as a premier educational institution.

1. Establish a framework to develop the STISD brand.
2. Implement a wide-range of media platforms to promote the district brand.
3. Establish opportunities for community groups and individuals to visit and establish relationships with campuses.
4. Establish ongoing internal communication system to increase awareness of real world offerings across the district.

## 3.2: Create a collaborative early intervention system consisting of students, staff and parents.

1. Design a district-wide framework for collaborative intervention systems to include various online tools.
2. Establish training for district employees, parents, and students to equip them to be partners in the student intervention plans.
3. Assess effectiveness of student intervention system.
4. Create a framework through which students are empowered to offer ideas and suggestions for their intervention systems.

# Year 1 Action Steps

4.3: Implement a customized professional development plan that ensures profound learning in all classrooms.

1. Conduct a systemic review of student and campus data to determine professional development priorities.
2. Define profound learning and set expectations that lead to common understanding.
3. Survey educators across the district to determine professional development priorities.
4. Design a professional development framework that embeds the elements of profound learning.
5. Establish a system that includes follow up and evaluates the effectiveness of professional development.

5.1: Create district coordination and communication systems pertaining to social and extracurricular activities for students and parents.

1. Communicate with stakeholders in ways that deliver consistent and timely information district-wide.
2. Consolidate campus calendars into one easily accessible calendar.
3. Create a plan that coordinates district-wide extracurricular and social activities.



South Texas ISD

# Preparatory Academy

GRADES 7-8 | EDINBURG

## 2020-2021 ACADEMIC TEAM MEETINGS

### Academic Team Meeting Guidelines

1. Academic Teams will Set Norms for the Meetings
2. Academic Teams will Set SMART Goals
3. Academic Teams Submit Meeting Notes at the End of the Week
4. Academic Team Members Will Adhere to the Following:
  - Members will meet every Wednesday/Thursday during assigned conference periods to:
    - Monitor students' academic concerns
    - Implement appropriate interventions
    - Meet holistic needs of all students in the team so that they may be successful

Team 71/Lancers—Meetings 2B Team Leader- Christopher Morales		Team 72/Olympians—Meetings 4B Team Leader- Raheem Muhammad	
Nytashah Guerra	105	Jaclyn Gutierrez	133
Nadia Avalos	111	Julia Ramirez	115
Yaquelin Magaña	143	Annalisa Salinas	132
Yolanda Partida*	134	Sonia Brown	142
Maribel Berrones**	202	Cynthia Maldonado	102
Josette Ramirez	103	Maria P. Mon	110
Christopher Morales	113	Blanca Nieto	131
Nilda Camarena	114	Alberto Gonzalez**	108
Armando Lira**	119	Raheem Muhammad**	GYM
Herlinda Garza**	GYM		
Team 83/Titans---Meetings 3B Team Leader-Daren Trevino		Team 84/Warriors---Meetings 1B Team Leader-Ruben Leo	
Patricia Ayala-Gonzalez	137	Luke Bonura	136
Robert Gill	138	Robert Schmidt*	135
Jocelyn Alejandro	140	Diana Garcia	141
Ruben Salas	101	Sharon Kaiser	139
Cassandra Garcia	112	Alex Comple*	106
Daren Treviño	203	Ruben Leo	104
Kathy Starr*	204	Laura Cavazos	130
Jacqueline Rodriguez**	GYM	Alfredo Garza	201
Isabel Rodriguez**	109	Gerardo Monteagudo**	GYM
Rozanne Martinez**	303	Arnoldo Cortez**	205
Ying-Ching Jeter**	302	Raquel Garcilazo*	206

\*Teach 7<sup>th</sup> or 8<sup>th</sup> grade—students from both teams

\*\*Teach 7<sup>th</sup> & 8<sup>th</sup>—grade students from all teams

Team Leaders will meet the 4th Wednesday of the month



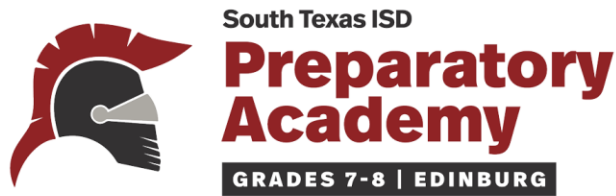
South Texas ISD

# Preparatory Academy

GRADES 7-8 | EDINBURG

TEAM \_\_\_\_\_

2020-2021 Academic Team Responsibilities	
TEAM LEADER	
RECORD KEEPER	
PARENT CONTACT COORDINATOR	
INTERVENTION LIAISON	
ACADEMIC/BEHAVIOR CONTRACTS LIAISON	
DETENTION LIAISON	
EVENTS/FUNDRAISING COORDINATOR	



# ACADEMIC TEAM COLLABORATION GUIDE

## ACADEMIC TEAMING COLLABORATION

- **Purpose:** Academic Teaming allows for efficient and effective use of team time through structured weekly agendas, which provides an opportunity to monitor students, implement appropriate interventions, and meet holistic needs of all students so that they may be successful.

## ACADEMIC TEAM RESPONSIBILITIES

- Update and maintain Student Success Plan/Compact of Shared Responsibility
- Monitor student progress and intervene as necessary
- Document and file student behavior and academic intervention
- Open lines of communication with students, parents, team, and administration
- Ensure that Student Agendas are used consistently and effectively on a daily basis
- Plan Interdisciplinary units
- Create and have lists of intervention students who are missing work, failing, or at risk of failing, ready on Monday/Tuesday/every 3 weeks
- Make a master list of students and turn in to the counselors
- Organize Intervention room(s)
- Notify students of missing work, team wide
- Monitor student attendance/absence patterns

## ROLES OF ACADEMIC TEAM MEMBERS

- Successful Academic Teaming requires contribution from EVERYONE!  
Therefore, everyone will have a role with specific responsibilities

### Team Leader-

- Facilitates team meetings
- Plans team meeting agenda
- Disperses information from Team Leader Meetings with administration
- Participates in campus decision making
- Discusses general business and information from the weekly school update
- Ensures that everyone is in compliance and knowledgeable of the school's policies
- Keeps and updates team calendar with meetings, paper-work due, activities, ARDs, SRT's, 504 meetings, school events, etc.

**NOTE:** Ms. Ochoa/Mr. Romero will be in charge of keeping 504 documentation

### Record Keeper-

- Takes minutes of weekly meetings
- Rereads recorded minutes and submits them to administration and team members within two school days
- Request reports from attendance clerk at 3 week reporting period

**NOTE:** The Counselors will be in charge of keeping LEP/LPAC documentation

### Parent Contact Coordinator-

- Collect phone and e-mail logs by teacher monthly
- Sets up parent conferences, ARD's, SRT's and 504 meetings
- Notify parent of upcoming ARD (5-7 days before meeting)
- Invites administration, case managers, counselors, or nurse to meeting when necessary
- Keeps minutes of parent conferences and assures that parent binder has all the necessary materials for parent conferences
- Keep copies of the Student Academic Success Plan in the binder

**NOTE:** ARD Invitations will be mailed out by G. Campos

### **Intervention Liaison(s)-**

- Oversees the implementation and collection of documentation for Intervention
  - Which includes:
    - Accurate collection of the Student Intervention Placements.
    - Making the list of intervention students and give to the counselors for schedule changes (Monday/Tuesday every 3 weeks) 1<sup>st</sup> list due on September 18<sup>th</sup>.
    - Placing all documents in order in case an SRT must be completed
    - Reminds team members to submit monitoring sheets of SPED, SRT, 504, and LEP students every three weeks

### **Academic/Behavior Contracts Liaison-**

- Oversees the Implementation/Collection of Academic/Behavior Intervention Contracts.
  - Which includes:
    - Records and keeps a record of students receiving Academic Contracts for different classes
    - Records and keeps a record of students not in compliance with the discipline plan for the team
    - Follow-up on the fulfillment of the Academic Contracts

### **Detention Liaison-**

- Oversees the daily detentions from daily detention email list
- Keeping records of student patterns
- Keeps and updates behavior records
- Notify team leaders, counselors, administration of student not in compliance with Student Code of Conduct

### **Events/Fundraising Coordinator-**

- Arranges field trips or other events for students
- Completes and submits fundraising paperwork with the appropriate source
- Facilitates the planning of interdisciplinary units
- Academic Pep-rallies event coordinator
- Submit student ambassador names every 9-weeks



## TEAM MEETING AGENDA

- Include but are not limited to:
  - **Best Practices-** Missing Work, Incomplete Work, Redo's Tutoring Needs, Parent Communication
  - **3 Week Grade Review-** Student Contract Phase 1, Student Contract Phase 2, Academic Referrals, Intervention Rotation, RTI Referrals.
  - **Monitoring Sheets-** SPED, LEP, 504
  - **Record Keeping-** Phone Call Log, Parent Letters and Notices for Student Contracts, Student Referrals, Student Accomplishments, providing paperwork to proper departments
  - **Parent Conferences and Contact/Student Conferences-** Contact with Cross-Team Teachers, Contact with Counselor
  - **Data/Curriculum Alignment-** Common Planning, Ideas for Interdisciplinary Units, Enrichment Plan
  - **Additional Information**

## TEAM LEADERS MEETING SCHEDULE

- Team meets with administration, counselors, or campus technology staff on scheduled days.
- **Administration-** Leaders meet with administration to discuss individual student failures, failure rates, interventions being provided for students, contracts, and other items. Purposely scheduled during grading period weeks. Administration provides the team leader with a list of all failures for the grade level and failures specific to that team of teachers, leaver data, etc.
- **Counselors-** Discuss students who are on the counseling caseload, students who qualify for particular counseling groups and students of interest. Allows the team an opportunity to focus on students from an emotional perspective.
- **Campus Technology Assistant-** Supplies team with useful educational websites, ways to integrate technology into lessons, explains abilities in data collection for common assessments or other assessments, provide training for technology use, addresses any technological issues we may have.

## MEETING AGENDA

### MISSION / VISION

**Mission:** STPA endeavors to serve students through engaging and challenging curriculum that prepares them for future learning.

**Vision:** The STPA community promotes successful students by focusing on learning, working together, and being accountable for results.

**STPA's Motto:** "We are Honest, Responsible, Respectful. We are Leaders. We are Spartans!"

**Team Members:**

To ensure that the team meetings are structured at all times, we will follow a structured agenda to include reports from each team responsibility designee:

1. <b>Team Leader</b> —Facilitate team meeting (have a set agenda to include reports from the other members)	Agenda:
2. <b>Parent Contact Coordinator</b> —Collects phone and email logs by teacher; reports on upcoming meetings that have been set up	
3. <b>Intervention Liaison</b> —Report on documentation received for intervention; request documentation needed of intervention list; create the list of intervention students and present to team-submit to counselors	
4. <b>Academic &amp; Behavior Contract Liaison</b> —Report on the update of academic and/or behavior contracts; Keep record of students receiving academic contracts; follow-up on the fulfillment of the academic contracts; keep track of students not in compliance with discipline plan	
5. <b>Detention Liaison</b> —Report on daily detention from emailed list; report on	



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student patterns; report on behavior records (ISS, Suspensions AEP, etc.)	
6. <b>Events/Fundraiser Coordinator</b> —Report research done on possible field trips; report on upcoming pep-ralley (communicate with other team Events/Fundraiser Coordinator 7 report update on the plans) Submit student ambassadors name & most improved student—end of 9-wks	
7. <b>Team Leader</b> —Facilitates student concerns and discussions based on documentation brought to the meeting—follow the recommended guide to avoid so many parent meetings—See below	
8. <b>Record Keeper</b> —Rereads recorded minutes & submits to administration/upload to Blackboard; Request reports from attendance clerk at 6-week reporting period.	

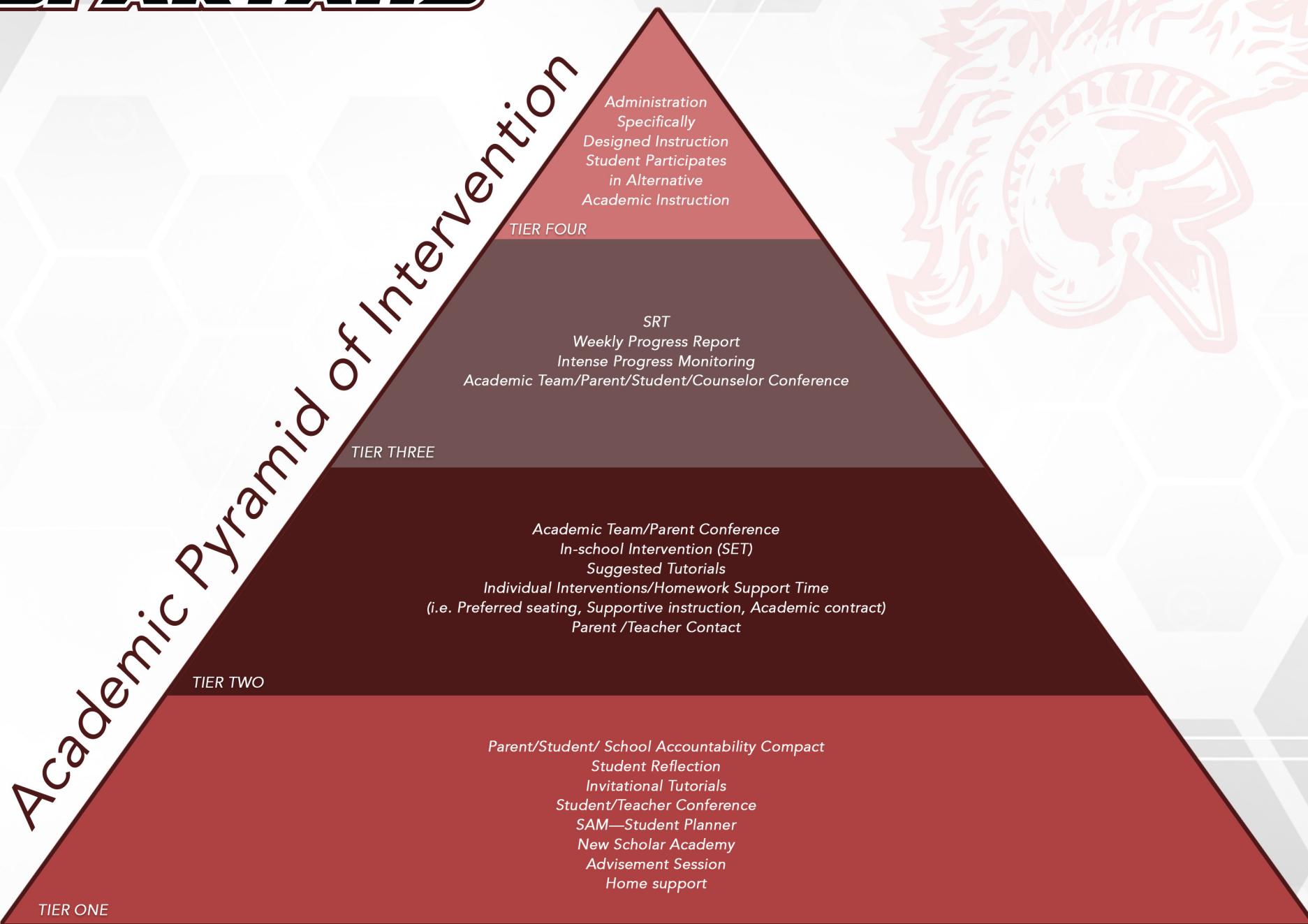
To ensure that our focus stays on improved student achievement/behavior, we will not set up a parent meeting unless we have done the following:

