

South Texas Independent School District

District Improvement Plan

2020-2021



South Texas ISD Board of Directors Approved on December 8, 2020

Vision

Our call to action:

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

Core Beliefs

We Believe:

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

Our Learner Outcomes:

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

Our Learner Profile

Resiliency:

- Flexible
- Optimistic
- Dedicated
- Self-motivated
- Persistent

- Tenacious
- Self-disciplined
- Inventive

Communicator

- Net workable
- Persuasive
- Topical (current events)
- Culturally inclusive
- Multilingual
- Collaborative
- A listener
- Confident

Problem Solving

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

Integrity

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

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Comprehensive Needs Assessment

Needs Assessment Overview

South Texas ISD continues to provide high-quality instruction through online and in-person interaction. The shut down of in-person instruction in March 2020 impacted the academic, social, and physical education progress of all students. The elimination of state assessments for the Spring of 2020 removed that component of formative assessment data.

South Texas ISD started the phased-in reopening of campuses in September 2020. The majority of parents and students chose to remain in distance learning instruction. Additional students returned to campuses for in-person learning starting the second term in October 2020. It is anticipated that the second semester of 2020-2021 will see more students on campuses.

Documents with the data reviewed for the annual needs assessment are located on the district website at:
<https://www.stisd.net/about/accountability-needs-assessment>

Demographics

Demographics Summary

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

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

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

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

Demographics Strengths

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

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

Student Achievement

Student Achievement Summary

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

Three national blue ribbon schools.

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

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

Student Achievement Strengths

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

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

Student volunteer hours are high.

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

District Culture and Climate

Staff Quality, Recruitment, and Retention

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

Curriculum, Instruction, and Assessment Strengths

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

Parent and Community Engagement

Parent and Community Engagement Summary

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

Parent and Community Engagement Strengths

Campus Parent, Student, Teacher Organizations (PTSO)

Parent Connection Meetings throughout the Rio Grande Valley

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

Summer New Scholars Academy for all new incoming students.

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

District Context and Organization

District Context and Organization Summary

The focus is on the student. The adults within the organization provide support and service to students and families.

District Context and Organization Strengths

Strong student performance in every indicator looked at.

Students and faculty passionate about learning.

High student attendance rates.

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

Technology

Technology Summary

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

Technology Strengths

Instructional Technology Specialist available

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

Wifi on buses in place for several years.

Increased bandwidth available to students and faculty.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- School safety data
- Enrollment trends

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals


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


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


Evaluation Data Sources: 2020-2021 student enrollment numbers.


Summative Evaluation: None

Strategy 1: Changes to the district and campus recruitment activities. Strategy's Expected Result/Impact: 2020-2021 student enrollment numbers reached for each STISD campus. Staff Responsible for Monitoring: None Title I Schoolwide Elements: 3.2 Funding Sources: Recruitment activities for students and parents. - 199 - General Fund	Reviews			
	Formative			Summative
	Jan	Mar	June	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

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

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

Evaluation Data Sources: 2020-2021 Campus Course Offerings.

Summative Evaluation: None





<p>Strategy 1: Changes to the individualized instructional offerings and pacing for students at the STISD high school campuses.</p> <p>Strategy's Expected Result/Impact: STISD high school students will have increased individualization of their instructional plan based upon their pacing and future goals.</p> <p>Staff Responsible for Monitoring: None</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Resources, technology, support for individualization of learning plan. - 211 - Title I, Part A School Wide</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: Parent and student contact and interactions (online and in person) at campus activities.

Summative Evaluation: None





<p>Strategy 1: Changes to the activities in the STISD Calendar for Collaboration.</p> <p>Strategy's Expected Result/Impact: Increased parent and student participation in campus activities (online and in-person).</p> <p>Staff Responsible for Monitoring: None</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: Parent and student activities. - 199 - General Fund, Parent activities - 211 - Title I, Part A School Wide, Parent and student activities. - 212 - Title I, Part C Migrant</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: Use of formative assessment data (online and in-person) to change instruction.
2020-2021 Campus Course Offerings.

Summative Evaluation: None





<p>Strategy 1: Increase the use of formative assessment data to tailor instruction.</p> <p>Strategy's Expected Result/Impact: Changes in instructional content and engagement based upon formative data.</p> <p>Staff Responsible for Monitoring: None</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Resources - 199 - General Fund, Resources - 211 - Title I, Part A School Wide, Resources - 224 - IDEA B, Special Education, Resources - 410 - Instructional Materials Allotment</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: Use and improve the quality online learning and face to face learning within instruction. Increased project-based instruction and learning.

Summative Evaluation: None

<p>Strategy 1: The use of cooperative learning strategies, project based learning, and real-world experiences at each campus and each classroom.</p> <p>Strategy's Expected Result/Impact: Increased use of cooperative learning strategies, project-based learning, and real-world experiences (online and in-person). Increased student engagement in high-level academics (online and in-person).</p> <p>Staff Responsible for Monitoring: None</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Resources - 199 - General Fund, Teacher Training Continued - 255 - Title II, Part A Training, Real-world resources - 244 - Career Technical Education</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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


Evaluation Data Sources: STISD district and campus websites, social media, and calendar of events.

Summative Evaluation: None

<p>Strategy 1: Student clubs will be encouraged to hold virtual social activities that interest our students. Examples: music concert, entertainment night, Java Night, pep-rallies, and other virtual social occasions.</p> <p>Strategy's Expected Result/Impact: Increased student connection with school and each other. The need for social connections is essential while adhering to the current covid 19 social distancing restrictions.</p> <p>Staff Responsible for Monitoring: None</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

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

Evaluation Data Sources: Student high school transcript at the end of the 8th grade school year.

Summative Evaluation: None





<p>Strategy 1: Continue the instructional and support systems at the two STISD junior highs.</p> <p>Strategy's Expected Result/Impact: Each STISD junior high student will have attained at least three high school credits by the completion of 8th grade.</p> <p>Staff Responsible for Monitoring: None</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1</p> <p>Funding Sources: Resources - 199 - General Fund, Resources and tutoring - 211 - Title I, Part A School Wide, Resources - 224 - IDEA B, Special Education, Resources and increased instruction in core areas - 199 - State Compensatory Education</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue</p>				

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

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

Evaluation Data Sources: Annual STISD attendance data.
TSDS PEIMS summer submission data.

Summative Evaluation: None

<p>Strategy 1: Improve student and teacher engagement and attendance through the use of cooperative learning strategies, project based learning, and real-world experiences at each campus and each classroom.</p> <p>Strategy's Expected Result/Impact: Increase student and teacher attendance.</p> <p>Staff Responsible for Monitoring: None</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: STAAR state assessments were not conducted state-wide (due to Covid 19 shutdown) during Spring 2020. The next available state assessment data will be in Spring 2021.

Summative Evaluation: None

<p>Strategy 1: Continue the instructional and support systems at all STISD campuses.</p> <p>Strategy's Expected Result/Impact: 85 percent of STISD students earn Meets and 50 percent earn Masters level on state assessments.</p> <p>Staff Responsible for Monitoring: None</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Resources - 199 - General Fund, Resources - 199 - State Compensatory Education, Supplemental Resources and Tutoring - 211 - Title I, Part A School Wide</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue</p>				





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

Performance Objective 4: - 90 percent of the student cohort will reach graduation completion at STISD.

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

Evaluation Data Sources: TSDS PEIMS graduation data.
STISD Graduate Report.

Summative Evaluation: None





<p>Strategy 1: Continue the instructional and support systems at the four STISD high schools.</p> <p>Strategy's Expected Result/Impact: - 90 percent of the student cohort will reach graduation completion at STISD. - 99 percent of STISD students will successfully complete graduation requirements and earn at least one endorsement.</p> <p>Staff Responsible for Monitoring: None</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Resources - 199 - General Fund</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 5: - Each student will take a college entrance exam before the end of the first semester of the year they plan to graduate.
 - 50 percent of students will attain a SAT score of 1110 or higher/ACT score of 24 or higher.

Evaluation Data Sources: STISD College Score Report.

Summative Evaluation: None

<p>Strategy 1: Continue the during the school day testing for SAT and/or ACT examinations.</p> <p>Increased student participation in advanced courses.</p> <p>Increased support for students in preparation for SAT or ACT.</p> <p>Strategy's Expected Result/Impact: Increase the number of students who take the SAT or ACT earlier in their high school experience. Increase the score reports available to the District so that there is at least one college entrance score report on each student.</p> <p>Staff Responsible for Monitoring: None</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Equity Plan</p> <p>Funding Sources: During the school day student exam fees - 199 - General Fund, During the school day student exam fees - 204 - Title IV, Part A Student Support and Academi, Resources - 211 - Title I, Part A School Wide</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





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

Performance Objective 6: - Each student achieves a passing score on one or more AP or IB exam or pass a dual credit course while enrolled at STISD.

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

Evaluation Data Sources: STISD AP and IB Participation and Score Report.

Summative Evaluation: None





<p>Strategy 1: Increase the use of formative assessment data to tailor instruction in AP and IB courses.</p> <p>Support teachers through training for AP and IB instruction.</p> <p>Continue to provide funding for AP and IB student fees as per the approved district rates.</p> <p>Strategy's Expected Result/Impact: - Each student achieves a passing score on one or more AP, IB, or dual credit course while enrolled at STISD.</p> <ul style="list-style-type: none"> - Student participation rates on AP and IB tests will remain the same or increase annually. - Qualifying AP and IB scores will increase annually. <p>Staff Responsible for Monitoring: None</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Equity Plan</p> <p>Funding Sources: Resources and exam fees funding - 199 - General Fund, Resources - 211 - Title I, Part A School Wide , Exam fees funding - 204 - Title IV, Part A Student Support and Academi</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: STISD IEP's with ARD approval.

Summative Evaluation: None





<p>Strategy 1: Continue the Admission, Review, and Dismissal committees work in ensuring that each Individual Education Plan has measurable goals which are annually updated.</p> <p>Strategy's Expected Result/Impact: 100 percent of students with Individual Education Plans include measurable goals that are annually updated.</p> <p>Staff Responsible for Monitoring: None</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Equity Plan</p> <p>Funding Sources: Resources - 199 - General Fund, Resources - 224 - IDEA B, Special Education, Teacher Training - 255 - Title II, Part A Training</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 8: Results Driven Accountability (RDA) and State Performance Plan (SPP) indicators are met annually.

Evaluation Data Sources: STISD Results Driven Accountability (RDA) Reports published by the Texas Education Agency. State Performance Plan (SPP) indicators for special education.

Summative Evaluation: None

<p>Strategy 1: Continue high quality instruction and support for all students. Strategy's Expected Result/Impact: Results Driven Accountability (RDA) indicators are met annually. Staff Responsible for Monitoring: None Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 Funding Sources: Resources - 199 - General Fund, Resources - 199 - State Compensatory Education, Resources - 224 - IDEA B, Special Education, Resources - 350 - English Language Learner</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 2: Correct deficiency in State Performance Plan (SPP) for special education students. Strategy's Expected Result/Impact: During the Spring 2020 Covid 19 shut down, one special education student was not able to be assessed for initial services due to restrictions. The district has completed this assessment and is now back in compliance with the State Performance Plan (SPP) for special education. The district will continue to focus on all SPP indicators applicable to the district. Staff Responsible for Monitoring: None Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Personnel for District Improvement Plan

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

Addendums

**Region One Migrant Education Program
Shared Service Arrangement Partner
2020-2021**



For SSAs including
Los Fresnos CISD, Point Isabel ISD, San Perlita ISD,
Santa Rosa ISD, & South Texas CISD,

ESC Migrant Education Department

Name	Email	Phone Number
Martha Hinojosa, ESC Migrant Director	mhinojosa@esc1.net	956-984-6240
Denise Anaya, Migrant Specialist	danaya@esc1.net	956-984-6187
Tana Armitage, Migrant Specialist	tarmitage@esc1.net	956-984-6248
Graciela Avila, Migrant Specialist	gavila@esc1.net	956-984-6194
Maria Elena Cortez, Migrant Specialist	mecortez@esc1.net	956-984-6252
Julissa Sandoval, Migrant Specialist	jsandoval@esc1.net	956-984-6255
Beatriz Garcia, Recruiter	beagarcia@esc1.net	956-984-6218
Priscilla Olivarez, NGS Clerk	prolivarez@esc1.net	956-984-6107

Priority for Service (PFS) Action Plan for Migrant Students

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

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

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

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

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

*The State of Texas Assessments of Academic Readiness (STAAR®) were not being administered during the spring or summer of the 2019–2020 school year.

School District: Region One SSA Partners
Region: One

Priority for Service (PFS) Action Plan

Filled Out By: Graciela Avila
Date: August 14, 2020

School Year: 2020 - 2021

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

<p>Goal(s):</p> <ul style="list-style-type: none"> • 100% of Priority for Service students will have access to supplemental instructional and support services. • 85% of Priority for Service students will be on grade level within two years • 85% of Priority for Service students will meet the state and federal academic achievement standards 	<p>Objective(s):</p> <p>The Migrant Education Program (MEP) will focus on instructional improvement resulting in migrant students meeting goals for all accountability measures. In addition, supplemental instructional and support services will be provided to meet the actual identified needs of each PFS student with MEP funding to help migrant PFS students succeed.</p>
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> ▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	Monthly, 25 th of the month	ESC NGS Clerk	PFS Reports
<ul style="list-style-type: none"> ▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	August	ESC Lead SSA Contact	PFS Action Plan
Additional Activities			
<ul style="list-style-type: none"> ▪ PFS Implementation Process will be secured 	Twice a year	ESC & Member District	Progress review
Required Strategies	Timeline	Person(s) Responsible	Documentation

Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	Monthly	ESC & Member District PFS contact	PFS Training Agenda PFS Training Sign -In PFS Action Plan NGS PFS Report PFS Progress Reviews
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria. 	Once a year	ESC Specialist & ESC Lead SSA Contact	PAC Meeting Agenda General Parent Meeting Agenda Sign-ins
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	Ongoing	ESC Lead SSA Contact	Parent Contact Log Parent Meeting Sign-In Meeting Agenda Meeting Flyer
Additional Activities			
<ul style="list-style-type: none"> Parents will be notified of the PFS activities and supplemental services available. 	Ongoing	ESC Specialist & ESC Lead SSA Contact	Contact log
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Ongoing	ESC Specialist, ESC Lead SSA Contact, and Member District PFS contact	PFS Contact Logs PFS Monthly Reports
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	Ongoing	ESC Specialist, ESC Lead SSA Contact, and Member District PFS contact	Supplemental Services Report PFS Progress Reviews Support Services Referral Log
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Ongoing	ESC Specialist, ESC Lead SSA Contact	District Improvement Plan Campus

			Improvement Plan Master List of Services
Additional Activities			
<ul style="list-style-type: none"> Migrant Book Distribution will be provided for intensive Reading and Math for PFS students 	Once a year	ESC MEP	Distribution List

GRACIELA AVILA

LEA Signature

08/14/2020

Date Completed

M. Hinojosa

ESC Signature

08/14/2020

Date Received

Definitions

Bullying

“Bullying”:

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

Cyberbullying

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

Applicability

These provisions apply to:

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

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

Policy

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

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

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

Internet Posting

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

**Prevention and
Mediation**

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

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

Education Code 37.0832

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

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

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

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

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

South Texas Independent School District

South Texas ISD World Scholars

2020-2021 Campus Improvement Plan



South Texas ISD Board of Directors Approved on December 8, 2020

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Goals

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

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

Evaluation Data Sources: Parent and student attendance at campus activities.
2020-2021 student enrollment numbers.

Summative Evaluation: None





Strategy 1: Curriculum advisement meetings for parents and students (IB, TSI, PSAT, PreIB, STC Dual Academies, UTRGV dual enrollment) Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Admin., IB Coordinator, Counselors Title I Schoolwide Elements: 3.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 2: FAFSA informational night where parents and students work with counselors to understand the financial aid process and complete financial applications Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Counselors Title I Schoolwide Elements: 3.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: STISD 2019-2020 Calendar for Collaboration.
 2019-2020 Campus Course Offerings.
 2020-2021 Campus Course Offerings.