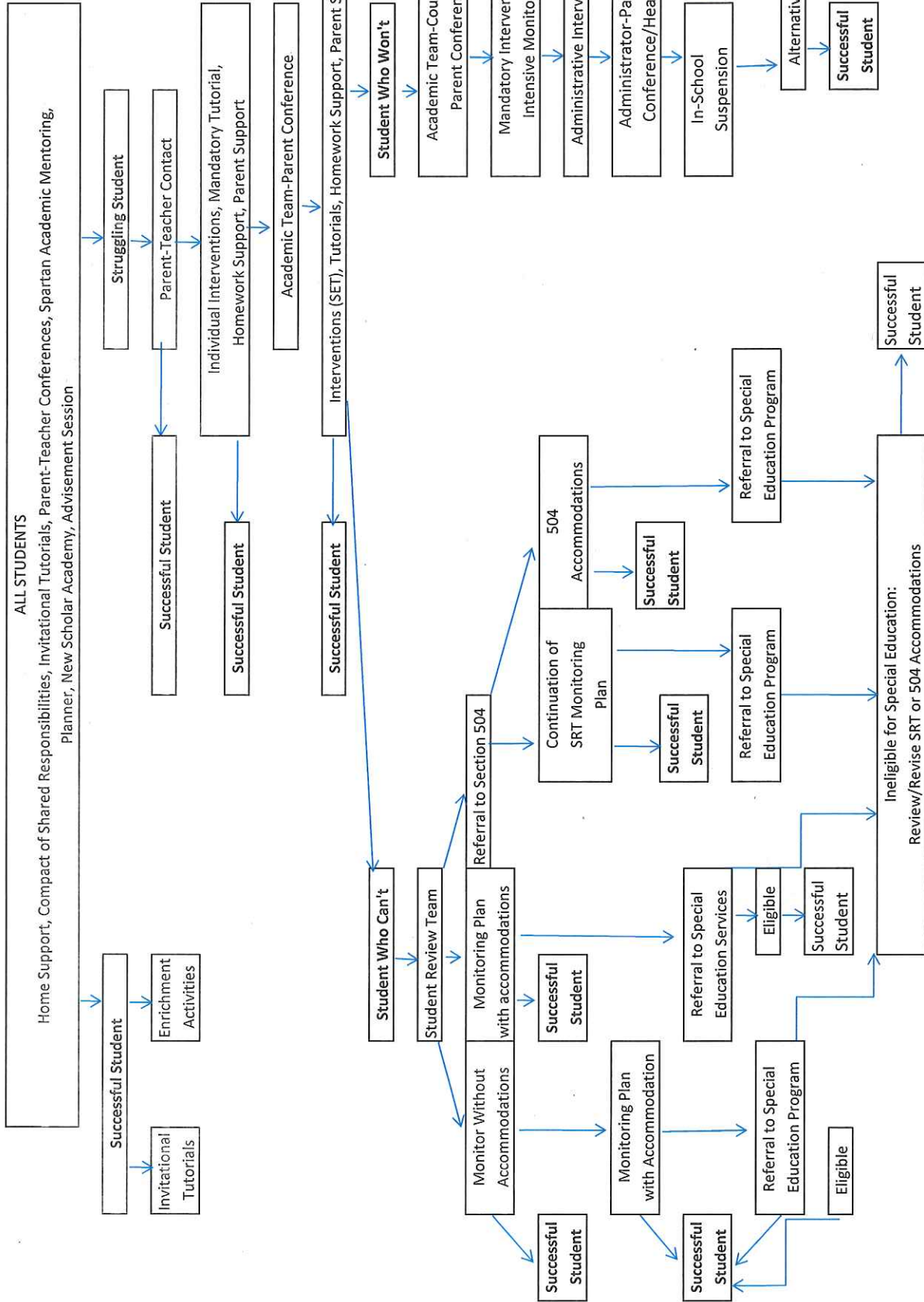
- Individual teacher student conversation to try to make a connection (with documentation of efforts to try to resolve the problem)
- If problem remains unresolved, teacher should contact parent (document the conversation and plan)
- Intervention documentation should be presented to the team for further discussion and possible solution
- If problem persists, a student/team meeting should take place to resolve the problem positively

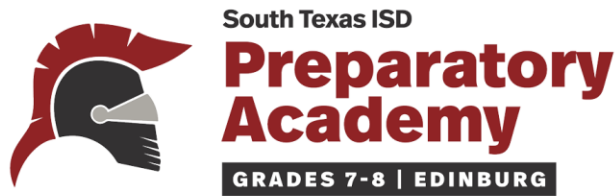
**If all above steps fail a parent/team conference should be scheduled**

## Pep Rally Rehearsal Location Schedule

	<i>Office TBD</i>	<i>Team 71 TBD</i>	<i>Team 72 TBD</i>	<i>Team 84 TBD</i>	<i>Team 83 TBD</i>
<b>Rehearsal Place</b>	<b>1st Pep-Rally</b>	<b>2<sup>nd</sup> Pep-Rally</b>	<b>3<sup>rd</sup> Pep-Rally</b>	<b>4<sup>th</sup> Pep-Rally</b>	<b>5<sup>th</sup> Pep-Rally</b>
Cafeteria	Team 71	Team 84	Team 72	Team 83	Team 71
Student Lounge	Team 72	Team 83	Team 71	Team 84	Team 72
Gym	Team 83	Team 71	Team 84	Team 72	Team 83
Library	Team 84	Team 72	Team 83	Team 71	Team 84







## Support/Enrichment Time (SET) Guidelines

**Acceleration/Remediation Time** –Acceleration should be a time for re-teaching and the utilization of alternate assignments could be treated as recovery assignments for their students. There should be no more than 15 students in this class. We should follow the following guidelines:

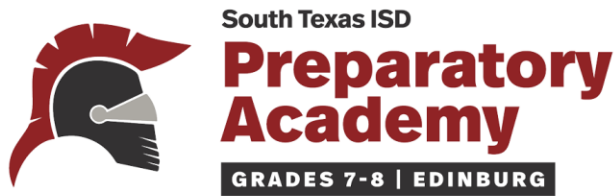
- Will be held Monday-Thursday, from 3:10-4:00
- Friday will be used to reward students who have mastered weekly goals
- Lessons presented will be engaging, meaningful and interactive
- The counselors will provide the team with a list of students who were not successful on STAAR/standardized test or were borderline
- Utilized for students who “can’t” not for students who “won’t”
- Teams will create a rotation cycle for these students (every 3 weeks)
- Before placing students in an Intervention, parent contact must be made and documented by the teacher

**Homework Round-up Intervention** – this class should be a time for students to make up assignments that have not been completed. Students should be working on assignments the entire time they are in this class, and should be treated as a time for assignment recovery. Missing assignments should be provided to the student before the end of class.

Guidelines include:

- Monday-Thursday from 4:05 to 5:05
- Time in this class is used for assignment recovery
- Teachers must enter an **assignment as missing** “M” in IC the day the assignment is due (this does not apply to students that are absent)
- Do not enter “M” for missing a test or a quiz or work that requires the teacher’s presence
- Teachers must provide missing assignment to the student before the end of class and have the student contact their parents to notify of homework roundup





- A list of students missing an assignment will be generated daily at 2:15 by Alex Medrano
- Support staff will be in charge of compiling the final list of participants for the day and email it to the teacher in charge of Homework Round-up
- Support staff will deliver completed assignment to the students' teachers between 8:00-8:20 the following morning
- If students fail to attend homework Roundup when assigned, they will be placed in lunch detention the following day

Teachers responsible of Homework Round-up:

1<sup>st</sup> 6-weeks—I. Rodriguez and A. Gonzalez

2<sup>nd</sup> 6-weeks—A. Cortez and Y. Jeter

3<sup>rd</sup> 6-weeks—M. Berrones and K. Starr

4<sup>th</sup> 6-weeks—A. Lira and ME Sandoval

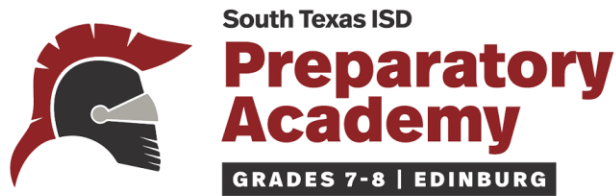
5<sup>th</sup> 6-weeks—K. AuenSmith and Sp. Ed teacher

6<sup>th</sup> 6-weeks—G. Campos and R. Martinez

**Enrichment Activities**—this class is for students who are experiencing academic success.

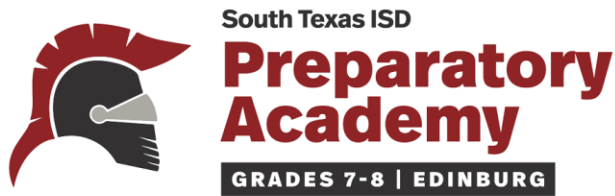
- An enrichment activity proposal must be submitted and approved by administration
- Students must stay in the assigned activity for the entire class period
- Students may not attend another activity or visit the library
- There must be bell to bell engagement
- Activities must be meaningful





## **GUIDELINES FOR PLACING OR REMOVING STUDENTS FROM ACCELERATION PROGRAM**

1. Team takes into consideration student's current performance in each subject area (e.g. effort, grades, or other remediation already in place) to monitor progress.
2. Team considers past scores, upcoming state assessments students will take (e.g. taking both 8th grade Math and Algebra 1), and educational needs of students when making decisions about placement and removal of students in the Acceleration Program.
3. Team Members must reach a consensus regarding the placement or removal of students in the Acceleration Program. Team must contact all of the students' teachers (e.g. cross-team).
4. Team will notify parents of implementation decision via direct contact (phone call or meeting).
5. Prior documentation and parent contact must precede the placement or removal of the student in the Acceleration Program. Team will hold a parent conference if requested.
6. Teams have the flexibility to modify students' SET placement. Examples:
  - a. A student who is strong in math, but struggles in reading may be allowed to skip math rotation and spend an additional week in reading rotation.
  - b. On Fridays, students who demonstrated success during the week may be allowed to participate in an Enrichment activity that day or their Acceleration teacher may reward the class by setting up an activity for them. Both options with team approval and teacher participation.
7. Ultimate Goal is our students' academic success!



**STISD PREPARATORY ACADEMY  
ENRICHMENT ACTIVITY  
PROPOSAL**

Teacher name \_\_\_\_\_

Subject \_\_\_\_\_ Date \_\_\_\_\_

Room requested for Activity \_\_\_\_\_

Dates for Activity \_\_\_\_\_

Please provide an abstract in the space provided which explains the following:

- What activities do you plan to engage students in?
- How will this activity help students?
- What will you address?
- What are your expected outcomes? (Attach a copy of the assessment/project guidelines/activity).
- Total Number of students to serve \_\_\_\_\_

Approved ☐

Administrator \_\_\_\_\_

Denied ☐

Date \_\_\_\_\_

### 7<sup>th</sup> Grade SET 2020-2021

Team 71	9/8-9/25	9/28-10/16	10/19-11/6	11/9-12/4	1/5-1-22	1/25-2/12	2/16-2/26	3/1-3/11	3/22-5/21
L. Bonura	Girls soccer	Acceleration	Acceleration	Girls Soccer	Girls Soccer	Girls Soccer	Girls Soccer	Girls Soccer	Rotations
N. Avalos	Softball	Acceleration	Running	Acceleration	Softball	Softball	Acceleration	Acceleration	
Y. Partida	Cross Stitching	Acceleration	Acceleration	Cross Stitching	Acceleration	Cross Stitching	Acceleration	Acceleration	
Y. Magana	Kickball	Softball	Softball	Acceleration	Acceleration	Acceleration	Softball	Softball	
J. Ramirez	Cross Country	Cross Country	Running	Running	Yoga	Running	Yoga	Running	
C. Morales	Flag Football	Flag Football	Flag Football	Flag Football	Flag Football	Flag Football	Flag Football	Flag Football	
N. Camarena	Sign Language	Sign Language	Sign Language	Sign Language	Sign Language	Sign Language	Sign Language	Sign Language	
A. Lira	Soccer	Soccer	Soccer	Soccer	Soccer	Soccer	Soccer	Soccer	
H. Garza	Mind Games	Mind Games	Mind Games	Mind Games	Mind Games	Mind Games	Mind Games	Mind Games	
Team 72	9/8-9/25	9/28-10/16	10/19-11/6	11/9-12/4	1/5-1-22	1/25-2/12	2/16-2/26	3/1-3/11	3/22-5/21
N. Gutierrez	Japanese Language	Japanese Language	Japanese Language	Acceleration	Japanese Language	Acceleration	Japanese Language	Japanese Language	Rotations
Julia Ramirez			Acceleration		Acceleration		Acceleration	Acceleration	
A. Salinas					Acceleration	Acceleration			
S. Brown	Softball	Acceleration	softball	Acceleration	Softball	Acceleration	Acceleration	Acceleration	
M. Mon	Robotics	Robotics	Robotics	Roller Coaster	Roller Coaster	Paint by number	Paint by number	Paint by number	
B. Nieto	Cross Country	Cross Country	Just Dance	Just Dance	Just Dance	Just Dance	Just Dance	Just Dance	
C. Maldonado	Superheroes & Villans	Sewing	Sewing	Sewing	Sewing	Superheroes & Villans	Superheroes & Villans	Superheroes & Villans	
A Gonzalez	Sketch up	Yearbook	Badminton	Adv. Chess	Yearbook	Badminton	Badminton	Beginner Chess	
Muhammad	Athletics - Girls Volleyball	Athletics - Girls Volleyball	Athletics - Boys Basketball	Athletics - Boys Basketball	Basketball	Basketball	Basketball	Basketball	