Summative Evaluation: None





<p>Strategy 1: Continue to expand innovative and CTE course offerings in the fields of criminal justice, culinary arts, and robotics.</p> <p>Strategy's Expected Result/Impact: By offering Law Enforcement II, Court Systems and Practices, and Advanced Culinary Arts, students will be able to continue their studies of interest in a career related field. Allowing students to further their studies in these fields will allow them to gain yet another endorsement while preparing them for a career in their field of interest.</p> <p>Staff Responsible for Monitoring: Administration, Counselors, Teachers</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 2: Expand partnerships with universities to offer summer camps for students in their areas of interest.</p> <p>Strategy's Expected Result/Impact: By offering summer camps at universities, students will be able to extend their learning and apply their skills in real world situations. These summer camps will also serve to expose our students to universities around the state as they narrow the focus of their academic studies.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Counselors</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: Parent and student attendance at campus activities.

Summative Evaluation: None

Strategy 1: Survey parents and students on the types of events they would like to attend. Strategy's Expected Result/Impact: The expected result/impact of this strategy will be increased parental involvement in school organization events that will instill a sense of community within the campus. Furthermore, students will feel supported by organizational stakeholders who can also provide opportunities for student participation and involvement. Staff Responsible for Monitoring: Administration, Counselors Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 2: Develop student incentives for event attendance (theirs and parents). Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Administration, Counselors, Social Worker Title I Schoolwide Elements: 2.6, 3.2 - ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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





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

Evaluation Data Sources: Use of formative assessment data to change instruction.

2019-2020 Campus Course Offerings.

2020-2021 Campus Course Offerings.

Summative Evaluation: None





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

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

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

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

Summative Evaluation: None





<p>Strategy 1: Teachers will be using Kagen Cooperative Learning strategies in the classroom to promote student engagement and increase understanding.</p> <p>Strategy's Expected Result/Impact: Expected results and impact of this strategy include higher level of student engagement, differentiated instruction based on student learning styles, and increased relevance of learning.</p> <p>Staff Responsible for Monitoring: Content teachers, IB Coordinator, Administration</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 2: World Scholars will implement in-house professional development every Tuesday during conference periods for content teachers to explore, discuss, and evaluate best practices. These in-house professional developments will also allow teachers to lead training, thus building leadership capacity within our school.</p> <p>Strategy's Expected Result/Impact: Expected results and impact of this strategy include effective collaboration among faculty and staff, deliberate and purposeful instruction based on, research supported, best practices, increased student engagement, opportunities to build leadership capacity within our school and among our faculty.</p> <p>Staff Responsible for Monitoring: IB Coordinator Administrators Counselors</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 3: World Scholars has expanded the IB program and IB course offerings. Through these expanded course offerings, students will have increased opportunities for project-based learning by designing and completing their internal assessments.</p> <p>Strategy's Expected Result/Impact: Expected results and impact of this strategy include increased student engagement, more focused instructional relevance, and opportunities for students to explore and connect content to real world experiences.</p> <p>Staff Responsible for Monitoring: Content teachers IB coordinator Administration</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: STISD 2019-2020 Calendar for Collaboration.

Summative Evaluation: None





<p>Strategy 1: Continue to expand athletic opportunities for all students in sports such as golf, softball, and soccer. We will also begin offering athletic summer camps for students interested in competitive sports.</p> <p>Strategy's Expected Result/Impact: The expected result/impact of this strategy will be increased student engagement in extracurricular activities that will then translate into increases motivation for students to achieve high academic standards while building leadership skills among their teammates. Students will also learn how to work cooperatively with each other while also learning the importance of physical fitness. Competitive sports will also provide an outlet for students who need help balancing their academic pursuits.</p> <p>Staff Responsible for Monitoring: Administration, coaches, counselors</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: Annual STISD attendance data.
TSDS PEIMS summer submission data.

Summative Evaluation: None

Strategy 1: 1. Develop student and teacher incentives for campus attendance. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: PEIMS Clerk, Administration, Counselors, Social Worker Title I Schoolwide Elements: 2.4, 2.6	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: 2019-2020 STAAR Score Reports.

Summative Evaluation: None





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

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

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

Evaluation Data Sources: TSDS PEIMS graduation data.
STISD Graduate Report.

Summative Evaluation: None





Strategy 1: Routine progress checks for all students Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Counselors Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 2: Credit recovery programs for all students. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Teachers, Counselors, Instructional Technology Specialist Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: STISD College Score Report.

Summative Evaluation: None

Strategy 1: All students will take college readiness courses. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Administration, Counselors, Teachers Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 2: All students will participate in SAT school day Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Administration, Counselors Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





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

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

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

Evaluation Data Sources: STISD AP and IB Participation and Score Report.

Summative Evaluation: None





<p>Strategy 1: The school will offer a wider variety of IB courses to all students.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Administration, Counselors, Instructional Technology Specialist, IB Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 2: Students' academic progress will be routinely monitored and interventions will be designed to address student progress.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Counselors, Teachers, IB Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: STISD IEP's with ARD approval.

Summative Evaluation: None





<p>Strategy 1: Curating and analysis of data from all teachers to help guide students' educational plan.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Teachers, SPED teachers, Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

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

Summative Evaluation: None

Strategy 1: Routine data analysis to guide academic intervention. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Administration, Counselors, Teachers, Instructional Technology Specialist, IB Coordinator Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

South Texas Independent School District

South Texas ISD Medical Professions

2020-2021 Campus Improvement Plan



South Texas ISD Board of Directors Approved on December 8, 2020

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

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

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

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

Our students are also required to perform seventy-five hours of community service, thus promoting responsibility and pride in their local communities. In connection with this goal, Medical Professions is supported by partnerships and working relationships with, Altas Palmas Veterinary Clinic, Alta Vista Nursing Home, Alpine Adult Day Care, Autreys (Brownsville), Brownsville Community Health Center, Brownsville Fire/Rescue, Brownsville Rehabilitation Services, Burke Children's Dentistry (Harlingen), CVS Pharmacy (Brownsville, McAllen & Port Isabel), De La Rosa-Martinez Dentistry (San Benito), Doctor's Hospital at Renaissance, Dr. Emilio Hernandez (Brownsville-Dentist), Dr. Sanusi MD, Golden Palms, Gulf Coast Eye Institute, Harlingen South Texas Emergency EMS, Harlingen Family Denistry, Harlingen Medical Center, Knapp Medical Center, Los Ebanos Family Dentistry(Brownsville), Los Fresnos Ambulance Service, Med-Care-McAllen, Muniz Pharmacy (Harlingen), Fry's San Benito, Rio Grande State Center, Paws-n-Claws Veterinary Clinic, Ramos-Boyd Dentistry (Harlingen), RGV Endodontics (Edinburg), Saenz Pharmacy (McAllen), Salinas Pharmacy (Harligen), San Benito Medical Associates, Solara Hospital, Spanish Meadows Nursing Center, South Padre Island Fire/Rescue, South Texas Emergency Care Foundation-Harlingen, Sunshine Haven, The Eye Experts, The City of Port Isabel EMS, The City of South Padre Island Fire Department, Xavier Leo's Family Dentistry (Brownsville), Valle-Villarreal Dental Center (Brownsville), Valley Baptist Medical Center Brownsville, Valley Baptist Medical Center Harlingen, Valley Cancer Associates, Valley Children's Clinic, Valley Regional Medical Center, Veranda Nursing Home and Rehab, Valley Grande Manor Nursing Home, and Walgreens (Edinburg & Brownsville)