\*Week of December 9-12--rotate M-Th to 1<sup>st</sup>-4<sup>th</sup> Period

\*March 16-May 22-- rotate M-Th to 1<sup>st</sup>-4<sup>th</sup> Period

### 8<sup>th</sup> Grade SET 2020-2021

<b>Team 83</b>	<b>9/8-9/25</b>	<b>9/28-10/16</b>	<b>10/19-11/6</b>	<b>11/9-12/4</b>	<b>1/5-1-22</b>	<b>1/25-2/12</b>	<b>2/16-2/26</b>	<b>3/1-3/11</b>
P. Ayala- Gonz	Surviving Stress	Acceleration	Upcycling & Life Hacks	School Yard Games	Surviving Stress	Acceleration	School Yard Games	School Yard Games
R. Gill	Star Wars	Acceleration	Acceleration-8	Acceleration	Star Wars	Acceleration	Acceleration-8	Acceleration-8
J. Alejandro	Filipino Lang, Food	Acceleration	Kite Making	Acceleration	Acceleration	Filipino Lang, Food	Acceleration	Acceleration
C. Garcia	Dance	Dance	Dance	Dance	Dance	Dance	Acceleration	Dance
D. Trevino	Guitar	Guitar	Guitar	Guitar	Guitar	Guitar	Acceleration	Guitar
R. Salas	Newscast	Newscast	Acceleration	Culinary Arts	Newscast	Acceleration	Culinary Arts	Newscast
K. Starr	Rocket Science	Rocket Science	Rocket Science	Rocket Science	Vex Robotics	TSA	TSA	TSA
J. Rodriguez	Weight Training	Weight Training	Weight Training	Weight Training	Weight Training	Weight Training	Weight Training	Weight Training
I. Rodriguez	Art of Zentangle	Art of Zentangle	Art of Zentangle	Art of Zentangle	Art of Zentangle	Art of Zentangle	Art of Zentangle	Art of Zentangle
R. Mtz (Music)	Singing/Kareoke	Singing/Kareoke	Singing/Kareoke	Singing/Kareoke	Singing/Kareoke	Singing/Kareoke	Singing/Kareoke	Singing/Kareoke
Y. Jeter/Auensmith	Chinese Paper Cutting	Chinese Paper Cutting	Chinese Paper Cut	Chinese Paper Cutting	Chinese Paper Cut	Chinese Paper Cutting	Chinese Paper	Chinese Paper
<b>Team 84</b>	<b>9/8-9/25</b>	<b>9/28-10/16</b>	<b>10/19-11/6</b>	<b>11/9-12/4</b>	<b>1/5-1-22</b>	<b>1/25-2/12</b>	<b>2/16-2/26</b>	<b>3/1-3/11</b>
N. Guerra	Coloring to the Classics	Battle of the Books	Acceleration	Battle of the Books	Acceleration	Coloring to the Classics	Battle of the Books	Battle of the Books
R. Schmidt	Scouting	Study hall	Scouting	Acceleration	Study Hall	Scouting	Acceleration	Acceleration
S. Kaiser	Study Hall	Study Hall	Acceleration	Study Hall	Study Hall	Study Hall	Acceleration	Acceleration
D. Garcia	Arts & Craft	Acceleration	Acceleration	Arts & Craft	Acceleration	Acceleration	Arts & Crafts	Arts & Crafts
L. Cavazos	Comic Book	Comic Book	Comic Book	Comic Book	Comic Book	Comic Book	Comoc Book	Acceleration
A. Garza	Ping Pong	Ping Pong	Ping Pong	Ping Pong	Ping Pong	Ping Pong	Ping Pong	Acceleration
A. Comple	Adv. Chess	Acceleration	Adv. Chess	Adv. Chess	Acceleration	Adv. Chess	Adv. Chess	Adv. Chess
R. Leo	Gaming	Gaming	Gaming	Acceleration	Gaming	Gaming	Gaming	Gaming
M. Berrones	Friendship Bracelet	Friendship Bracelet	Friendship Bracelet	Friendship Bracelet	Friendship Bracelet	Friendship Bracelet	Friendship Bracelet	Friendship Bracelet
G. Monteagudo	VolleyBall	Pillo Polo	Athletics - Girls Basketball	Athletics - Girls Basketball	Volleyball	Pillo Polo	Pillo Polo	Pillo Polo
A. Cortez	Oaxacan Art	Oaxacan Art	Western Art	Oaxacan Art	Running	Oaxacan Art	Oaxacan Art	Oaxacan Art
M. Sandoval/N. Garza	Reading Time		Reading Time	Reading Time		Reading Time		

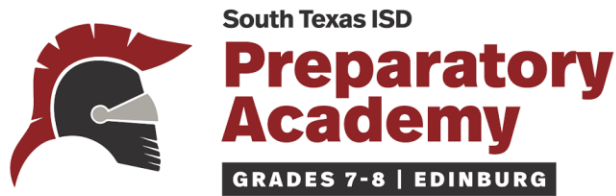


## PARENT CONTACT LOG

DATE	STUDENT NAME	CONTACT INFO.	SPOKE TO	REASON

		Monitoring Sheet for Special Populations				
Team:						
Student:						
ID#						
	3 Weeks					Comments
Date:	Math	Science	Social Studies	ELA	Elective/CTE	Please add any relevant comments regarding students' well being and progress in your classrooms.
Your response to the following statements is needed in order to evaluate the students' success in our program. Please use						
Is attending class regularly						
Gets to class on time						
Is maintaining appropriate behavior						
Is able to follow directions						
Completes assignments in class						
Turns in homework						
Is having difficulty but is keeping up with extra help.						
Student is maintaining a passing grade						

	Math	Science	Social Studies	ELA	Elective/CTE	
<b>Support Needed:</b>						Describe the actions you will take to intervene with this student
Please indicate what types of support would best help this student meet with success in your						
Punctuality, time management, organization						
Behavior						
Academic intervention						
Other						



## STPA 1<sup>st</sup> Semester Contract Guidelines

1. The student contracts are mandatory. Upon reviewing final grade sheets the administration must have a contract for all junior high school students, with a grade between a 64.5 to 69.4, from their teachers, for ALL their classes (including electives). Teachers can provide contracts for students who fall below the grade range (at their discretion).
2. If a teacher does not have any students that require a contract, a notice of no contract must be submitted to the team leader.
3. Should a student be successful in passing at semester, but failed the 2<sup>nd</sup> 9- week period, a teacher will issue a contract if the student and/or parent requests for one, within a nine-week period.
4. If the student fails with-in contract range for the 2<sup>nd</sup> 9-weeks, but not the semester, a contract must be offered at teacher's discretion for 2<sup>nd</sup> 9-weeks or first semester.





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## Standard Form for Essential Outcome Make-up

☐ First Semester

☐ Second Semester

COURSE \_\_\_\_\_

☐ 1<sup>st</sup> 9 Wk Pd

☐ 2<sup>nd</sup> 9 Wk Pd

☐ 3wks

☐ 6wks

☐ Semester Avg

Student \_\_\_\_\_ ID \_\_\_\_\_ Ph/Cell # \_\_\_\_\_

Student/Parent E-Mail \_\_\_\_\_

Instructor \_\_\_\_\_ Phone \_\_\_\_\_ E-Mail \_\_\_\_\_

The student must comply with all the terms of this contract to receive credit for the above listed course.

Assignment(s) to be completed:

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---

Grade to be offered at completion of contract:

---

Special terms of contract:

---

---

Start Date: \_\_\_\_\_ Expiration Date: \_\_\_\_\_

ASSIGNMENT DUE DATE: \_\_\_\_\_ GRADE CHANGE DUE DATE: \_\_\_\_\_

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Instructor Signature

\_\_\_\_\_  
Parent Signature

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_



ACCEPT CONTRACT

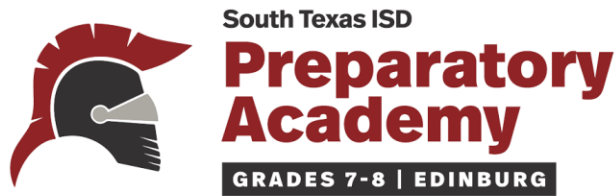
Initials: \_\_\_\_\_



DECLINE CONTRACT

Initials: \_\_\_\_\_

724 S. SUGAR RD., EDINBURG, TX 78539 | P: 956.381.5522 | [PREPARATORYACADEMY.STISD.NET](http://PREPARATORYACADEMY.STISD.NET)



## **Spartan Academic Mentoring (SAM)**

Spartan Academic Mentoring is a support class which is maintained for the two years during which students attend STPA. SAM teachers not only instruct students in areas such as career planning, tolerance, and respect for diversity, but also school rules and codes published in the school's Student Code of Conduct handbook. Curriculum guides contains specific lessons and discussion topics for teachers to follow, and provide direction for the mentoring time throughout the school. In addition, RD Circles through SAM classes have created an intentional platform to build peer-to-peer and student-to-adult interaction that is both respectful and constructive. RD Circles promote social equity on campus by giving voice and opportunity to and for positive interaction that supports fairness of application of school standards of conduct and resolution of conflict. RD Circles build relationships among the members of each SAM class to create a space in which middle school students are able to share concerns, successes, and seek support for the challenges they face at STPA. This sense of connection helps students know they are valued and supported as they continue to grow as scholars and as individuals.



## Introduction to Restorative Practices

Because we want every member of our STPA community to feel seen, heard and respected, we are excited to be one of the first and few schools in the state to be implementing Restorative Practice, a positive school climate strategy.

### What are Restorative Practices?

Restorative practices are positive school climate strategies intended to cultivate a culture in which everyone feels like they belong. These practices build a sense of connectivity, care, and community in which every member (student, teacher, staff member, and parent) feels that they are seen, heard, and respected. At STPA, these strategies are primarily being used during the Spartan Academic Mentoring period through the use of circles (students and teachers sit in a circle) where discussions on relationship building, empathy, academic strengthening, self-discipline, accountability and other topics are taking place.

#### **Restorative Practices are about:**

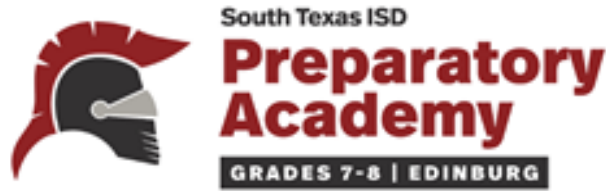
- \*Building relationships
- \*Improving campus climate
- \*Instilling a strong sense of belonging
- \*Student Engagement
- \*Meaningful accountability

Also, Restorative Practices can help set things right when the integrity of the community is challenged by harmful behaviors. Circle dialogue is a fundamental element of restorative dialogue. Circles support the two main goals of restorative practices: building community and responding to harms through dialogue that sets things right.

Traditional Discipline Asks	Restorative Discipline Asks
What rule was broken?	What happened?
Who broke it?	Who was affected?
What should be the punishment?	What needs to be done to make it right?

### 3 Goals of Restorative Practice

1. **Accountability** – Students have an opportunity to be accountable for the harm caused as well as the opportunity to repair the harm.
2. **Community Safety** – Students are empowered to help resolve conflict and maintain an environment where learning can occur.
3. **Skill Development** – Restorative Practice works to address underlying factors that lead people to cause harm and gives students necessary tools for creating and maintaining community.



### **Goals for Implementation of Restorative Circles**

- In SAM, complete circles three times per week (Mondays, Wednesdays, Fridays).
- In SAM, by the end of the first week establish circle guidelines for 7<sup>th</sup> grade and review circle guidelines for 8<sup>th</sup>.
- Respect Agreement for SAM completed by second week and a compiled Respect Agreement for ALL classes, including SAM, completed by end of 3<sup>rd</sup> week. You will have one Respect Agreement displayed.
- In SAM, Goal Setting to be completed by end of week 5 (Optional for other class periods).
- Complete one circle per week per class period (can be a simple check in/check out, community building or academic circle).



## Respect Agreements

### Purpose:

- To establish a commonly developed definition and understanding of what respect looks like in your classroom.

### Process:

- Explain the purpose of the exercise to your students.
- Ask the students to take a piece of notebook paper and fold it in half twice so that it has 4 sections.
- Have them label the sections like the example.
- Have students work alone writing down how each of these four sections would look **behaviorally** (*What would each look & sound like*) - You as the teacher also complete this part.
- Divide the students up into groups of 4 or 5 and have them share what they came up with.
- Each group gets a flip cart to divide in the same way as their individual sheet to write their collective answers.
- Each group selects a spokesperson to report out to the class and all flip chart sheets are posted.
- Combine the input from the groups into one master classroom respect agreement by:
  - Eliminating duplicate suggestions, combining similar suggestions, & prioritizing the most important suggestions (*each group picking the 3-4 most important*).
- Once finalized, go through the agreement with the class.
- Talk about what should happen if the agreement is not followed (*get student input*).
- Have everyone sign the Class Respect Agreement and post it where it can be easily seen and referenced.

<b>Students Respecting Students</b>	<b>Students Respecting Teacher</b>
<b>Teacher Respecting Students</b>	<b>All Respecting Equipment, the Classroom, &amp; Facilities</b>

## **Respect Agreement Template**

<b><u>Students Respecting Students</u></b>	<b><u>Students Respecting Teacher</u></b>
<b><u>Teacher Respecting Students</u></b>	<b><u>All Respecting the Equipment, the Classroom and Facilities</u></b>



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## VIRTUAL DEPARTMENT MEETINGS ADDENDUM

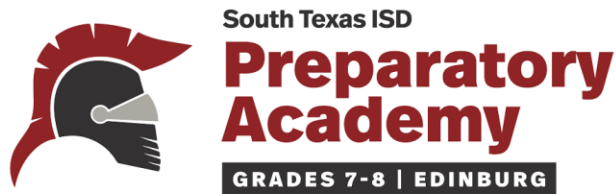
Wednesday/Thursday A-Days

### Department Meeting Guidelines

1. Departments will Set Norms for the Meetings
2. Departments will Set SMART Goals
3. Department Leaders Submit Meeting Notes at the End of the Week
4. All Department Members Will Adhere to the Following:
  - A. Departments will meet every Wednesday/Thursday during assigned conference periods
  - B. Meeting time will be used to:
    1. plan curriculum
    2. disaggregate & discuss data from common assessments
    3. plan interventions for students struggling with the course content

<b>1<sup>st</sup> Period SCIENCE</b>	<b>2<sup>nd</sup> Period ELA</b>	<b>3<sup>rd</sup> Period MATH/PE &amp; SUPPORT STAFF</b>	<b>4<sup>th</sup> Period TECHNOLOGY &amp; FOREIGN LANGUAGE ART/ HISTORY &amp; FINE ARTS</b>
<b>*Department Leader: A. Garza/B. Nieto</b>	<b>*Department Leader: P. Ayala-Gonzalez</b>	<b>*Department Leader: R. Gill/G. Monteagudo</b>	<b>*Department Leader: A. Lira/R. Salas</b>
Maria P. Mon-7	Nadia Avalos--7	Sonia L. Brown-7	Alberto Gonzalez-7/8
<b>Blanca Nieto-7</b>	Luke Bonura-8	Diana Garcia-8	<b>Armando Lira-7/8</b>
Christopher Morales-7	Jaclyn Gutierrez-7	Yaquelin Magaña-7	Maribel Berrones-7/8
Nilda Camarena-7	Robert Schmidt-8	Yolanda Partida-7	Kathy Starr-8
Laura Cavazos-8	Annalisa Salinas-7	Jocelyn Alejandro-8	<b>Health Science Tech.</b>
<b>Alfredo Garza-8</b>	Julia Ramirez-7	<b>Robert Gill-8</b>	Raquel Garcilazo
Cassandra Garcia-8	Nytashah Guerra -7	Sharon Kaiser-8	<b>Foreign Language/Art</b>
Daren Treviño-8	<b>Patricia Ayala-Gonz.-8</b>	<b>PE</b>	Arnold Cortez- 7/8
		Herlinda Garza-7	Isabel Rodriguez- 7/8
		Raheem Muhammad-7	<b>History</b>
		<b>Gerardo Monteagudo-8</b>	Cynthia Maldonado-7
		Jacqueline Rodriguez-8	Josette Ramirez-7
		<b>Support Staff</b>	Ruben Leo-7/8
		Gina Campo-7/8	Alex Comple-8
		Elizabeth Flores-8	<b>Ruben Salas-8</b>
		Rosa Gonzalez-7	<b>Fine Arts</b>
		<b>DAEP – 3:30-4:15</b>	Kristi Auensmith-7/8
		Eduardo Torres	Rozanne Martinez-7/8
			Jeter, Ying Ching-7/8

\*Department Leaders will meet the 4<sup>th</sup> Thursday of the month.