School Culture and Climate

School Culture and Climate Summary

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

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

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

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

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

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

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

School Culture and Climate Strengths

STISD Medical Professions

Site-Based Decision Making Council Members

2020-2021

Administrators

Harry Goette

William McKinney

Jose Lucio

Parents/Community Members

Margarita Nava

Manuel Chacon

Chris Chizek

Patricia Palomo

Jonathon Ibarra

Support Staff

Gilberto Arreola

Cinthia Alvarado

Meagan Attebery

Mateo Castillo

Cheryl Fultz

Candace Guillen

Mayela Solana

Luz Griselda Zamora

Teachers

All teachers serve as members of the SBDM

Anabel Aldrete

Lisa Aguilar

Elizabeth Arredondo

Monica Avila

Gabriela Barboza

Ada Barrera

Denise Barrera

Bradford Berryman

Crystaline Breier

Thelma Camacho

Deborah Cantu

Gwyn Carmean

Elizabeth Carr

Christina Chase

Jose Colon

Cody Ferguson

Emily Finch

Erendira Garcia

Martha Garcia

David Garza

Guillermo Gomez

Esmeralda Gracia
Patricia Hernandez
Haley Hodge
Joseph Human
Anthony Hughes
Andrew Keating
Victor Loya
Noemelch Lumang
Vanessa Manrique
Mireya Marroquin
Edna Martinez
Tomas Ramos
Shahn Reber
Emily Reece
Edward Reza
Michele Richardson
Herlinda Robles
Elizabeth Rocha
Efren Rodriguez
Josey Rodriguez
Rosanne Rudd
Ana Ruvalcaba
Maria Saenz
Rosalva Salas

Adam Salazar
Rene Saldivar
Bruno Sanchez
Hugo Sanchez
Linda Saucedo
Luis Sepulveda
Gerri Swider
Edward Varnam
Francisco Vazquez
Hanani Vasquez
Diana Williams
Eva Williamson

Students

Michele Villasana
Jeremias Nunez
Symone Garcia
Joyce Macalling
Allison Mireles
Luis Ramirez
Eros Perez-Baez
Sudar Elangovan

Goals

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

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

Evaluation Data Sources: Parent and student attendance at campus activities.
2020-2021 student enrollment numbers.

Summative Evaluation: None

<p>Strategy 1: 1) Establish opportunities for community groups and individuals to visit and establish relationships with campuses.</p> <p>We will expand our opportunities for the community and individuals to establish relationships with our campus.</p> <ol style="list-style-type: none"> 1. Recruitment virtual visits by schools and universities interested in Medical Professions. 2. Virtual presentations by our community partners to support our instructional program. 3. Group and individual virtual tours of the campus to educate the community about the campus and district mission. 4. Recruitment activities will include male students to encourage more interest by male students in the Medical Professions. <p>Strategy's Expected Result/Impact: Better understanding of our program offerings by the community that we serve.</p> <p>Staff Responsible for Monitoring: District Public Relations Staff</p> <p>Webmaster</p> <p>Social Media Coordinator</p> <p>Campus Instructional Technologist</p> <p>Administration</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 - General Fund</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June



No Progress



Accomplished



Continue/Modify







Discontinue

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

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

Evaluation Data Sources: STISD 2019-2020 Calendar for Collaboration.
 2019-2020 Campus Course Offerings.
 2020-2021 Campus Course Offerings.

Summative Evaluation: None

<p>Strategy 1: Principal and technology specialist will design and implement a campus technology plan.</p> <p>Use the Wi-Fi available for example, hotspots, laptops, iPads, and LMS (itsLearning) to facility effective traditional, blended, and virtual instruction.</p> <p>Strategy's Expected Result/Impact: Staff and student's proficiency in the utilization of emerging technologies.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Students</p> <p>Technology Specialist</p> <p>Librarian</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I, Part A School Wide, - 410 - Instructional Materials Allotment</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: Parent and student attendance at campus activities.

Summative Evaluation: None

<p>Strategy 1: The Parent Connection program encourages parents to participate in the educational, social and emotional development of their son or daughter. Further, it helps parents create a support and networking system with each other. All meetings are held in English and Spanish, with topics that relate to adolescents and/or families, Family Literacy, and Parent/Family Engagement. The STISD Parent Connection Meeting will be held virtually via the Zoom platform. Topics for the meeting are presented by STISD Staff and guest speakers.</p> <p>Strategy's Expected Result/Impact: Increase in parent participation at meetings.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Assistant Principal</p> <p>Social Worker</p> <p>Counselors</p> <p>Teachers</p> <p>Title I Schoolwide Elements: 2.5, 3.1, 3.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A School Wide, - 212 - Title I, Part C Migrant</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June





<p>Strategy 2: Medical Professions website and social media provides parents, students and the community information about campus and district resources. With this connection to the campus, they will be able to view information related to the educational opportunities at Medical Professions. Internet access improves communication among teachers, parents and students leading to greater academic performance.</p> <p>Strategy's Expected Result/Impact: Parents, students and the community will be provided real time information about Medical Professions.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Assistant Principal</p> <p>Social Worker</p> <p>Counselors</p> <p>Teachers</p> <p>Students</p> <p>Title I Schoolwide Elements: 2.5, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A School Wide</p>	Reviews				
	Formative			Summative	
	Jan	Mar	June	June	
0% No Progress		100% Accomplished		Continue/Modify	Discontinue

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

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

Evaluation Data Sources: Use of formative assessment data to change instruction.
2020-2021 Campus Course Offerings.

Summative Evaluation: None





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

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

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

Evaluation Data Sources: Use and improve the quality of traditional and virtual learning.
Increased project-based instruction and learning.

Summative Evaluation: None





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

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

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

Evaluation Data Sources: STISD district and campus website, social media, and calendar of events.

Summative Evaluation: None





<p>Strategy 1: Medical Professions will encourage student and parent virtual participation in district extracurricular events, such as Texas HOSA, UIL, Chess, Battle of the Books, PASF, and softball, soccer games, and Parent Connections meetings.</p> <p>Strategy's Expected Result/Impact: Social and community interactions</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 - General Fund, - 244 - Career Technical Education</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: Annual STISD attendance data.
TSDS PEIMS summer submission data.

Summative Evaluation: None

<p>Strategy 1: School attendance is both a right and a responsibility. Medical Professions is an active partner with students and parents in the task of ensuring that all students meet or exceed learning standards. Because Medical Professions recognizes that consistent school attendance, academic success and school completion have a positive correlation, the campus will develop, review, and if necessary, revise a Comprehensive Student Attendance Policy. Improve student and teacher engagement and attendance through the use of innovative virtual instruction as well as cooperative learning strategies, project based learning, and real-world experiences.</p> <p>Strategy's Expected Result/Impact: When attendance rate improves with goal of meeting or exceeding 98 percent for all student groups.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Assistant Principal</p> <p>Social Worker</p> <p>Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF</p> <p>Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





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

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

Evaluation Data Sources: STAAR state assessments were not conducted state-wide (due to Covid-19 shutdown) during Spring 2020. The next available state assessment data will be in Spring 2021.

Summative Evaluation: None

<p>Strategy 1: STAAR/EOC: Teachers will plan and implement a comprehensive process for improving student performance, review campus and individual performance data, and use formative assessments, course blueprints/assessed curriculum. Student-centered instructional strategies will be used to improve levels of engagement in all subjects. Utilize STAAR blueprints, performance level indicators, writing resources, and other materials on TEA website: http://www.tea.state.tx.us/student.assessment/staar/ Utilize district databases. Assess in EOC format. Exams and quizzes should reflect essential learning objectives. Relationship building and student support/remediation in all EOC subjects. Sep-Nov remediation for Dec EOC testing window. Spring 2021 content support for March and May EOCs.</p> <p>Strategy's Expected Result/Impact: Target EOC performance scores: 100% Approaches, 90% Meets, and 50-70% Masters performance levels.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Assistant Principal</p> <p>Team Leaders</p> <p>Counselors</p> <p>Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A School Wide, - 224 - IDEA B, Special Education, - 244 - Career Technical Education, - 410 - Instructional Materials Allotment</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June

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





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

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

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

Evaluation Data Sources: TSDS PEIMS graduation data.
STISD Graduate Report.