**2020-2021**  
**DEPARTMENT MEETINGS**  
**Thursday/Friday A-Days**

Department Meeting Guidelines

1. Departments will Set Norms for the Meetings
2. Departments will Set SMART Goals
3. Department Leaders Submit Meeting Notes at the End of the Week
4. All Department Members Will Adhere to the Following:
  - A. Departments will meet every Thursday/Friday during assigned conference periods
  - B. Meeting time will be used to:
    1. plan curriculum
    2. disaggregate & discuss data from common assessments
    3. plan interventions for students struggling with the course content

<b>1<sup>st</sup> Period</b> <b>SCIENCE/FOREIGN</b> <b>LANGUAGE</b>	<b>2<sup>nd</sup> Period</b> <b>ELA/FINE ARTS</b>	<b>3<sup>rd</sup> Period</b> <b>MATH/P.E.</b>	<b>4<sup>th</sup> Period</b> <b>TECHNOLOGY/HISTORY</b>
<b>*Department Leader:</b> <b>A. Garza/B. Nieto</b>	<b>*Department Leader:</b> <b>P. Ayala</b>	<b>*Department Leader:</b> <b>R. Gill/G. Monteagudo</b>	<b>*Department Leader:</b> <b>A. Lira/R. Salas</b>
Maria P. Mon-7	Nadia Avalos--7	Sonia L. Brown-7	Alberto Gonzalez-7/8
<b>Blanca Nieto-7</b>	Luke Bonura-8	Diana Garcia-8	<b>Armando Lira-7/8</b>
Christopher Morales-7	Jaclyn Gutierrez-7	Yaquelin Magaña-7	Maribel Berrones-7/8
Nilda Camarena-7	Robert Schmidt-8	Yolanda Partida-7	Kathy Starr-8
Laura Cavazos-8	Annalisa Salinas-7	Jocelyn Alejandro-8	<b>Health Science Tech.</b>
<b>Alfredo Garza-8</b>	Julia Ramirez-7	<b>Robert Gill-8</b>	Raquel Garcilazo
Cassandra Garcia-8	Nytashah Guerra -7	Sharon Kaiser-8	<b>History</b>
Daren Treviño-8	Patricia Ayala-Gonzalez-8	<b>P.E.</b>	Cynthia Maldonado-7
	<b>Fine Arts</b>	Herlinda Garza-7	Joseette Ramirez-7
<b>Foreign Language</b>	Kristi Auensmith-7/8	Raheem Muhammad-7	Ruben Leo-7/8
Isabel Rodriguez-8	Rozanne Martinez-7/8	<b>Gerardo Monteagudo-8</b>	Alex Comple-8
<b>Art</b>		Jacqueline Rodriguez-8	<b>Ruben Salas-8</b>
Arnold Cortez- 7/8			
Isabel Rodriguez- 7/8		<b>DAEP – 3:30-4:15</b>	<b>SET Conference</b>
		Eduardo Torres	Gina Campos-7/8
			Elizabeth Flores-8
			Rosa Gonzalez-7

\*Department Leaders will meet the 4<sup>th</sup> Thursday of the month.





South Texas ISD

# Preparatory Academy

GRADES 7-8 | EDINBURG

Department \_\_\_\_\_

2020-2021 Department Responsibilities	
DEPARTMENT LEADER	
RECORD KEEPER	
DATA ANALYST	
CURRICULUM CALENDAR COORDINATOR	
ASSESSMENT PLANNING COORDINATOR	
TECHNOLOGY CHECKOUT LIAISON	

# DEPARTMENT COLLABORATION GUIDE

## DEPARTMENT COLLABORATION

- **Purpose:** Department Collaboration allows for efficient and effective use of meeting time through structured weekly agendas, which provides an opportunity to plan curriculum, disaggregate data, monitor student academic progress, implement appropriate interventions for every subject area, and meet holistic needs of all students so that they may be successful in all areas.

## DEPARTMENT MEMBERS RESPONSIBILITIES

- Plan curriculum
- Disaggregate & discuss data from common assessments
- Plan interventions for students struggling with the course content
- Open lines of communication with students, parents, department members, and administration
- Monitor student progress and intervene as necessary
- Document and file student academic intervention
- Create and have lists of intervention students by subject
- Develop intervention Plans for individual students

## ROLES OF DEPARTMENT MEMBERS

- Successful departments require contributions from EVERYONE! Therefore, everyone will have a role with specific responsibilities

### Department Leader-

- Creates agenda based on department needs and principal directives and sends copies to members and principal prior to meetings
- Guides SMART goal setting, Campus Plan department contribution, and any collection and dissemination of information requested by the principal.
- Oversees overall curricular planning for department, collecting feedback from grade levels.
- Makes staff development announcements and requests from principal.
- Proposes annual budget and collects member needs for such report. Oversees spending and makes sure funds are all spent in a responsible time by deadline determined by principal.
- Manages collaborative SET scheduling and planning and submits proposal to principal.
- Oversees STAAR intervention plan collaboratively determined by department grade levels and make sure resources for such initiative are secured. Provides members and principal with plan of action agreed upon at grade level meetings.
- Oversees special initiatives, such as Summer Reading planning and posting, Spartan Day game, or any other collaborative departmental project.
- Attends departmental leader's meetings and informs members of outcomes.
- Requests SBDM membership and report.
- Oversees all roles carried out by members such as data analysis collection and discussion, curricular and assessment planning, technology and minutes.
- Reports to the principal on any and all departmental initiatives.

### Record Keeper-

- Takes minutes during meetings
- Submits them one or two days after meeting date for posting on collaborative Blackboard site.

**Data Analyst:**

- Collects data from members and guides discussion about target areas for intervention focus
- Writes summary report of overall findings and teams plan of action
- Report will be submitted and kept in a binder or file by department leader and a copy submitted to principal (may work with a partner)

**Curriculum Calendar Coordinator:**

- Pacing: makes adjustments to current curricular calendar
- Notifies members in meeting and via email based on group consensus
- Reminds teachers of current target areas or standards to be addressed and timeline
- Collects any pertinent resources and keeps a binder of department lessons for grade level. These can be scanned and uploaded on to common website or shared folder.

**Assessment Planning Coordinator:**

- Keeps track of Assessment Calendar
- Reminds members of upcoming assessments
- Collects, modifies, and/or prepares assessment based on target goals and standards derived collaboratively
- Makes sure every member has digital copy of assessment
- Posts data on “Data Wall”

**Technology Checkout Liaison:**

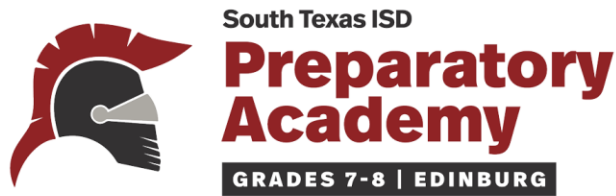
- Monitors, stores, inventories, and manages technology for members
- Keeps a technology calendar and checkout sheet for common department equipment such as COW and iPad carts and Smart TV
- Inspect equipment for proper condition when returned
- Makes Tech Requests as needed for repairs
- Informs members of current checkout status and length of time.

## DEPARTMENT AGENDA

- Include but are not limited to:
  - **Best Practices-** Curriculum Pacing, Student Assessment, Data Disaggregation, Student Interventions
  - **3 Week Grade Review-** Failures, Student Contract by Department
  - **Monitoring-** SMART Goal Setting and Review,
  - **Record Keeping-** SMART Goal Setting and Review, Curricular Planning, Staff Development Attendance, Budget Expenditures, Needs Assessments, SET Scheduling, Intervention Plans
  - **Parent Conferences and Contact/Student Conferences-** Contact with Cross-Team Teachers, Contact with Counselor
  - **Data/Curriculum Alignment-** Common Planning, Common Assessment, Enrichment Plans
  - **Additional Information**

## DEPARTMENT LEADERS MEETING SCHEDULE

- Team meets with administration, counselors, or campus technology staff on scheduled days.
- **Administration-** Leaders meet with administration to discuss curricular needs, failure rates, SMART Goals, interventions provided for students, enrichment activities, and other items. Administration provides the department leader with a list of all failures for the grade level
- **Counselors-** Discuss students who are on the counseling caseload, students who qualify for particular counseling groups and students of interest. Allows the team an opportunity to focus on students from an emotional perspective.
- **Campus Technology Staff-** Supplies departments with useful educational websites, ways to integrate technology into lessons, explains abilities in data collection for common assessments or other assessments, provide training for technology use, addresses any technological issues we may have.



## PLC Partners Plan

Plan for 2020-2021—Two Classroom Visits Per Month

### **1st Semester**—3 Classroom Visits

One in September

One in October

One in November

### **2nd Semester**—4 Classroom Visits

One in January

One in February

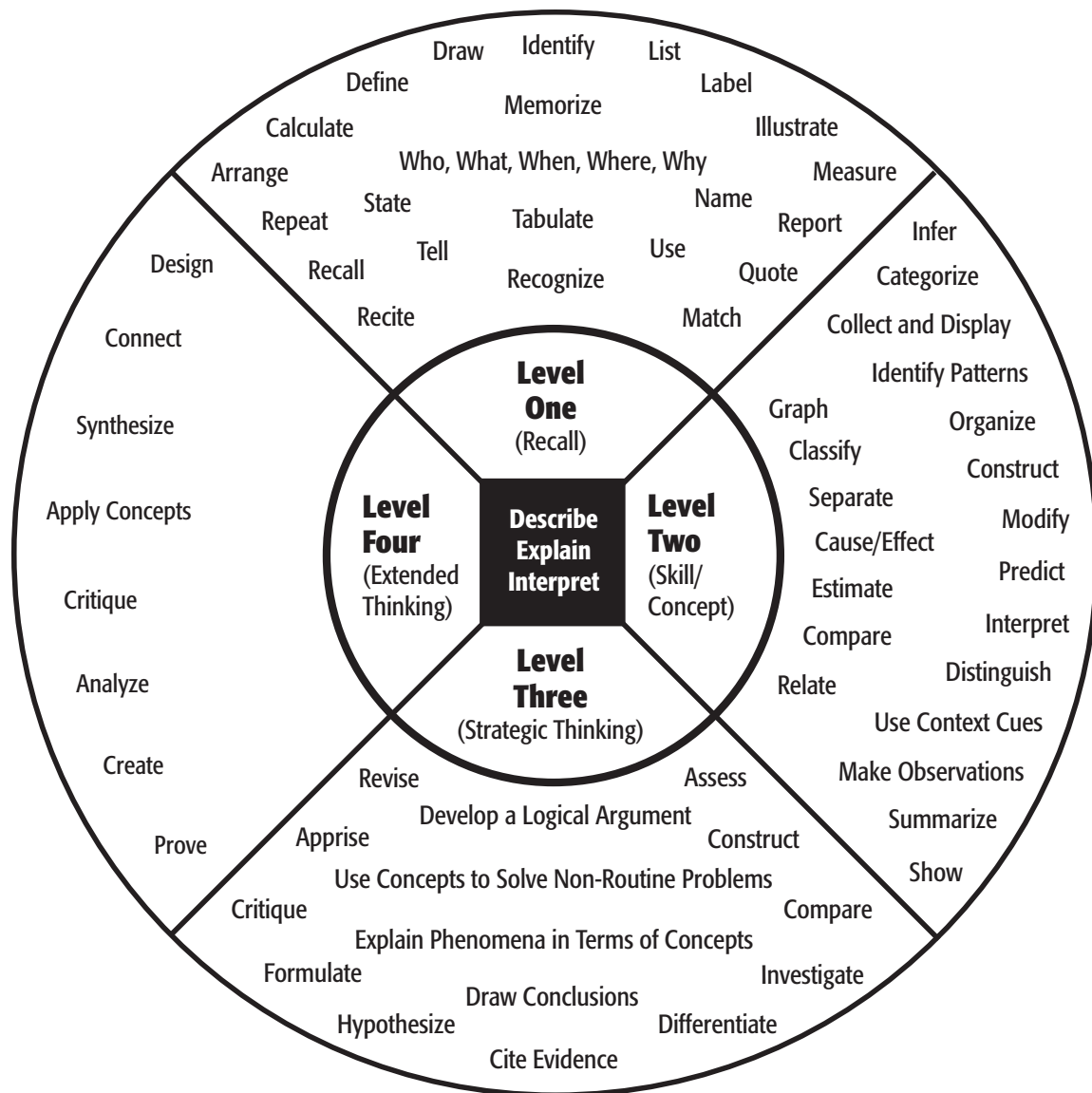
One in March

One in April/May

### **Total for the year**—7 Classroom Visits

<b>Teacher Visited:</b>	<b>Visited By:</b>
<b>Time/Date:</b>	
<p><b>LOOK FORs:</b> <u>Common Board Instructional Practice</u>—Each classroom will utilize a common board configuration that includes the date, objective, opening activity (Do Now, Warm-up, Bell-ringer), and homework assignment. The purpose of the common board configuration is to provide students with consistency and structure in their classroom instruction. <b>Frame the Lesson (FTL)</b></p> <ul style="list-style-type: none"> <li>Date</li> <li>Objective</li> <li>Opening Activity</li> <li>Homework</li> </ul>	
<p><b>Look-For Focus Reflection:</b></p> <p><b>Daily Objective:</b></p>  <p>Objective is written in concrete, student-friendly language.</p> <p>Objective is presented in the form of a “We will....” statement.</p> <p>Closing question, product, or task provides the students with a clear understanding of how they will demonstrate their learning.</p>     <p><b>Discussion (Notes):</b></p>	

# Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<p>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</p> <p>Conduct basic mathematical calculations.</p> <p>Label locations on a map.</p> <p>Represent in words or diagrams a scientific concept or relationship.</p> <p>Perform routine procedures like measuring length or using punctuation marks correctly.</p> <p>Describe the features of a place or people.</p>	<p>Identify and summarize the major events in a narrative.</p> <p>Use context cues to identify the meaning of unfamiliar words.</p> <p>Solve routine multiple-step problems.</p> <p>Describe the cause/effect of a particular event.</p> <p>Identify patterns in events or behavior.</p> <p>Formulate a routine problem given data and conditions.</p> <p>Organize, represent and interpret data.</p>	<p>Support ideas with details and examples.</p> <p>Use voice appropriate to the purpose and audience.</p> <p>Identify research questions and design investigations for a scientific problem.</p> <p>Develop a scientific model for a complex situation.</p> <p>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</p> <p>Apply a concept in other contexts.</p>	<p>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.</p> <p>Apply mathematical model to illuminate a problem or situation.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Design a mathematical model to inform and solve a practical or abstract situation.</p>





South Texas ISD

# Preparatory Academy

GRADES 7-8 | EDINBURG

2020-2021

## 1<sup>st</sup> SEMESTER EXAM SCHEDULE

### Monday, December 14, 2020

Period 1A	Exam 8:35 a.m. – 10:35 a.m.
Lunch	10:40 a.m. – 11:15 a.m.
SAM/HS Lunch	11:20 a.m. – 11:55 a.m.
Period 3A	Exam 12:00 p.m. – 2:00 p.m.

**STUDENTS WILL REPORT TO THEIR 3A CLASS DURING SAM.**

### Tuesday, December 15, 2020

Period 1B	Exam 8:35 a.m. – 10:35 a.m.
Lunch	10:40 a.m. – 11:15 a.m.
SAM/HS Lunch	11:20 a.m. – 11:55 a.m.
Period 3B	Exam 12:00 p.m. – 2:00 p.m.

**STUDENTS WILL REPORT TO THEIR 3B CLASS DURING SAM.**

### Wednesday, December 16, 2020

Period 2A	Exam 8:35 a.m. – 10:35 a.m.
Lunch	10:40 a.m. – 11:15 a.m.
SAM/HS Lunch	11:20 a.m. – 11:55 a.m.
Period 4A	Exam 12:00 p.m. – 2:00 p.m.

**STUDENTS WILL REPORT TO THEIR 4A CLASS DURING SAM.**

### Thursday, December 17, 2020

Period 2B	Exam 8:35 a.m. – 10:35 a.m.
Lunch	10:40 a.m. – 11:15 a.m.
SAM/HS Lunch	11:20 a.m. – 11:55 a.m.
Period 4B	Exam 12:00 p.m. – 2:00 p.m.

**STUDENTS WILL REPORT TO THEIR 4B CLASS DURING SAM.**



South Texas ISD

# Preparatory Academy

GRADES 7-8 | EDINBURG

2020-2021

## 2<sup>nd</sup> SEMESTER EXAM SCHEDULE

### Friday, May 21, 2021

Period 1A	Exam 8:35 a.m. – 10:35 a.m.
Lunch	10:40 a.m. – 11:15 a.m.
SAM/HS Lunch	11:20 a.m. – 11:55 a.m.
Period 3A	Exam 12:00 p.m. – 2:00 p.m.

**STUDENTS WILL REPORT TO THEIR 3A CLASS DURING SAM.**

### Monday, May 24, 2021

Period 1B	Exam 8:35 a.m. – 10:35 a.m.
Lunch	10:40 a.m. – 11:15 a.m.
SAM/HS Lunch	11:20 a.m. – 11:55 a.m.
Period 3B	Exam 12:00 p.m. – 2:00 p.m.

**STUDENTS WILL REPORT TO THEIR 3B CLASS DURING SAM.**

### Tuesday, May 25, 2021

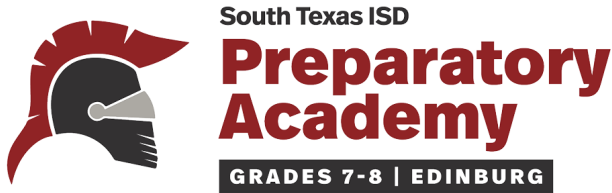
Period 2A	Exam 8:35 a.m. – 10:35 a.m.
Lunch	10:40 a.m. – 11:15 a.m.
SAM/HS Lunch	11:20 a.m. – 11:55 a.m.
Period 4A	Exam 12:00 p.m. – 2:00 p.m.

**STUDENTS WILL REPORT TO THEIR 4A CLASS DURING SAM.**

### Wednesday, May 26, 2021

Period 2B	Exam 8:35 a.m. – 10:35 a.m.
Lunch	10:40 a.m. – 11:15 a.m.
SAM/HS Lunch	11:20 a.m. – 11:55 a.m.
Period 4B	Exam 12:00 p.m. – 2:00 p.m.

**STUDENTS WILL REPORT TO THEIR 4B CLASS DURING SAM.**



## Semester/Final Exam Make-up Form

The following student has been approved by the STISD Preparatory Academy Principal to take their Semester/Final Exam at a different time than scheduled date set by STISD.

_____	_____	_____
Student Name	ID #	Grade Level

The teacher has communicated with the student and their parent/guardian and has made the following arrangements to the make-up their Semester/Final Exam by:

**Subject:** \_\_\_\_\_

**Make-Up Date and Time:** \_\_\_\_\_

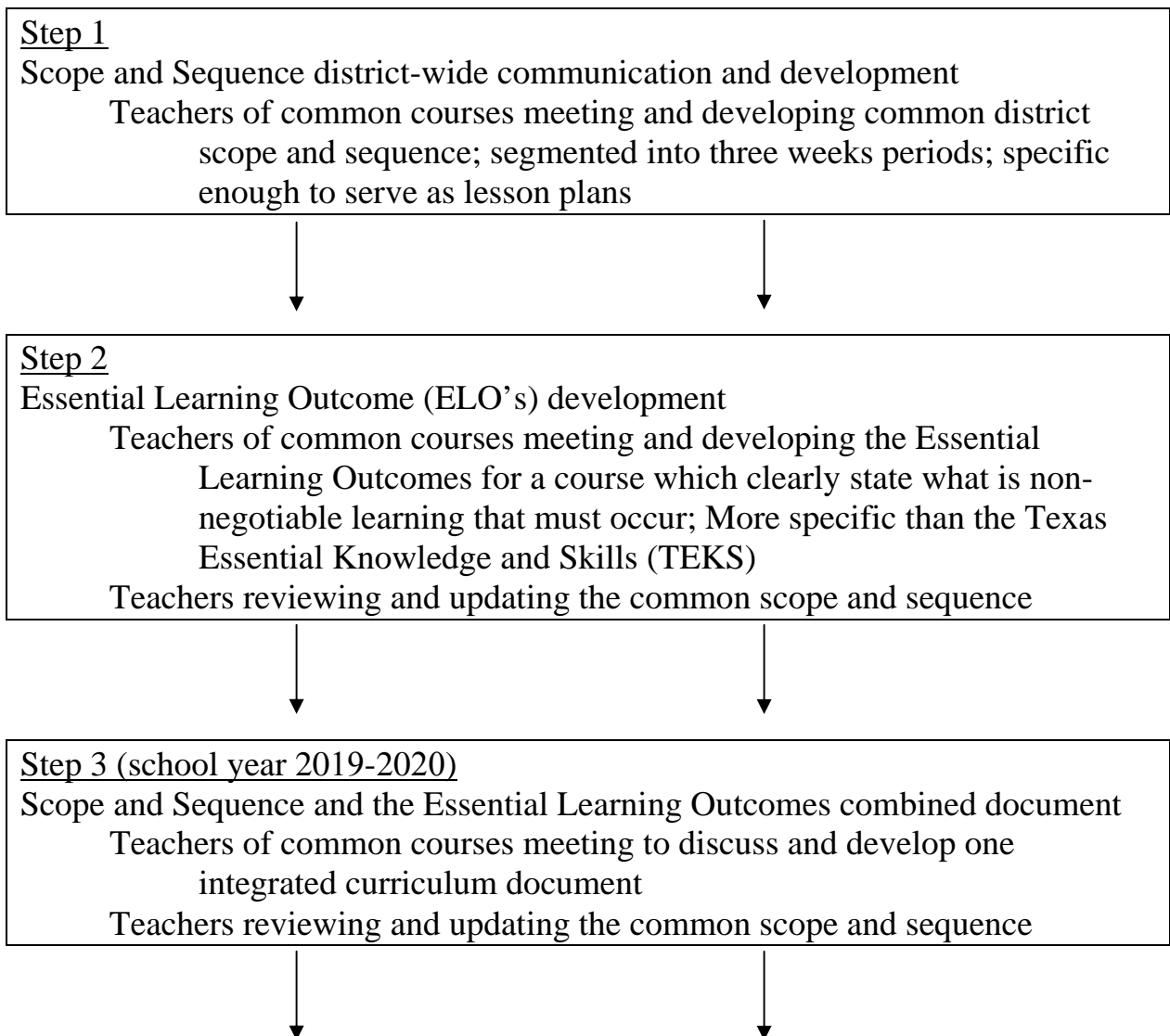
**Location:** \_\_\_\_\_

**Test Administrator:**      -Fall Semester: Teacher of Record  
   -Spring Semester: Summer School Coordinator

_____	_____
Teachers Name / Signature	Students Name/ Signature

## **South Texas ISD Curriculum Communication Process**

The South Texas ISD Curriculum Communication Process was initiated to improve communication across the district around common curriculum content. The process is as important as the products. It is the belief of South Texas ISD that curriculum should not be developed by one person in isolation, or by individuals outside of South Texas ISD, but rather all South Texas ISD teachers of a subject working together.



## Student Assessment Procedures

Each teacher shall submit to the campus administration in writing a Course Outline for each course taught for the year or semester. The Course Outline shall contain at least the following elements:

1. The teacher's name, work telephone number, and conference times.
2. A brief statement of the purpose of the course and of its intended importance to the student and academic skills.
3. A brief overview of major goals & objectives of the course.
4. A description of how formative assessment (informal and formal) is incorporated into the class activities.
5. An overview of the projects to be assigned during the course.
6. Grading procedures, including the weights for grade book categories shall be standardized by course and agreed upon by the campus department prior to administrative approval and distribution to the students. Any single grade book category cannot have a weight greater than 50 percent. Late work grade penalties shall also be standardized by course and agreed upon by the campus department for inclusion in the course outline.
7. Procedures for retesting.
8. Homework procedures.

The campus administration shall review the Course Outline for each course to be offered on a yearly or semester basis. The campus administration shall ensure that each proposed Course Summary meets the minimum STISD student assessment standards (inclusive of all policies and procedures). Proposed course outlines not in compliance with STISD's standards shall be returned to the teacher with specific written suggestions for necessary changes.

Once approved by the campus administration as evidenced by the administrator's signature, the teacher shall provide each student with a copy of the Course Outline within the first week of class. An approved copy of the course outline shall be posted on the campus website before Tuesday of the second week of school.

By the close of the second week of school, each campus principal shall hold an open house session for the parents of students in attendance at the campus. Part of that open house shall be to make sure that parents have received the Course Outline. Parents not in attendance at the open house shall have two copies of the course outline sent home with the student within three days of the open house. One copy will be returned to the teacher with a parent signature. The other copy will be kept by the parent for future reference. If the copy is not signed and return to the teacher within four days after having been sent home with the student, a copy shall be mailed by the teacher to the parent.

## **STISD Student Assessment Requirements**

All student assessment procedures shall conform to the following policy and procedural requirements:

1. There must be a minimum of at least three grades per student during each three weeks progress report grading period. There must be a minimum of at least three grades per student during the three week prior to the end of a report card grading period. There may be more than three grades posted during a three week period.
2. Reporting of student progress on report cards shall be a numerical score between 0 and 100 (Policy EIA, Local).
3. Grades of less than 70 on a report card shall state the need for a parent conference as well as required attendance for tutorials and other interventions (Policy EIA, Local).
4. Makeup work due date(s) shall be established on an individual basis through conversation with the teacher, student, and parent. Reasonableness shall guide the makeup activity due dates. Students absent for several days will have makeup work for several courses. The agreed upon makeup work and deadlines will be documented on the district makeup work form, complete with signatures. A copy of the form will be given to the student, a copy mailed to the parent, and one copy kept on file by the teacher.
5. Students shall receive credit for satisfactory makeup work after an unexcused absence. Teachers may impose a grade adjustment on the work made up by a student for an unexcused absence; however, the grade adjustment procedure used must have been stated in writing in the course outline distributed at the beginning of the course and prior to the grade adjustment (Policy EIAB, Local).
6. Students shall receive credit for satisfactory makeup work after an excused absence, including absences as a result of suspension. There shall be no grade penalty if the assignment is completed within the agreed upon time frame documented on the district makeup work form.
7. Report card grade changes due to make up work shall be completed prior to end of the next report card grading period. The teacher shall complete a report card grade change form and submit it to the campus administration prior to the end of the next report card grading period.
8. Student contracts and other interventions impacting a report card grade shall be completed prior to the end of the next report card grading period. The teacher shall complete a report card grade change form and submit it to the campus administration prior to the end of the next report card grading period.

## **STISD Reteaching and Retesting Procedures**

The proper use of formative assessment and subsequent instruction will lessen the need for reteaching and retesting.

Accelerated and remedial instructional strategies shall be used including reteaching. These instructional strategies are part of the district's efforts to reduce failure and reduce retaining students at a grade level. EIE (Local) The following options may be considered in planning reteaching activities:

1. individual instruction,
2. additional formative assessment and subsequent instruction,
3. peer tutoring/peer teaching,
4. extra/different assignments,
5. direct tutoring,
6. structured group activities,
7. alternative instructional delivery systems, example: online learning
8. student contracts,
9. variable scheduling,
10. Title I or compensatory education services,
11. STAAR/EOC remediation classes,
12. reading or math improvement class,
13. study guides, or other appropriate materials,
14. student contracts in the summer,
15. summer school,
16. other interventions as part of the campus pyramid of interventions.

Retesting of skills not mastered shall be included in all formal and informal lesson planning for students who need re-evaluation of performance. Immediately after assessment reveals non-mastery, reteaching shall occur. The proper use of formative assessment will dramatically reduce the need for reteaching and retesting.

The teacher's policy regarding the weights of retests must be stated in writing on the course outline, approved by the campus administration and made known to students and parents prior to retesting.

The principal shall utilize department collaboration and the site-based management process in establishing campus and department procedures for the evaluation of student performance regarding retests.

Semester exams and six or nine week exams do not require retesting.

## Credits for Courses

A student who has not maintained a grade average for a course equivalent to at least 70 on a scale of 100 shall not be given credit for the course. *Education Code 21.721 (c)* [See also EIA, EIE]

The District may award credit for a full-year (1 unit) course on a semester-by-semester basis. *19 TAC 75.192 (c)* South Texas ISD also allows for a passing yearly average to gain full credit for a full year course.

Unless credit is awarded by the attendance committee or regained in accordance with District policy, a student shall not be given credit for a class if he or she has been in attendance less than 90 percent of the days in a semester. *Education Code 21.041*  
[See FDD]

Student academic achievement shall be based on degree of mastery of the Texas Essential Knowledge and Skills (TEKS) for the course. The District shall establish a procedure to ensure that all students, except handicapped students whose individual education plan (IEP) provides for alternative achievement standards, demonstrate an acceptable mastery level of the essential elements sufficient for successful performance at the next subject or grade level as a prerequisite to a grade of 70 or above.

Variations in procedures and academic achievement level for awarding grades to disabled students identified for special education services shall be determined by the ARD committee and included in the student's IEP. *19 TAC 75.193*

In assessing English language learners proficiency for mastery of the TEKS, the District shall make every effort to allow students to demonstrate knowledge or competency independent of their English language skills. These efforts shall include but not be limited to assessment in the primary language, assessment using ELL methodologies, and nonverbal assessment with multiple varied instruments.

*19 TAC 75.191 (h)*

Credit for a course shall be awarded if a student has satisfactorily met all state and local requirements. Credit may be obtained through successful completion of the course, credit by examination using an approved exam (70 percent or higher with prior instruction; 90 percent or higher without prior instruction), successful completion of an approved correspondence course, successful completion of a state approved online course, successful completion of a credit recovery course, successful completion of a student contract.



## Homework Guidelines

The following guidelines shall assist teachers in administering homework to students:

1. Teachers shall plan homework carefully, rather than being a routine exercise.
2. Homework may be assigned during the school calendar weeks, excluding school holidays, semester exam weeks, and the week of state testing.
3. The homework assignments must be clear to the student, including how the assigned material relates to instruction and the essential learning outcomes of the course.
4. The student must be ready for the homework assigned; “Homework should be a risk-free chance to experiment with new skills. Homework should require students to apply what they have learned so they find out what they really do understand and can return to class to ask questions about what was not understood” (Carr and Farr 2000, 200)<sup>1</sup>.
5. Homework assigned reinforces and extends student skills.
6. The assigned work is linked to individual student developmental needs. As students mature, the nature of homework may become more complex and independent.
7. Teachers are to make reasonable assignments according to the community resources available.
8. For every homework assignment, students shall receive timely and proper feedback.

Teachers must use good judgment in assigning homework so that students develop sufficient study habits and skills. Care must be exercised to prevent students from unreasonable work demands. Emphasis shall be on the quality not the quantity of work; instructional rigor is reflective of carefully planned quality work rather than the quantity of work required.

Homework procedures, expectations and assignments must be discussed with students at the beginning of each course; they are to be included as part of the course outline disseminated to students and parents.

<sup>1</sup>Carr, J. and B. Farr. 2000 Taking steps toward standards-based report cards. In *Grading and reporting student progress in an age of standards*, pp. 185-208, edited by E. Trumbull and B. Farr. Norwood, MS: Christopher Gordon.