Summative Evaluation: None





<p>Strategy 1: Conduct goal-setting sessions for all students virtually/face-to-face. Assist students in setting post secondary and career choice decisions. Review college and career goals using My College Options Student Survey. Follow-up support to ensure that students maintain goals needed for success at high school and beyond.</p> <p>Strategy's Expected Result/Impact: All students and parents will be better informed about college and careers.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Assistant Principal</p> <p>Team Leaders</p> <p>Counselors</p> <p>Teachers</p> <p>Students</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 3.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 - General Fund</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress		 Accomplished		
 Continue/Modify		 Discontinue		

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

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

Evaluation Data Sources: STISD College Score Report.

Summative Evaluation: None

<p>Strategy 1: Continue the District's initiative of school day testing for SAT and/or ACT examination for 2020-2021 school year.</p> <p>Strategy's Expected Result/Impact: Increase the number of students who take the SAT or ACT earlier in their high school experience. Increase the score report available to the District so that there is at least one college entrance score report on each student.</p> <p>Staff Responsible for Monitoring: Teachers Administrators Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A School Wide, - 204 - Title IV, Part A Student Support and Academic</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





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

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

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

Evaluation Data Sources: STISD AP and IB Participation and Score Report.

Summative Evaluation: None





<p>Strategy 1: Increase the use of formative assessment data, effective AP resources and course sequences to tailor and focus instruction in AP courses. Support teachers through AP training. Effective instructional resources include course and exam descriptions, UWorld test banks, AP Classroom unit guides, and AP daily videos.</p> <p>Strategy's Expected Result/Impact: Increase number of students taking AP exams and higher performance rates.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Assistant Principal</p> <p>Team Leaders</p> <p>Counselors</p> <p>Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p> <p>Funding Sources: - 199 - General Fund, - 204 - Title IV, Part A Student Support and Academi, - 211 - Title I, Part A School Wide</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress		 Accomplished		
 Continue/Modify		 Discontinue		

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

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

Evaluation Data Sources: STISD IEP's with ARD approval.

Summative Evaluation: None





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

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

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

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

Summative Evaluation: None

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

South Texas Independent School District

South Texas ISD Health Professions

2020-2021 Campus Improvement Plan



South Texas ISD Board of Directors Approved on December 8, 2020

Mission Statement

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

Vision

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

Value Statement

We Believe:

- that the entire community shares the responsibility of promoting the success of the school's mission by creating a support system for all learners;
- that challenging academics are developed, facilitated, and maintained by the school community across a diverse student population;
- that a positive and safe school climate is essential to the learning process;
- that the application of knowledge and skills will be an integral part of our instructional programs;
- that students and teachers need to become proficient in accessing, evaluating, and using information, resources, and current technology;
- that students learn in a variety of ways and that classroom instruction and assessment should reflect these individual styles;
- that personal growth is enhanced by increased self-esteem, cultural awareness through positive relationships, and mutual respect among and between students and staff;
- that students will participate in a career program which will enable them to successfully transition into higher education and/or the work force;
- and, that the special needs of each student are identified, addressed, and accommodated.

In addition...

WE BELIEVE that . . .

each individual is unique and has intrinsic worth.

all students have the potential to be successful learners.

hard work and perseverance are necessary to achieve full potential.

learning happens best when it is exercised as a choice.

focused teaching and learning is paramount to growth and development.

change creates opportunity.

lifelong learning is vital in a changing world.

learning is both an individual and shared responsibility.

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

a safe environment is essential for learning.

understanding and respecting diverse cultures, ideas and values is
essential in a global society.

integrity is the foundation upon which to build trust.

education is an investment in community well-being.

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Class size averages by grade and subject
- School safety data

Employee Data

- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

- Professional development needs assessment data





Goals

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

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

Evaluation Data Sources: Parent and student attendance at campus activities.
2020-2021 student enrollment numbers.

Summative Evaluation: None





<p>Strategy 1: Ensure that all communication and recruiting materials emanating from the campus includes reference to South Texas Independent School District (example: stisd.net) as our umbrella organization to include:</p> <ul style="list-style-type: none"> - school/club/class paraphernalia -correspondence, -telephone greetings, -business cards, -student planners, -create a slogan which highlights our pathways (medicine, technology, engineering, etc. -Create YouTube videos highlighting the districts and campuses -Invite stakeholders to visit the STISD campuses. <p>Strategy's Expected Result/Impact: There will be a demonstrated connection between STISD and Health Professions. Health Profession's successes and flagship status will be recognized as emanating from the umbrella organization of STISD.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team Faculty/Staff</p> <p>Title I Schoolwide Elements: 2.5, 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: STISD 2019-2020 Calendar for Collaboration.
 2019-2020 Campus Course Offerings.
 2020-2021 Campus Course Offerings.

Summative Evaluation: None

<p>Strategy 1: Ensure that all existing, as well as proposed programs and partnerships, are marketable for students.</p> <p>Strategy's Expected Result/Impact: Successful completion of programs emanating from partnerships will lead to marketable skills for students.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team Faculty/Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 2: Establish new and enhance existing networks and invite guests to campus to showcase student achievement and state of the art programs.</p> <p>Strategy's Expected Result/Impact: All programs and partnerships will be marketed locally, statewide and nationally in an effort to increase the marketability of our students and program.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team Faculty/Staff</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





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

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

Evaluation Data Sources: Parent and student attendance at campus activities.

Summative Evaluation: None

<p>Strategy 1: Host academic intervention sessions at various times of day to include parental visits to classroom. Strategy's Expected Result/Impact: Parents and students will be informed of academic intervention resources. Staff Responsible for Monitoring: Campus Leadership Team Faculty/Staff Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 2: Provide training for faculty/staff on proactive intervention strategies. Strategy's Expected Result/Impact: Faculty/staff will be proactive in implementing intervention strategies. Staff Responsible for Monitoring: Campus Leadership Team Faculty/Staff Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 3: Provide teachers with data reflecting grade distribution every grading period. Strategy's Expected Result/Impact: Teachers will utilize data reflecting grade distribution to modify instruction as an intervention strategy. Staff Responsible for Monitoring: Campus Leadership Team Faculty/Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 4: Use research based strategies (clearly defined learning objectives, check for understanding, differentiated instruction) as identified with formative walkthroughs to enhance student success. Strategy's Expected Result/Impact: There will be an increase in student performance. Staff Responsible for Monitoring: Campus Leadership Team Faculty/Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June

<p>Strategy 5: Use data disaggregation software, formative collaboration, and teacher collaboration to identify and remedy student learning gaps.</p> <p>Strategy's Expected Result/Impact: Teacher will use data disaggregation software, formative collaboration, and teacher collaboration to identify and remedy student learning gaps.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team Faculty/Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 6: Measure effectiveness of student intervention efforts and utilize results to drive future intervention strategies.</p> <p>Strategy's Expected Result/Impact: Teachers will utilize student intervention effort results to drive future intervention strategies.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team Faculty/Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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





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

Evaluation Data Sources: Use of formative assessment data to change instruction.

2019-2020 Campus Course Offerings.

2020-2021 Campus Course Offerings.

Summative Evaluation: None





<p>Strategy 1: Share examples of profound learning demonstrated by faculty and students with faculty/staff, through classroom visits, at district school visits, at District Collaborative Team meetings, and on school website.</p> <p>Strategy's Expected Result/Impact: Establish a common meaning for profound learning, with concrete examples.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team BETA Testers Faculty/Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 2: Conduct a comprehensive review of the literature to define and identify strategies that will lead to vertically and horizontally aligned curriculum, instruction, and assessment.</p> <p>Strategy's Expected Result/Impact: Faculty/staff will utilize research to vertically and horizontally align curriculum, instruction, and assessment.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team Faculty/Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

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

Summative Evaluation: None





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

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

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

Evaluation Data Sources: STISD 2019-2020 Calendar for Collaboration.