## Course Summary

Course	Teacher	Conference Hour	Telephone	Room	Email
English II	Mr. Coccozza	A day 9:00 to 10:30 B day 2:35 to 4:05	800-217-8839	207	juan.coccozza @stisd.net

**Purpose:** English II is about life. Students have an opportunity to think about important issues and express themselves in ways that develop confidence in their ability to communicate. The purpose of English II is to prepare each student with the essential knowledge and skills relating to literature and the art of effective communication that productive members of our society need to know. Particular emphasis is placed upon science and technical aspects because of the interests of the student in choosing our campus. I enjoy teaching English and I look forward to working with the Class of 2011!

**Objective:** The objective of English Language Arts is to help each student acquire writing skills necessary for good communication, to develop in each student an appreciation for literature and its diverse concepts of expression, and to encourage the acquisition of reading concepts and skills needed to comprehend and interpret written information.

### **Assignments:**

1. Homework: Class Notebook:
  - a. class notes
  - b. reading log
  - c. themes
  - d. quizzes
  - e. tests/quizzes
  - f. assignmentsapproximately 2 assignments per week, including a notebook check.
2. Quizzes: a minimum of 4 unannounced quizzes over reading material assigned.
3. Themes: 1 theme per week except for the 9<sup>th</sup> week in a nine-week period.
4. Tests: 3 test during a nine-week period; 1 final exam at the end of each semester

### **Needed Supplies:**

1. A spiral notebook.
2. A dictionary.
3. A Thesaurus.
4. Black ink pens
5. A 3 ring binder with paper (3" or larger).

### **Formative Assessment**

Frequently during the year, formative assessments will be given. These will be in the form of homework, written or oral quiz, readings and discussion, student writing, or test. Feedback will

Initial development: 1997

Last Revision: May 2008

be given on these formative assessments but no grade will be assigned. The formative assessments are critical to learning because they provide feedback as to what essential learning we will focus on next. They will help influence and shape the process of learning while we still have time to improve before test or grades are given.

### **Grading Procedures & Weights:**

1. Homework:	12 assignments minimum	10%
2. Quizzes:	4 or more:	10%
3. Themes:		35%
4. Tests:		20%
5. Final Exam:		25%

All work is due at the designated assigned time. Students absent on a day work is due shall receive a due date for the next day the student returns to class. All homework is due at the beginning of the class hour. Assignments submitted electronically are due before the beginning of class time on the scheduled due date.

Late work will be accepted as follows: (1) same day with a 10% penalty; (2) 1-day late with a 20% penalty; (3) 2 or more days, with a 30% penalty. Corrected themes may be turned in within 10 days of the original assignment without penalty.

On some occasions there will be a need for makeup work assignments. Provisions will be made during tutorial for makeup work. Students may complete the makeup work form and secure my signature upon us discussing the assignments and due date during tutorial time.

Retesting Procedures: Students may retake tests only upon receiving a failing grade. Additional assigned material during tutorial may be a prerequisite to taking a retest. The time and date for all retests is determined by the teacher. No penalty is assigned for the weight of retest grades.

Pop-quizzes and final exams may not be retested.

### **Pyramid of Interventions**

The objective of this class is for every student to successfully demonstrate mastery of the Texas Essential Knowledge and Skills (TEKS) and the South Texas ISD Essential Learning Outcomes (ELO's) for English 2. Students demonstrating success will have flexibility in class activities and out of class time. Students not successfully progressing will be assisted by the in class pyramid of interventions and the campus pyramid of interventions. These interventions may include special class activities and assignments, required tutorial during the school day or after school, and other interventions specific for the student.

***Juan Cocozza***

***Team Leader***

***Principal***

Mr. Juan Cocozza

Ms. Department Team Leader

Ms. Principal

I have received a copy of this course outline, have been given the opportunity to ask questions, and understand the contents:

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

Initial development: 1997

Last Revision: May 2008



South Texas ISD

**Preparatory  
Academy**

GRADES 7-8 | EDINBURG

**SOUTH TEXAS ISD  
Makeup Work Agreement**

Student Name: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Date: \_\_\_\_\_

Course: \_\_\_\_\_

Class Period: \_\_\_\_\_

**Makeup Assignment(s):**

**Due Date:**

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\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Parent Signature

South Texas ISD encourages teachers, department teams, and campus administrators to discuss, plan, and use the following practices related to student assessment.

- Competency Based Grading using the STISD Essential Learning Outcomes
- Developing Assessments First and Then Instructional Strategies
- Formative Assessment
- Grading Rubrics
- Points Added Grading System instead of averaging
- Proactive Communication with Parents
- Valid Assessment Design

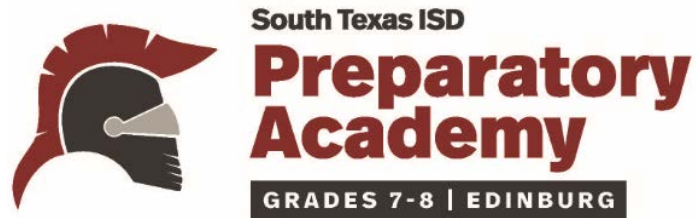
The following resources are recommended for further review related to student assessment:

How To Grade For Learning, by Ken O'Connor. Corwin Press, 2002.

The Battle Over Homework, Common Ground for Administrators, Teachers, and Parents, by Harris M. Cooper. Corwin Press, 2007.

Sample grading rubrics online:

<http://faculty.css.edu/dswenson/web/Gradingrubrics/gradingrubrics.htm>



# STISD PREPARATORY ACADEMY

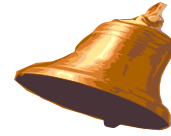
## GRADE LEVEL RETENTION REPORT

YEAR	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	
RETAINED IN 7 <sup>TH</sup> GRADE	25	20 -6 PLACED =14	21 -1 PLACED =20	8	1	8	0	1	0	1	0	0	0	0	0	
RETAINED IN 8 <sup>TH</sup> GRADE	12	8	5	4 -1 PLACED 3	4	6 -2 PLACED 2	0	0	0	0	0	PLACED 1	0 PLACED	0	0	
TOTAL RETAINED	37	28	26	12	5	14	0	1	0	1	0	0	0	0	0	



South Texas ISD  
**Preparatory  
 Academy**  
 GRADES 7-8 | EDINBURG

2020-2021

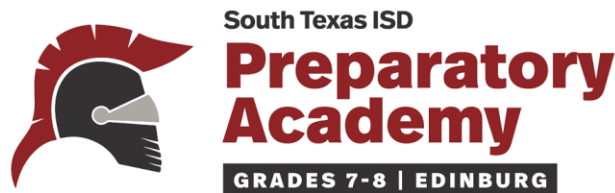


## BELL SCHEDULE

	<b>7<sup>TH</sup> GRADE</b>	8:20.....First Bell
<b>1<sup>ST</sup> Period</b>		8:30-9:50
<b>2<sup>ND</sup> Period</b>		9:55-11:15
<b>LUNCH</b>		11:15-11:45
<b>(SAM)Spartan Academic Mentoring</b>		11:50-12:15
<b>3<sup>RD</sup> Period</b>		12:20-1:40
<b>4<sup>TH</sup> Period</b>		1:45-3:05
<b>(SET) Support/Enrichment Time</b>		3:10-4:00

	<b>8<sup>TH</sup> GRADE</b>	8:20.....First Bell
<b>1<sup>ST</sup> Period</b>		8:30-9:50
<b>2<sup>ND</sup> Period</b>		9:55-11:15
<b>(SAM)Spartan Academic Mentoring</b>		11:20-11:45
<b>LUNCH</b>		11:45-12:15
<b>3<sup>RD</sup> Period</b>		12:20-1:40
<b>4<sup>TH</sup> Period</b>		1:45-3:05
<b>(SET) Support/Enrichment Time</b>		3:10-4:00



## SOUTH TEXAS ISD PREPARATORY ACADEMY

### TWO-YEAR COURSE SEQUENCE 2020-2021

7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Language Arts 7 Honors ( <i>meets everyday</i> ) Reading 7 if required for the student	Language Arts 8 Honors ♦ • English I Honors Reading 8 if required for the student
Math 8 Honors Math 8 ( <i>meets everyday</i> )	♦ Algebra I Honors ♦ Algebra I C.P. ( <i>meets everyday</i> ) ♦ Geometry Honors
♦ IPC Honors ( <i>meets everyday</i> ) ♦ IPC C.P. ( <i>meets everyday</i> ) Integrated Physics & Chemistry	♦ Biology Honors ( <i>meets everyday</i> ) ♦ Biology C.P. ( <i>meets everyday</i> )
Texas History Honors U.S. History Honors	U.S. History Honors ♦ • World Geography Honors
Physical Education	Physical Education
♦ Fundamentals of Computer Science	♦ PLTW Gateway to Technology ♦ Principles of Health Science ♦ Robotics and Automation

**\*Important Notice:** One year of a fine arts course is required for all students in grades 6-8.

Enrichment Courses	Enrichment Courses
♦ Robotics	♦ Fundamentals of Computer Science
♦ Art I ♦ Theater Arts I ♦ Music Instrumental Ensemble ♦ Music Strings I ♦ Music Choir I	♦ Art I ♦ Theater Arts I ♦ Music Instrumental Ensemble ♦ Music Strings I ♦ Music Choir I
	♦ Spanish I Honors ♦ Chinese I Honors

- ♦ High School Courses (credit will be posted on high school transcript)
- English I Honors & World Geography Honors (Pre-requisite: Credit by Exam)



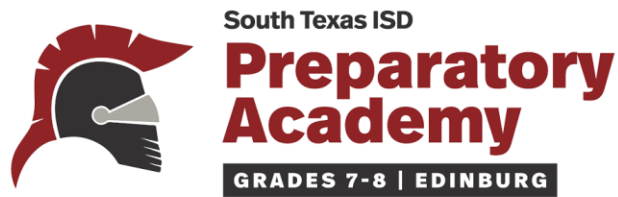


South Texas ISD

# Preparatory Academy

GRADES 7-8 | EDINBURG

Language Arts		Science	
Mrs. N. Avalos	nadia.avalos@stisd.net	Mrs. L. Cavazos	laura.cavazos@stisd.net
Mrs. P. Ayala-Gonzalez	patricia.ayala@stisd.net	Mrs. C. Garcia	cassandra.garcia@stisd.net
Mr. L. Bonura	luke.bonura@stisd.net	Mr. A. Garza	alfredo.garza@stisd.net
Ms. N. Guerra	nytashah.guerra@stisd.net	Mrs. N. Camarena	nilda.camarena@stisd.net
Mrs. J. Gutierrez	jaclyn.gutierrez@stisd.net	Mrs. M. Mon	maria.mon@stisd.net
Mrs. J. Ramirez	julia.ramirez@stisd.net	Mr. C. Morales	christopher.morales@stisd.net
Mrs. A. Salinas	annalisa.salinas@stisd.net	Ms. B. Nieto	blanca.nieto@stisd.net
Mr. R. Schmidt	robert.schmidt@stisd.net	Mr. D. Trevino	daren.trevino@stisd.net
Math		History	
Ms. J. Alejandro	jocelyn.alejandro@stisd.net	Mr. A. Comple	alex.comple@stisd.net
Mrs. S. Brown	sonia.brown@stisd.net	Mr. R. Leo	ruben.leo@stisd.net
Ms. D. Garcia	diana.garcia2@stisd.net	Mrs. C. Maldonado	cynthia.maldonado@stisd.net
Mr. R. Gill	robert.gill@stisd.net	Ms. J. Ramirez	josette.ramirez@stisd.net
Mrs. S. Kaiser	sharon.kaiser@stisd.net	Mr. R. Salas	ruben.salas@stisd.net
Mrs. Y. Magana	yaquelin.magana@stisd.net	P. E.	
Electives		Mrs. H. Garza	herlinda.garza@stisd.net
Mrs. K. Auensmith	kristi.auensmith@stisd.net	Mr. G. Monteagudo	gerardo.monteagudo@stisd.net
Ms. M. Berrones	maribel.berrones@stisd.net	Mr. R. Muhammad	raheem.muhammad@stisd.net
Mr. A. Cortez	arnoldo.cortez@stisd.net	Mrs. J. Rodriguez	jacqueline.rodriguez@stisd.net
Mr. A. Gonzalez	alberto.gonzalez@stisd.net	Support Services	
Mrs. Y. Jeter	yingching.jeter@stisd.net	Ms. G. Campos	georgina.campos@stisd.net
Ms. R. Martinez	rozanne.martinez@stisd.net	Mrs. E. Flores	elizabeth.flores@stisd.net
Mrs. Y. Partida	yolanda.partida@stisd.net	Mrs. R. Gonzalez	rosa.gonzalez@stisd.net
Ms. I. Rodriguez	isabel.rodriguez@stisd.net	Administration Staff	
Mrs. K. Starr	kathy.starr@stisd.net	Mrs. A. Castro	ana.castro@stisd.net
		Ms. M. Ochoa	mari.ochoa@stisd.net
		Mrs. L. Liguez	lillia.liguez@stisd.net
		Mr. W. Romero	wilmer.romero@stisd.net
		Mrs. M. Salinas	maria.salinas@stisd.net



## **Roxie Recycling Program Dates 2020-2021:**

Aug. 25, 2020

Sept. 8 & 22, 2020

Oct. 6 & 20, 2020

Nov. 2 & 16, 2020

Dec. 8, 2020

Jan. 12 & 26, 2021

Feb. 9 & 23, 2021

Mar. 9 & 23, 2021

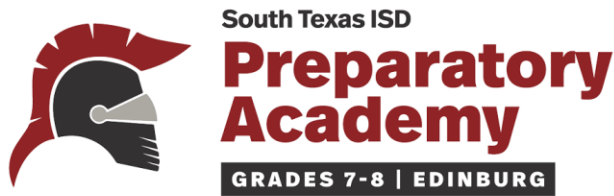
Apr. 6 & 20, 2021

May 11 & 25, 2021

# South Texas ISD

## Schedule of Formal Grade Reporting 2020-2021

Month	Grade Period End Date	Grade Export Date & Time (Complete Export Prior To)	Reporting Period
September	3, 2020	8, 2020 11:00 AM	1 <sup>st</sup> Progress Report 1 <sup>st</sup> 9 Weeks
September	22, 2020	23, 2020 11:00 AM	2 <sup>nd</sup> Progress Report 1 <sup>st</sup> 9 Weeks
<b>October</b>	<b>8, 2020</b>	<b>14, 2020 11:00 AM</b>	<b>1st 9 Weeks Term Report Card</b>
October	28, 2020	29, 2020 11:00AM	1 <sup>st</sup> Progress Report 2 <sup>nd</sup> 9 Weeks
November	17, 2020	18, 2020 11:00 AM	2 <sup>nd</sup> Progress Report 2 <sup>nd</sup> 9 Weeks
<b>December</b>	<b>17, 2020</b>	<b>Jan 6, 2021 11:00 AM</b>	<b>2nd 9 Weeks Term &amp; 1st Semester Report Card</b>
January	25, 2021	26, 2021 11:00 AM	1 <sup>st</sup> Progress Report 3 <sup>rd</sup> 9 Weeks
February	17, 2021	18, 2021 11:00 AM	2 <sup>nd</sup> Progress Report 3 <sup>rd</sup> 9 Weeks
<b>March</b>	<b>11, 2021</b>	<b>23, 2021 11:00 AM</b>	<b>3rd 9 Weeks Term Report Card</b>
April	8, 2021	9, 2021 11:00 AM	1 <sup>st</sup> Progress Report 4 <sup>th</sup> 9 Weeks
April/May	30, 2021	3, 2021 11:00 AM	2 <sup>nd</sup> Progress Report 4 <sup>th</sup> 9 Weeks
<b>May</b>	<b>26, 2021</b>	<b>27, 2021 11:00 AM</b>	<b>4th 9 Weeks Term &amp; 2nd Semester Report Card</b>



## ARD Scheduled Representative

An ARD meeting has been scheduled for student, \_\_\_\_\_.