Summative Evaluation: None





<p>Strategy 1: Utilize social media to advertise and inform stakeholders and the public about inter-campus sporting and academic events.</p> <p>Strategy's Expected Result/Impact: Contemporary communication methods will aid in the effective planning of the inter-campus events.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team Faculty/Staff Students</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 2: Develop and maintain a competition program to include academic and sports competitions among our sister schools in volleyball, basketball, Battle of the Books, softball, chess, Academic UIL, soccer and flag football.</p> <p>Strategy's Expected Result/Impact: Effective planning and implementation of inter-campus events will assist in the development of the whole person for our students.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team Faculty/Staff Students</p> <p>Title I Schoolwide Elements: 2.4, 3.1</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: Annual STISD attendance data.
TSDS PEIMS summer submission data.

Summative Evaluation: None





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

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

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

Evaluation Data Sources: 2019-2020 STAAR Score Reports.

Summative Evaluation: None

<p>Strategy 1: Provide faculty and staff with disaggregated data on prior year performance. Strategy's Expected Result/Impact: State assessment scores will improve and at least approach stated goals. Staff Responsible for Monitoring: Campus Leadership Team Faculty/Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 2: Encourage the use of formative assessment and data disaggregation software to drive instruction. Strategy's Expected Result/Impact: State assessment scores will improve and at least approach stated goals. Staff Responsible for Monitoring: Campus Leadership Team Faculty/Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 3: Provide dedicated tutorials for students in the state assessment subject matter. Strategy's Expected Result/Impact: State assessment scores will improve and at least approach stated goals. Staff Responsible for Monitoring: Campus Leadership Team Faculty/Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				





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

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

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

Evaluation Data Sources: TSDS PEIMS graduation data.
STISD Graduate Report.

Summative Evaluation: None

<p>Strategy 1: Continue to investigate/implement new partnerships and opportunities which will keep pace with the local, state, national, and international market.</p> <p>Strategy's Expected Result/Impact: New partnerships will be implemented which will result in our campus keeping pace with the local, state, national, and international market. As a result, the campus leaver rate will continue to decrease.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team Faculty/Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 2: Continue to provide group/individual/online counseling services and support designed to retain students in their Med High campus cohort through graduation.</p> <p>Strategy's Expected Result/Impact: Staff calendars and mail-outs will reflect group/individual/online counseling services and support designed to retain students in their Med High campus cohort through graduation.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team Faculty/Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: STISD College Score Report.

Summative Evaluation: None

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

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

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

Evaluation Data Sources: STISD AP and IB Participation and Score Report.

Summative Evaluation: None

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

Strategy 4: Ensure that an effective monitoring system is in place to ensure that all students are registering for the college entrance exams.


Strategy's Expected Result/Impact: Each student will have taken a college entrance exam before the end of the first semester of the year they plan to graduate, thus maximizing attempts to raise scores on the exam.
 Students entering professional programs will be more competitive.
 Students will not be hindered by cost of the exam/s.


Staff Responsible for Monitoring: Campus Leadership Team
 Faculty/Staff

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Reviews			
Formative			Summative
Jan	Mar	June	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

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

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

Evaluation Data Sources: STISD IEP's with ARD approval.

Summative Evaluation: None





<p>Strategy 1: Implement a monitoring system that ensures that measurable goals are annually updated.</p> <p>Strategy's Expected Result/Impact: Students will receive instruction, and thus be able to learn, because of the utilization of strategies that meet their particular needs.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team District Special Education Staff Campus Special Education Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

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

Summative Evaluation: None

<p>Strategy 1: Periodically review PBM indicators to ensure that goals are being met.</p> <p>Strategy's Expected Result/Impact: Health Professions will continue to be recognized as a premiere learning institution, as will STISD as the umbrella organization.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team Faculty/Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

South Texas Independent School District

South Texas ISD Science Academy

2020-2021 Campus Improvement Plan



South Texas ISD Board of Directors Approved on December 8, 2020

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Total females-

Total males-

Asian females-

Asian males-

Black/African American males-

Hispanic females-

Hispanic males-

Native Hawaiian/Pacific Islander male-

Two or more races females-

Two or more races males-

White females-

White males -

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

SAT

YEAR	SCIENCE ACADEMY		NATIONAL		TEXAS	
2019-2020	1202		1051		1010	
2018-2019	1215		1059		1022	
2017-2018	1234		1068		1032	
2016-2017	1247		1070		1019	
2015-2016	1148	**1679	1006	**1490	956	**1410

ACT

YEAR	SCIENCE ACADEMY	NATIONAL	TEXAS
2019-2020	28.1	20.6	20.2
2018-2019	25.8	20.7	20.5
2017-2018	25.5	20.8	20.6
2016-2017	25.7	21	20.7
2015-2016	26.1	20.8	20.6

Student Learning Strengths

- Ranked 3rd in Texas for “High Schools with the Best Teachers” *Niche* (2019)
- Ranked 13th in Texas for “Best Public High Schools” *Niche* (2019)
- Named a “School to Learn From” award sponsored by Teach for America, which highlights the schools that provide excellent education for students (2018).
- Ranked 254 in Newsweek “America’s Top High Schools 2016” (only campus from the Rio Grande Valley)
- Ranked 21 in the nation (April 2014) 15 in the nation (June 2012) and 12th in the nation (June, 2011) by The Washington Post

- Ranked 21st in Texas for “Best High Schools” *U.S. News and World Reports* (2019)
- Ranked 151st in the nation for “Best High Schools” *U.S. News and World Reports* (2019)
- Selected by the Educational Results Partnership and the Institute for Productivity in Education as a 2019 Texas Honor Roll Star School
- Project Lead The Way (PLTW) Distinguished School (2019-2020)

- Ranked 45th in the Newsweek “Beating the Odds 2016” which includes the top 500 high schools in the nation for low-income students

- Rated as an “Exemplary” campus by the Texas Education Agency in 2007 and has been rated “Exemplary” for 14 out of 15 years. In 2013 Rated “Met Standard” all Distinctions Recognized
- Nationally recognized as a National Blue Ribbon High School by the U.S. Dept. of Education in 2005
- Rated in the best high schools rating by Texas by the Texas Business Education Coalition Honor Roll for the past eight years

Problem Statements Identifying Student Learning Needs

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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- STEM/STEAM data

Employee Data

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

Goals

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

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

Evaluation Data Sources: Parent and student attendance at campus activities.
2020-2021 student enrollment numbers.

Summative Evaluation: None

<p>Strategy 1: Virtual campus tours will be provided throughout the school year that highlight our programs and emphasize the SAIL Innovation (Maker-space) lab. The tours will be advertised via social media, website, showcase and newsletters.</p> <p>Strategy's Expected Result/Impact: Highlight strengths of the campus to promote future enrollment.</p> <p>Staff Responsible for Monitoring: Counselors Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Video equipment - 211 - Title I, Part A School Wide - \$500</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 2: School campus events and accolades will be promoted on social media and website. Interviews with our students and staff on why they choose STISD will be posted on newsletter and social media.</p> <p>Strategy's Expected Result/Impact: Enhance recruitment efforts and promote Science Academy initiatives.</p> <p>Staff Responsible for Monitoring: Social media specialist Webmaster Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Shirts, snacks for campus events - 199 - General Fund - 3,000</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 3: Recruitment materials will be given to students, parents, campus club organizations as well as valley wide, for brand recognition that promote STISD and Science Academy.</p> <p>Strategy's Expected Result/Impact: Enhance community awareness of our district and campus.</p> <p>Staff Responsible for Monitoring: Faculty Counselors Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Recruitment items - 199 - General Fund - \$5,000</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June

Strategy 4: The Girls in Engineering and Science (GEMS) program will be expanded to ensure all students are afforded the opportunity to expand their knowledge on STEM related careers.

Strategy's Expected Result/Impact: Increased participation of females in STEM curriculum and career awareness

Staff Responsible for Monitoring: Faculty


Counselors


Administration


TEA Priorities: Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture

Funding Sources: Lab consumable items, Guest speaker, Lunch for participants, recruitment items - 199 - General Fund - \$7,000

Reviews			
Formative			Summative
Jan	Mar	June	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

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

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

Evaluation Data Sources: 2021-2022 Campus Course Offerings.

Summative Evaluation: None





<p>Strategy 1: Students who have complete all course work offered within a department will be supported in attending courses at the university level not offered at our campus during the school day either by physically attending UTRGV, STC, OnRamps or online.</p> <p>Strategy's Expected Result/Impact: Increased opportunities for college credits not offered at the campus level</p> <p>Staff Responsible for Monitoring: Counseling Administration</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Funding Sources: Textbooks - 211 - Title I, Part A School Wide - \$40,000, Tuition and books for programs - 211 - Title I, Part A School Wide - 5000 - \$40,000</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 2: Summer enrichment opportunities will be secured for our students through our partnerships with universities such as Rice, Stanford, John Hopkins, Cornell and Summer Institute for the Gifted.</p> <p>Strategy's Expected Result/Impact: Increase summer enrichment participation and partnerships</p> <p>Staff Responsible for Monitoring: Administration Counseling Faculty</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p> <p>Funding Sources: Tuition for programs, flights, hotel rooms, food for students, sponsor funds - 199 - General Fund - \$90,000</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 3: The 2020-21 P.A.E.2- Program of Academic Excellence via Externships will connect with site locations, build memorandums of understanding and procedures to build the program.</p> <p>Strategy's Expected Result/Impact: Recruitment and retention</p> <p>Staff Responsible for Monitoring: Program coordinator Counselors Administration</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Funding Sources: Student Blazers, lab coats, hard hats (equipment needed for on site) - 199 - General Fund - \$3,000</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: Parent and student attendance at campus activities.

Summative Evaluation: None

<p>Strategy 1: Continue to establish different types of communication channels with stakeholders via social media, newsletters (parent, nurse), parent portal and social media as well as virtual "Meet the Teacher & Open House".</p> <p>Strategy's Expected Result/Impact: Increased communication with parents.</p> <p>Staff Responsible for Monitoring: Administration Counseling Faculty</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 2: Administration in conjunction with the social worker will hold 4 parent meetings to target Title 1 information, the parent compact, family literacy and family engagement.</p> <p>Strategy's Expected Result/Impact: Increase communication with parents</p> <p>Staff Responsible for Monitoring: Administration Social worker</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





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

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

<p>Strategy 1: Students who are not being successful with virtual instruction will be invited to on-campus traditional instruction based on their quarter grades as well as their progress report grades.</p> <p>Strategy's Expected Result/Impact: Decreased failure rate</p> <p>Staff Responsible for Monitoring: Administration Teachers Counselors</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Additional desk shields for paraprofessionals. - 199 - General Fund - \$2,000</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 2: Continue utilization of interventions delineated on the pyramid of interventions to support students and improve academic performance.</p> <p>Strategy's Expected Result/Impact: Minimize failure rate Improve state/AP assessment scores</p> <p>Staff Responsible for Monitoring: Faculty Counseling Administration</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 3: The social worker and counselors will provide support to students during crisis to include the bereavement group.</p> <p>Strategy's Expected Result/Impact: Strengthen systematic support available to students</p> <p>Staff Responsible for Monitoring: Social worker Counselors Administration District wellness specialist</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Zen room - 199 - General Fund - \$500</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June

<p>Strategy 4: Student academic interventions will be enhanced through PAL's (Peer Assistance and Learning) by assigning student mentors to assist in tutoring. This will occur virtually, through TEAMS until students return to campus.</p> <p>Strategy's Expected Result/Impact: Empower student leaders Provide support to struggling learners</p> <p>Staff Responsible for Monitoring: Students PAL sponsor Counselors Administration</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 5: Summer Camps will be offered to our prospective incoming students to facilitate transition to our campus, build relationships prior to the start of the year, and thereby increasing retainment.</p> <p>Strategy's Expected Result/Impact: Increase retainment of incoming freshman</p> <p>Staff Responsible for Monitoring: Administration Sponsor Counseling Faculty</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Recruitment items, lab consumables, food items, student ambassador payment - 199 - General Fund - \$15,000</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 6: Student voice will be considered when designing interventions, course offerings, recruitment/retainment ideas through the "Student Advisory Group" (SAG) monthly meetings (to be resumed once students return to campus or virtually if students do not return by second semester) and suggestion box.</p> <p>Strategy's Expected Result/Impact: Interventions systems designed with all stakeholders</p> <p>Staff Responsible for Monitoring: Administration Student Council Sponsor/Club Counseling</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Food Items for meetings - 199 - General Fund - \$1,000</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 7: The campus will provide mental and physical wellness interventions such as antivaping/drug campaigns and public service announcements.</p> <p>Strategy's Expected Result/Impact: Inform students and parents about dangers of risky behavior.</p> <p>Staff Responsible for Monitoring: Community service club Administration Nurse</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Brochures and Guest Speakers - 211 - Title I, Part A School Wide - \$1,000</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June

<p>Strategy 8: A district reporting system will be made available to students suffering from mental wellness issues due to the pandemic stressors and other variables associated with them.</p> <p>Strategy's Expected Result/Impact: Intervene to assist students needed support.</p> <p>Staff Responsible for Monitoring: Wellness counselor, Academic counselor, Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 9: The TEAMS application will be used during the pandemic to continue the KOM (Kick of Mentor), Student Council Elections and to create a Freshman class team. This will allow our freshman to create bonds with other freshman despite the circumstances.</p> <p>Strategy's Expected Result/Impact: Increase retention as students feel connected to the people and campus</p> <p>Staff Responsible for Monitoring: KOM sponsor and STUCO sponsor and club members</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 10: Counselors will meet with seniors (during EDD zoom class) to provide resources (links) regarding college applications, FAFSA and scholarships. They will secure ApplyTexas and FAFSA support for families. Counselors will have periodic progress checks on their seniors.</p> <p>Strategy's Expected Result/Impact: Collaborative intervention system to ensure our Seniors attend the college of their choice.</p> <p>Staff Responsible for Monitoring: Counselors Teachers Students and Parents Administration</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 11: Counselors will present information to Freshmen regarding support services and resources to include "Personal Success Plan" via a googledoc. This will serve as a welcome and outreach to inform of the supports that counselors have available.</p> <p>Strategy's Expected Result/Impact: Collaborative intervention to ensure new freshman feel connected to resources</p> <p>Staff Responsible for Monitoring: Counselors Administration</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 12: Counselors will conduct classroom zoom visits to 10th and 11th grade students to present resource information.</p> <p>Strategy's Expected Result/Impact: Collaborative intervention system to provide students with resources.</p> <p>Staff Responsible for Monitoring: Counselors Administration Teachers</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June

<p>Strategy 13: The staff wellness coordinators will develop activities that target emotional and mental wellness for staff to participate in (in consideration of the pandemic stressors).</p> <p>Strategy's Expected Result/Impact: Intervention system to assist staff during pandemic stressors.</p> <p>Staff Responsible for Monitoring: Wellness coordinators Administration Counselors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Wellness coordinator's stipends (2) - 211 - Title I, Part A School Wide - \$1,600</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 14: Migrant students will be given resources, supplies (consumables & non-consumables) technology and materials as needed. The social worker will monitor the student's progress and communicate with their families regarding school events, grades and other needs.</p> <p>Strategy's Expected Result/Impact: Equity for all students</p> <p>Staff Responsible for Monitoring: Administration Social worker Students</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Supplies - 199 - General Fund - \$8,000</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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





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

Evaluation Data Sources: Use of formative assessment data, student grades and standardized test scores to change instruction.

2019-2020 Campus Course Offerings.

2020-2021 Campus Course Offerings.

Summative Evaluation: None





<p>Strategy 1: Teachers will submit lesson plans via itsLearning that will include clear measurable objectives, engaging activities and assessments that inform instruction. Appraiser will provided needed feedback based on plans submitted.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and aligned curriculum, instruction and assessment.</p> <p>Staff Responsible for Monitoring: Faculty Administrations</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 2: Teachers will be meeting by subject groups (not just departments) to ensure instruction, activities and assessments are aligned in common subject groups.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and aligned curriculum, instruction and assessment</p> <p>Staff Responsible for Monitoring: Team leaders Faculty Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 3: Teachers will receive training on how to conduct virtual and physical instruction simultaneously and be provided with the necessary technology to conduct their instruction.</p> <p>Strategy's Expected Result/Impact: Providing instruction in any needed mode.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Cameras for pilot classrooms, TV screens for pilot classrooms - 211 - Title I, Part A School Wide - \$50,000</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: STISD 2020-2021 Calendar for Collaboration.