_____	_____	_____
Date	Location	Time

Your presence is necessary. Please arrive 5 minutes before the scheduled meeting time. If for unforeseen circumstances you are unable to attend, please make prior arrangements for another representative to attend in your place and inform the ARD chair person. By receiving and signing this form you acknowledge the importance of this scheduled event.

**7<sup>th</sup> Grade Chair Person:** Mr. W. Romero

**8<sup>th</sup> Grade Chair Person:** Ms. M. Ochoa

_____	_____
Teacher Signature	Date

## 2020-2021 STAAR TESTING DATES (Subject to Change)

TELPAS Assessment Window-- February 22 - April 1, 2021			
February 24, 2021 ( <i>Wednesday</i> )	TELPAS Reading Test for EL'S		
March 9 for 8th grade ( <i>Tues</i> ) March 10 for 7th grade ( <i>Wed</i> )	TELPAS Listening/ Speaking Test for EL'S		
April 6, 2021 ( <i>Tuesday</i> )	Writing-7th		STAAR EOC English 1
April 14, 2021 ( <i>Wednesday</i> )	Math-8 <sup>th</sup> for 7 <sup>th</sup> graders		
April 15, 2021 ( <i>Thursday</i> )		Reading-8	
<b>Make-up sessions for Writing &amp; English I must be completed by April 09, 2021.</b> <b>Make-Up sessions for Reading &amp; Math 8 must be completed by April 16, 2021.</b>			
STAAR Alt. 2 Assessment Window - March 29 – April 23, 2021			
STAAR EOC Assessment Window May 4-14, 2021/All make-up sessions must be completed by May 14			
May 5, 2021 ( <i>Wednesday</i> )			STAAR EOC Biology
May 6, 2021 ( <i>Thursday</i> )			STAAR EOC Alg. I
STAAR Assessments/Make-up sessions must be completed by the end of May 21, 2021.			
May 12, 2021 ( <i>Wednesday</i> )	Reading-7 <sup>th</sup>		
May 13, 2021 ( <i>Thursday</i> )		Social Studies-8 <sup>th</sup>	
May 19, 2021 ( <i>Wednesday</i> )	Math-8 <sup>th</sup> (Retest 2 <sup>nd</sup> ) for 7 <sup>th</sup> graders		
May 20, 2021 ( <i>Thursday</i> )		Reading-8 <sup>th</sup> (Retest 2 <sup>nd</sup> )	
Summer Testing			
June 22, 2021 ( <i>Tuesday</i> )	Math-8 <sup>th</sup> (Retest 3 <sup>rd</sup> ) for 7 <sup>th</sup> graders		STAAR EOC (Retest 2 <sup>nd</sup> ) English 1
June 23, 2021 ( <i>Wednesday</i> )		Reading-8 (Retest 3 <sup>rd</sup> )	STAAR EOC Biology STAAR EOC Alg. I
Make up Session for 8 <sup>th</sup> Retests Reading/Math completed by June 25, 2021 (Friday)			
STAAR EOC Assessment Window Algebra I/ Biology –June 22-June 25, 2021			

# STISD Preparatory Academy ASSIGNED SUPERVISION SCHEDULE FOR 2020-2021

## Detention

A. Comple—Sept. 8-Oct. 22	C. Morales—Jan. 5-Feb. 18	R. Schmidt—April 12-May 24
M. Mon—Oct. 26-Dec. 10	I. Rodriguez—Feb. 22-April 8	

## Duty Stations

1 - Cafeteria, AM	5 - Library Foyer, AM	9- Bus Loading Area, PM
2 - Student Lounge, AM	6 - Inside Main Bldg., AM	10- South Parking Lot, PM
3 - Outside Villarreal Bldg. (back), AM	7 - West Side of Main Building, AM	11 - Library Foyer, PM
4 - STPA Covered Area (110), AM	8 - Student Lounge, PM	12 - Quad Area, PM

Group One August 17 – September 11 / November 9 – December 11 / February 22 – March 26												
Station	1	2	3	4	5	6	7	8	9	10	11	12
Alejandro, Jocelyn						√						
Bonura, Luke			√									
Brown, Sonia											√	
Camarena, Nilda								√				
Flores, Max										√		
Garcia, Cassandra				√								
Garza, Herlinda						√						
Gonzalez, Alberto									√			
Gutierrez, Jaclyn												√
Martinez, Rozanne		√										
Munoz, Mario										√		
Ortega, Idelia							√					
Ramirez, Julia					√							
Trevino, Daren	√											
Group Two September 14 – October 8 / December 14 – January 22 / March 29 - April 23												
Station	1	2	3	4	5	6	7	8	9	10	11	12
Auensmith, K./Jeter, Y.											√	
Avalos, Nadia												√
Campos, Gina										√		
Cavazos, Laura			√									
Garcia, Diana				√								
Gonzalez, Rosa		√										
Leo, Ruben								√				
Lira, Armando	√											
Maldonado, Cynthia						√						
Nieto, Blanca						√						
Partida, Yolanda							√					
Rodriguez, Jacqueline										√		
Salas, Ruben									√			
Vacio, Lupita					√							
Group Three October 13 – November 06 / January 25 – February 19 / April 26 - May 26												
Station	1	2	3	4	5	6	7	8	9	10	11	12
Ayala-Gonzalez, Patricia							√					
Berrones, Maribel					√							
Cortez, Arnoldo										√		
Flores, Elizabeth				√								
Garza, Alfredo		√										
Gill, Robert						√						
Guerra, Nytashah											√	
Kaiser, Sharon						√						
Magana, Yaquelin								√				
Monteagudo, Gerardo	√											
Muhammad, Raheem										√		
Ramirez, Josette			√									
Salinas, Annalisa									√			
Starr, Kathy												√

Morning supervision is from 8:00 until 8:20. Afternoon supervision is from 4:00 PM to approximately 4:20.

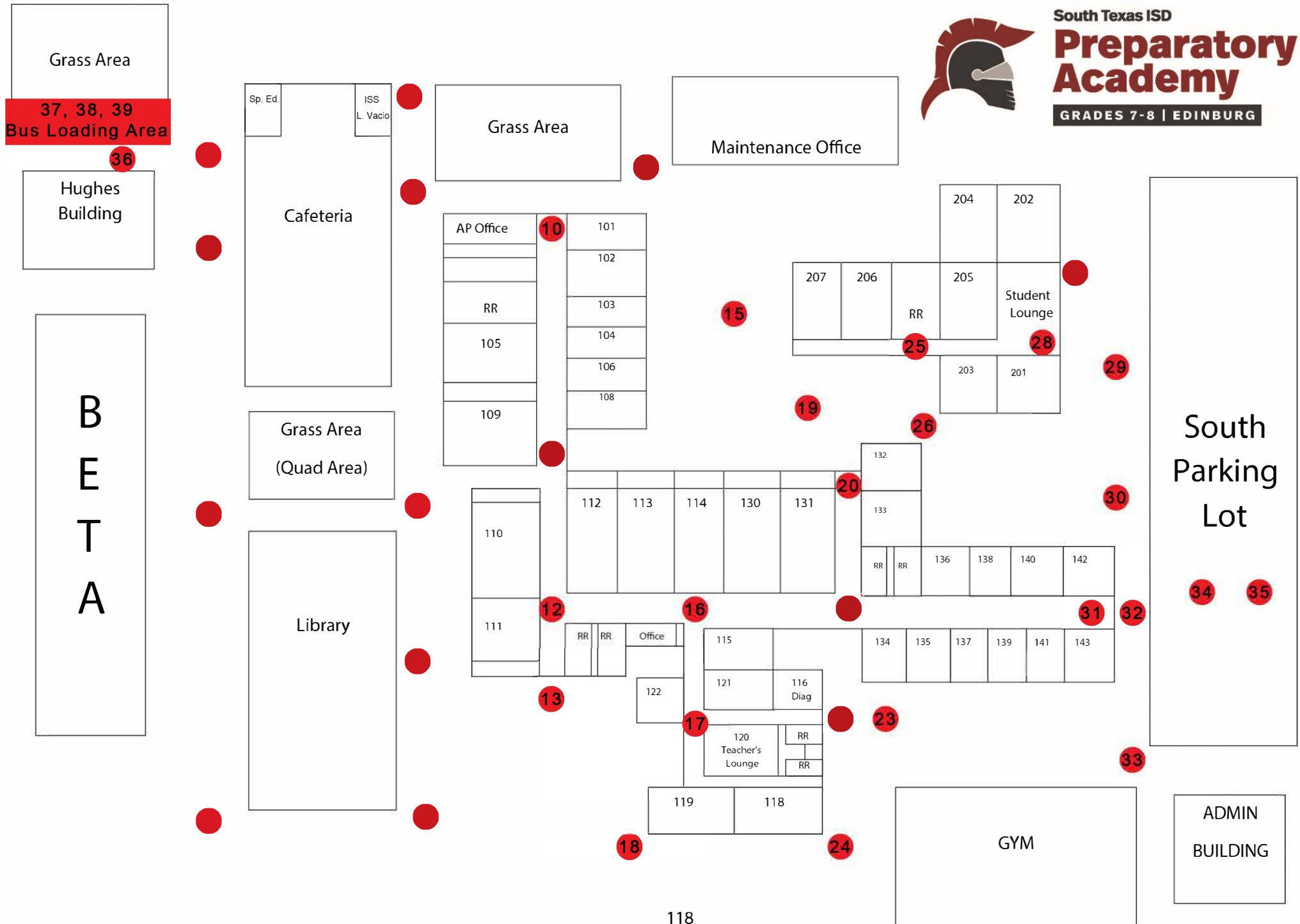
## ASSIGNED AFTER SCHOOL SUPERVISION

**For December 14 - 17 & May 21, 24 – 26, 2021**

Below is a list of duty stations for after school during semester/final exams. The station numbers refer to locations on the separately attached campus diagram. IT IS ESSENTIAL THAT TEACHERS BE AT THEIR STATIONS IMMEDIATELY. Remain at your station until your area is clear and then go assist a colleague if needed. Those stationed on the south side by the parking lot, stay until there is a small enough number of students for the security guard to handle.

When you are dismissing students, exit them through the emergency doors if the area outside the door is accessible and safe (202 and 204 should not). If you are dismissing through the hall, escort your class to the outside. Students may not return to the inside the building. Teachers who have stations at the doors, be sure the students stay outside.

STATION	TEACHER	STATION	TEACHER
1	J. Alejandro	21	H. Garza
2	P. Ayala-Gonzalez & R. Gonzalez	22	Jos. Ramirez
3	S. Brown & R. Leo	23	R. Martinez
4	A. Lira	24	J. Gutierrez
5	M. Flores	25	A. Salinas
6	R. Salas	26	R. Muhammad
7	S. Kaiser & E. Flores	27	A. Cortez
8	G. Monteagudo & J. Rodriguez	28	C. Maldonado
9	N. Avalos & G. Campos	29	Y. Magana
10	D. Garcia & M. Mon	30	R. Schmidt & Ma. Hinojosa
11	I. Rodriguez	31	K. Starr
12	A. Garza	32	K. AuenSmith/ Y. Jeter
13	C. Morales	33	M. Berrones
14	A. Gonzalez	34	Jul. Ramirez
15	C. Garcia & B. Nieto	35	L. Bonura
16	N. Guerra	36	I. Ortega
17	N. Camarena	37	R. Gill
18	E. Lomas	38	Y. Partida
19	D. Trevino	39	L. Cavazos
20	A. Comple	40	





## Supervision Assistance during Semester/Finals Exams

Area Supervising: 10:40-11:15	Monday Dec. 14 <sup>th</sup>  Friday May 21 <sup>st</sup>	Tuesday Dec. 15 <sup>th</sup>  Monday May 24 <sup>th</sup>	Wed. Dec. 16 <sup>th</sup>  Tuesday May 25 <sup>th</sup>	Thursday Dec. 17 <sup>th</sup>  Wed. May 26 <sup>th</sup>
Area 1 (Gym)	H. Garza	R. Muhammad	A. Lira	G. Monteagudo
Area 2 (by bus loop)	J. Rodriguez	A. Salinas	A. Comple	A. Garza
Area 3 (Lira's Rm. North)	R. Gill	J. Gutierrez	K. Starr	A. Cortez
Area 4 (Outside, South Entrance of Library)	Y. Partida	M. Mon	C. Maldonado	N. Guerra
Area 5 (Outside, North Entrance of Library)	Y. Magana	A. Gonzalez	Jos. Ramirez	R. Schmidt
Area 6 (Southside of Quad.)	J. Alejandro	S. Brown	R. Salas	L. Cavazos
Area 7 (North side of Quad.)	S. Kaiser	B. Nieto	R. Leo	E. Flores
Area 8 (Outside of Caf. By ISS Room)	D. Garcia	N. Guerra	M. Berrones	R. Gonzalez

### Description of Assignment:

1. **Area 1**- Supervise students while at play. Students need to present an ID card to be permitted into gym. Students may be removed if they display inappropriate behavior. Maximum of 40 students. Equipment needs to be put away. Teacher needs to dismiss students out of gym about 4 min. before bell.
2. **Area 2**- Supervise students while at play. Students may play only ONE contact sport. Sports may range from flag football, soccer, to playing tag. Students will provide their own equipment.
3. **Area 3**- Supervise traffic while walking to and from open gym. Absolutely NO contact sports should be allowed on field.
4. **Area 4**- Supervision of all students, do not allow for them to go to the front of library building.
5. **Area 5**- Supervision of all students, do not allow for them to go to the front of library building.
6. **Area 6**- Supervision of all students. Walk from the Quad. towards the bench area in front of cafeteria.
7. **Area 7**- Supervision of all students. Walk from the Quad. towards corner of main building.
8. **Area 8**- Supervision of all students. Do not allow traffic to go into school buildings until it's time and do not allow them to go beyond supervised areas.



Dear Substitute:

Mr/Ms:

- |   |             |                     |
|---|-------------|---------------------|
| 1 | 8:30-9:50   |                     |
| 2 | 9:55-11:15  |                     |
|   | 11:15-11:45 | Lunch               |
|   | 11:45-12:15 | SAM                 |
| 3 | 12:20-1:40  |                     |
| 4 | 1:45-3:05   |                     |
| 5 | 3:05-4:00   | SET or Intervention |

Assigned Supervision: 8-8:20, or 4-4:15

Lesson Plans:

Focus/ Do Now----Give them 5-10 minutes while you call roll.

Activities: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SAM

Activities: Watch Channel One and then read AR independently.  
Check and initial planners while they watch news.

\_\_\_\_\_  
\_\_\_\_\_

SET

In \_\_\_\_\_, we are \_\_\_\_\_.

\_\_\_\_\_  
\_\_\_\_\_

Please let me know how things

went \_\_\_\_\_

Acceleration (STAAR Tutoring)

\_\_\_\_\_  
\_\_\_\_\_

### Absences/Tardies

Period	Student(s)
First/	
Second/Third	
SAM	
Fourth	
SET	

### Behavior and Performance

First: \_\_\_\_\_

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Third: \_\_\_\_\_

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Fourth:

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Sub Name \_\_\_\_\_ Phone \_\_\_\_\_

Thank you,

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P.S. Please have students pick-up after themselves by the end of the period. Don't allow them to abuse my supplies or take things from the shelf. They may read when they are finished with work, but if they borrow a book or magazine, they should put it back. Restroom breaks are minimal and quick. The use of E-Hallpass is enforced. Thanks.

## TEXTBOOK INFORMATION

### 2020-2021

Course	Title	ISBN	Publisher	Cost
English 8	<i>Textbook-Write Source Grammar-8</i>	9780547485041	Houghton Mifflin Harcourt	\$54.80
English 8	<i>Write Source Grammar-8th</i>	9780547394886	Houghton Mifflin Harcourt	\$9.95
English I	<i>Writing Source-Grammar-9<sup>th</sup></i>	9780547394916	Houghton Mifflin Harcourt	\$9.95
English I	<i>Holt Lit. Gr.-9</i>	9780547115788	Holt, Rinehart	\$60.42
Math 8	<i>Go Math! Texas</i>	9780544052888	Houghton Mifflin Harcourt	\$14.50
Algebra I	<i>HMH Algebra 1 TX Hybrid</i>	9780544362857	Houghton Mifflin Harcourt	\$91.45
Geometry	<i>HMH Geometry TX Hybrid</i>	9780544362758	Houghton Mifflin Harcourt	\$93.45
Science 7	<i>Holt McDougal Science Fusion Texas Student Edition Grade 7</i>	9780544025530	Houghton Mifflin Harcourt	\$12.95
Science 8	<i>Holt Sc. &amp; Tech. Gr. 8</i>	0030643686	Holt, Rinehart	\$54.45
Science 8	<i>Holt McDougal Science Fusion Texas Student Edition Grade 8</i>	9780544025547	Houghton Mifflin Harcourt	\$12.95
IPC	<i>Holt Physical Science with Earth &amp; Space</i>	9780030672132	Houghton Mifflin Harcourt	\$72.75
Biology	<i>Biology Texas</i>	9780544026100	Houghton Mifflin Harcourt	\$77.50
Texas History	<i>Texas &amp; Texans, Gr. 7</i>	0078239672	Glencoe, McGraw	\$59.97
U.S. History, 8	<i>The Amer. Repub., Vol. 1</i>	0078264766	Glencoe/McGraw Hill	\$55.50
Social Studies	<i>Mastering Gr. 8 Social Studies TEKS</i>	00-296	Jarrett Publishing Company	\$12.95
Human Geo.	<i>Human Geography: Preparing for the Advanced Placement Examination</i>		David Palmer	\$22.95

**CLASS TEXTBOOK  
RECORD 2020-2021**

Teacher \_\_\_\_\_ Course \_\_\_\_\_  
Textbook Name \_\_\_\_\_

[illegible]

**Turn in this form to Ashley Bautista by Friday, September 4, 2020.**



South Texas ISD

# Preparatory Academy

GRADES 7-8 | EDINBURG

## STUDENT TEXTBOOK RECORD

Teacher: \_\_\_\_\_ Course: \_\_\_\_\_ Day Section: A1 A2 A3 A4  
B1 B2 B3 B4

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Student ID: \_\_\_\_\_

Book Number: \_\_\_\_\_ ISBN: \_\_\_\_\_

Textbook Title: \_\_\_\_\_ Cost: \$ \_\_\_\_\_

**I UNDERSTAND THAT I AM RESPONSIBLE FOR THE LOSS OR DAMAGE TO THIS BOOK.**

(Student should immediately check book for damage or marks. Such damage should be reported to the teacher. The teacher should make note of the reported damage on the back of this sheet and sign. Include page numbers.)

\_\_\_\_\_  
STUDENT SIGNATURE

\_\_\_\_\_  
DATE

### TEXTBOOK PERIODIC CHECK NOTES SECTION


### STUDENT RECEIPT – ISSUED UPON RETURN OF TEXTBOOK

\_\_\_\_\_ has returned his/her own textbook in satisfactory condition.

Textbook Title: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**Please check: a.m. \_\_\_\_\_ p.m. \_\_\_\_\_**

[illegible]



South Texas ISD

# Preparatory Academy

GRADES 7-8 | EDINBURG

## EQUIPMENT DAMAGE/LOSS INCIDENT REPORT

**Please complete this form in full and document the facts.**

Equipment User: \_\_\_\_\_

Room Number: \_\_\_\_\_

Type of Equipment: \_\_\_\_\_ Equipment Serial Number: \_\_\_\_\_

Work Order Number: \_\_\_\_\_ Date of Incident: \_\_\_\_\_

**Please describe the circumstances that caused the equipment damage:**

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Signature: \_\_\_\_\_

Date: \_\_\_\_\_





South Texas ISD

# Preparatory Academy

GRADES 7-8 | EDINBURG

ISS  
L. Vacio

Cafeteria

Music-R.Martinez  
Hughes Bldg. Rm-302  
North of Cafeteria

Maintenance Office

M. Ochoa
Girls RR
Mechanical Rm.
Boys RR
Mechanical Rm.
105
N. Guerra
109
I. Rodriguez

101
R. Salas
102
Maldonado
103
Jos. Ramirez
104
R. Leo
106
A. Compe
108
A. Gonzalez

		204		202	
		K. Starr		M. Berrones	
207	206			205	
LAB	LAB	RestRooms		A. Cortez	Student Lounge
		Server Rm.		203	201
				D. Trevino	A. Garza

132					
Jul. Ramirez					
133					
J. Gutierrez					
Boys RR	Girls RR	136	138	140	142
		L. Bonura	R. Gill	J. Alejandro	S. Brown

134	135	137	139	141	143
Y. Partida	R. Schmidt	P. Ayala	S. Kaiser	D. Garcia	Y. Magana

110	112	113	114	130	131
M. Mon	C. Garcia	C. Morales	N. Camarena	L. Cavazos	B. Nieto

111
N. Avalos

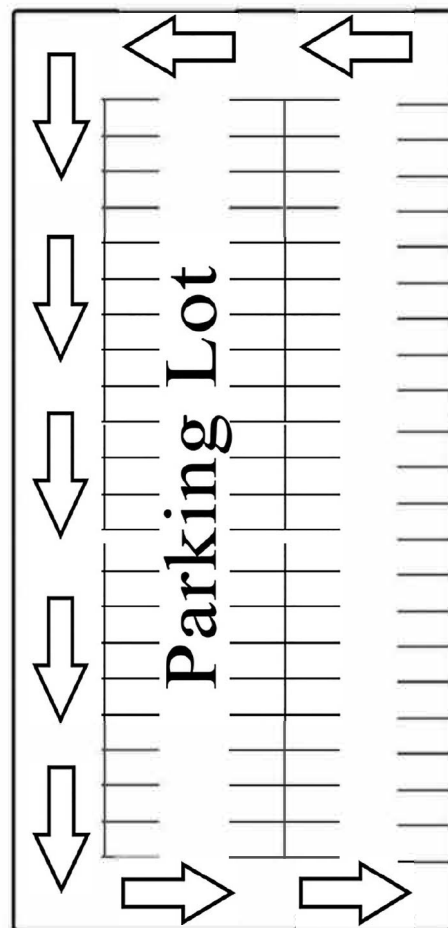
Girls RR	Boys RR	A. Modrano
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122  
W. Romero

115
A. Salinas
Support Center
120
Teachers Lounge
116
S. Lopez
Girls RR
Boys RR

119	118
A. Lira	G. Campos

Gym
H. Garza
G. Monteagudo
R. Muhammad
J. Rodriguez



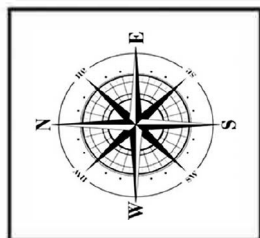
Entrance

Sprague St.

Exit

Administration Bldg.

		Lobby	C. Ponce	M. Hiasosa
A. Castro	M. Castro	Storage	M. Ramos	Nurse
L. Monteagudo	Lounge	Conference Rm.	J. Ortega	V. Galloso
R. Flores				Girls RR
L. Liguera	M. Leal	M. Salinas	Mechanic Rm.	Boys RR
		Storage	Storage	Custodial Closet



# STPA 2020-2021 Phone Directory

RM	NAME	EXT	A	B		DEPT.	TEAM	GR.
140	Alejandro, Jocelyn	2655	3	3		Math	83	8
301	Auensmith, Kristi	8583	2	BETA		Fine Arts		7/8
111	Avalos, Nadia E	2638	2	2		Lang. Arts	71	7
137	Ayala-Gonzalez, Patricia	2652	2	3	Dept. Leader	Lang. Arts	83	8
202	Berrones, Maribel	2659	4	1		Tech App	84	8
136	Bonura, Luke	2651	2	1		Lang. Arts	84	8
142	Brown, Sonia L	2657	3	4		Math	72	7
114	Camarena, Nilda	2641	1	2		Science	71	7
121	Campos, Georgina	2630	SET	SET		CMC		7/8
130	Cavazos, Laura	2645	1	1		Science	84	8
106/Intercom- 105	Comple, Alex	2635	4	1		History	84	8
A-205 / B-118-pm	Cortez, Arnoldo	2636/2634	4	1		Art	84	7/8
121	Flores, Elizabeth	2630	SET	SET		Special Ed		7
112	Garcia, Cassandra	2639	1	3		Science	83	8
141	Garcia, Diana	2668	3	1		Math	84	8
201	Garza, Alfredo	2646	1	1	Dept. Leader	Science	84	8
GYM /int-off-320	Garza, Herlinda	2661	3	2		Coach	71	7/8
138	Gill, Robert	2656	3	3	Dept. Leader	Math	83	8
108/Intercom-106	Gonzalez, Alberto	2643	4	4		Tech App	72	7/8
121	Gonzalez, Rosa	2630	SET	SET		Sp. Ed.		8
105/intercom-108	Guerra, Nytashah	2649	2	2		Lang. Arts	71	7
133	Gutierrez, Jaclyn	2665	2	4		Lang. Arts	72	7
302	Jeter, Ying Ching	8584	BETA	3		Music	83	7/8
139	Kaiser, Sharon	2654	3	1		Math	84	8
104	Leo, Ruben	2633	4	1	Team Leader	History	84	8
119	Lira, Armando	2644	4	2	Dept. Leader	Tech App	71	7/8
143	Magaña, Yaquelin	2658	3	2		Math	71	7
102	Maldonado, Cynthia	2631	4	4		History	72	7
303	Martinez, Rozanne	2642	2	3		Music	83	7/8
110	Mon, Maria P.	2637	1	4		Science	72	7
GYM/int-off-311	Monteagudo, Gerardo	2667	3	1	Dept. Leader	Coach	84	7/8
113	Morales, Christopher	2640	1	2	Team Leader	Science	71	7
GYM/int-off-311	Muhammad, Raheem	2667	3	4	Team Leader	Coach	72	7/8
131	Nieto, Blanca	2648	1	4	Dept. Leader	Science	72	7
134	Partida, Yolanda	2647	3	2		Math/Spanish	71	7
103	Ramirez, Josette	2669	4	2		History	71	7
132	Ramirez, Julia	2650	2	4		Lang. Arts	72	7
109	Rodriguez, Isabel	2671	1	3		Spanish	83	8
Gym/int-off-320	Rodriguez, Jacqueline	2661	3	3		Coach	83	7/8
101	Salas, Ruben	2632	4	3	Dept. Leader	History	83	8
115	Salinas, Annalisa	2670	2	4		Lang. Arts	72	7
135	Schmidt, Robert	2653	2	1		Lang. Arts	84	8
204	Starr, Kathy	2660	4	3		Tech App	83	8
203	Trevino, Daren	2663	1	3	Team Leader	Science	83	8
ISS	Mario Muñoz	2616				ISS		x
Lab 206/Lab 207		2672/2673						
Admin. Office	Bautista, Ashley	2600				Receptionist		
PRINCIPAL	Castro, Ana L.	2610				Principal		
Special Services	Cisneros, G/G. Hdz/L. Pena	2619/2618/2620			Sandra Loya-2664	Rec/Diagnostician		
Admin. Office	Conference/Testing Rm	2617/2615						
Para's	Flores, Max	Lupita Vacio			Maria G. Hinojosa	Elizabeth Lomas	Idelia Ortega	
Admin. Office	Flores, Rolando	2602				Bookkeeper		
Nurse	Galloso, Vivian	2611				Nurse		
Librarians	Garza, N./M.E. Sandoval	8525				Circulation Desk		
Main./Bus Trans.	Gutierrez,A./ Hernandez, R	8522/8523	318-8523		After 5 PM--	Elva Villarreal	(956) 494-4962	
Admin. Office	Hinojosa, Maricela	2612/8513				Wellness Spec.		
Counselor's Sec.	Leal, Monica	2601				Counselor's Sec.		
COUNSELOR-8 <sup>th</sup>	Liguez, Lillia	2605				Counselor		
123	Medrano, Alex	4277				956-373-0400	Tech	
Admin. Office	Monteagudo, Elisa	2604				Principal's Sec.		
Asst. Principal-8 <sup>th</sup>	Ochoa, Mari	2609				Asst. Principal		
Admin. Office	Ortega, Jesus	4285				Technology		
Admin. Office	Ponce, Cindy	2612/8512				Social Worker		
Admin. Office	Ramos, Maricela	2603				PEIMS/Att. Clk.		
122-Asst. Principal-7 <sup>th</sup>	Romero, Wilmer	2607				Asst. Prin.		
COUNSELOR-7 <sup>th</sup>	Salinas, Maria G.	2606				Counselor		
AEP/BETA	Torres, Eduardo	8589			AEP	C. Pacheco-Mer	AEP- ext. 6379	
Cafeteria	Venegas, Maryvel	8521			Cell # 266-0241	Cafeteria Mgr.		

## Employee Agreement for Acceptable Use of the Electronic Communication System

You are being given access to the District's electronic communications system. Through this system, you will be able to communicate with other schools, colleges, organizations, and people around the world through the Internet and other electronic information systems/networks. You will have access to hundreds of databases, libraries, and computer services all over the world.

With this educational opportunity comes responsibility. It is important that you read the District policy, administrative guidelines, and agreement form and ask questions if you need help in understanding them. Inappropriate system use will result in the loss of the privilege of using this educational and administrative tool.

Please note that the Internet is a collection of many information systems. You may run across some material that you might find objectionable. While the District will use filtering technology to restrict access to such material, it is not possible to absolutely prevent such access. It will be your responsibility to follow the rules for appropriate use.

### **RULES FOR APPROPRIATE USE**

- The account is to be used mainly for educational purposes, but some limited personal use is permitted.
- You will be held responsible at all times for the proper use of your account, and the District may suspend or revoke your access if you violate the rules.
- Remember that people who receive e-mail from you with a school address might think your message represents the school's point of view.

### **INAPPROPRIATE USES**

- Using the system for any illegal purpose.
- Disabling or attempting to disable any Internet filtering device.
- Encrypting communications to avoid security review.
- Borrowing someone's account without permission.
- Downloading or using copyrighted information without permission from the copyright holder.
- Intentionally introducing a virus to the computer system.
- Posting messages or accessing materials that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.
- Wasting school resources through improper use of the computer system.
- Gaining unauthorized access to restricted information or resources.

### **CONSEQUENCES FOR INAPPROPRIATE USE**

- Disciplinary or legal action, in accordance with District policies and applicable laws.

I understand that my computer use is not private and that the District will monitor my activity on the computer system. I have read the District's electronic communications system policy and administrative regulations and agree to abide by their provisions. In consideration for the privilege of using the District's electronic communications system and in consideration for having access to the public networks, I hereby release the District, its operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my use of, or inability to use, the system, including, without limitation, the type of damages identified in the District's policy and administrative regulations.

**PRINTED NAME:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_