Summative Evaluation: None





<p>Strategy 1: Students will have an opportunity to participate in 2020-2021 Superintendent's Cup (e.g., egames, chess, athletics). Strategy's Expected Result/Impact: Increased school spirit Staff Responsible for Monitoring: Coaches Administration ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 2: Students will have an opportunity to participate in U.I.L. Academics (pending pandemic restrictions)based on their interests. Strategy's Expected Result/Impact: Academic opportunities for growth Staff Responsible for Monitoring: UIL Sponsor and coaches Administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum Funding Sources: Hosting of the event, U.I.L dues (5,000), food for participants - 199 - General Fund - \$10,000</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 3: Student clubs will be encouraged to hold virtual social activities that interest our students such as music concerts, entertainment night, Java Night, pep-rallies (academic & athletic) and other virtual social occasions. Strategy's Expected Result/Impact: Increased student engagement in social activities Staff Responsible for Monitoring: Club Sponsors and students Administration ESF Levers: Lever 3: Positive School Culture Funding Sources: Club/Organization sponsor stipends - 199 - General Fund - \$10,000</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: Annual STISD attendance data.
TSDS PEIMS summer submission data.

Summative Evaluation: None





Strategy 1: Teachers with excessive absences (excluding emergencies) will be addressed by their evaluator. Strategy's Expected Result/Impact: Improved teacher attendance Staff Responsible for Monitoring: Administration	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 2: Students with three or more absences will be required to recover hours outside of class time to include the attendance of Saturday school. Strategy's Expected Result/Impact: Decreased student absences Staff Responsible for Monitoring: Administration PEIMS clerk	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 3: Social worker will call parents and/or make home visits to students with three or more absences. Strategy's Expected Result/Impact: Decreased student absences Staff Responsible for Monitoring: Social worker Administration Funding Sources: Mileage reimbursement - 211 - Title I, Part A School Wide - \$1,500	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: 2020-2021 STAAR Score Reports.

Summative Evaluation: None

<p>Strategy 1: Teachers that teach EOC state exam courses will give "mock exams" on DMAC, MasteryConnect or other data analysis tools and analyze the data and adjust instruction to close the gaps of individual students.</p> <p>Strategy's Expected Result/Impact: Increased "Mastery" performance on EOC exams</p> <p>Staff Responsible for Monitoring: Faculty Administration</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 2: Teachers teaching a course tied to a state assessment will spiral in EOC STAAR questions on each of their summative assessments.</p> <p>Strategy's Expected Result/Impact: Increased "Mastery" performance on EOC exams.</p> <p>Staff Responsible for Monitoring: Teachers Administration</p> <p>Funding Sources: Consumables for testing resources - 199 - General Fund - \$3,000</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 3: Teachers of English Language Learners and monitored (exited) students will use SIOP strategies to ensure students are able to succeed on in class course work and the end of year TELPAS exit criteria.</p> <p>Strategy's Expected Result/Impact: The goal is to exit 50% of students from the program (18 current students).</p> <p>Staff Responsible for Monitoring: Teachers Counselors Administration</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Teacher Training, Language programs, Consumables - 350 - English Language Learner - \$3,000</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





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

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

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

Evaluation Data Sources: TSDS PEIMS graduation data.
STISD Graduate Report.

Summative Evaluation: None





<p>Strategy 1: Counselors will continue to meet with individual students to make sure they are following the cohort and provide interventions as needed.</p> <p>Strategy's Expected Result/Impact: Students' lacking credit will be remediated so that they graduate with cohort</p> <p>Staff Responsible for Monitoring: Counselors Administration Faculty</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 2: Administration will ensure the parents of students that are falling behind their cohort are contacted and met with through the "Student Review Team" process (SRT).</p> <p>Strategy's Expected Result/Impact: Students lacking credit will have a support system to include parent involvement</p> <p>Staff Responsible for Monitoring: Counselors Administration</p> <p>Funding Sources: Credit by Exam monies for those out of cohort - 199 - General Fund - \$1,000</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: STISD College Score Report.

Summative Evaluation: None

<p>Strategy 1: All 11th grade students will take the SAT assessment on campus during a school day in the Spring semester so that participation is maximized.</p> <p>Strategy's Expected Result/Impact: 100 percent of Juniors will have attempted a college entrance exam</p> <p>Staff Responsible for Monitoring: Counseling Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - General Fund - \$10,000</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 2: College Readiness course will be mandated for all Juniors. The course will provide SAT review sessions, afford students with a blueprint of the assessment and allow students an opportunity to take practice SAT assessments.</p> <p>Strategy's Expected Result/Impact: Higher percentage of students attaining 1110 or higher on SAT.</p> <p>Staff Responsible for Monitoring: Course instructor Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





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

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

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

Evaluation Data Sources: STISD AP and IB Participation and Score Report.

Summative Evaluation: None





<p>Strategy 1: Teachers that teach an Advanced Placement (AP) course will give "mock exams" and analyze the data to adjust instruction and close the gaps of individual students.</p> <p>Strategy's Expected Result/Impact: Increase number of students attaining a qualifying score of 3 or higher</p> <p>Staff Responsible for Monitoring: AP Teachers Administration</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 2: Teachers will utilize AP resources such as AP classroom and UWorld to help prepare students for AP exams.</p> <p>Strategy's Expected Result/Impact: Improved qualifying AP scores</p> <p>Staff Responsible for Monitoring: Faculty Administration</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 3: Teachers will spiral in AP level questioning on all formative and summative assessments and reteach as necessary.</p> <p>Strategy's Expected Result/Impact: Improved qualifying AP scores</p> <p>Staff Responsible for Monitoring: Faculty Administration</p> <p>Funding Sources: AP teacher training - 397 - Advanced Placement - \$10,000</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: STISD IEP's with ARD approval.

Summative Evaluation: None

<p>Strategy 1: Administration will meet with the SPED department monthly to ensure that individual student plans are regularly evaluated and goals are updated.</p> <p>Strategy's Expected Result/Impact: Compliance on all IEP deadlines and requirements</p> <p>Staff Responsible for Monitoring: SPED department Administration</p> <p>Funding Sources: SPED related service and evaluations - 224 - IDEA B, Special Education - \$100,000</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 2: The Special Education Department will provide targeted professional development to all teachers through the department collaboration time.</p> <p>Strategy's Expected Result/Impact: Improved implementation of student's IEP</p> <p>Staff Responsible for Monitoring: Administration SPED department Faculty</p> <p>Funding Sources: SPED Training - 224 - IDEA B, Special Education - \$1,000</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

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

Summative Evaluation: None

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.2: Offer flexible number of parent involvement meetings

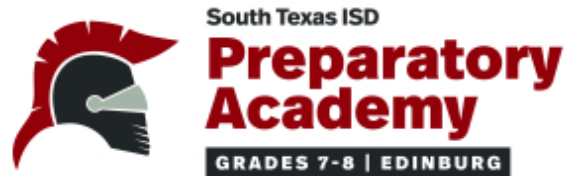
4 Per year.

1. 11/10/2020

South Texas Independent School District

South Texas ISD Preparatory Academy

2020-2021 Campus Improvement Plan



South Texas ISD Board of Directors Approved on December 8, 2020

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Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia Data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Goals

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

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

Evaluation Data Sources: Parent and student attendance at campus activities.
2020-2021 student enrollment numbers.

Summative Evaluation: None

<p>Strategy 1: In the spring semester Preparatory Academy will host a Showcase Event to attract and engage future STISD Preparatory Academy families. In-person and virtual tours will be facilitated to educate the community about the campus and district mission.</p> <p>Strategy's Expected Result/Impact: -Community Awareness of our district and school</p> <p>-Attain and maintain 2020-2021 student enrollment numbers</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Counselors Support Staff Students</p> <p>Title I Schoolwide Elements: 3.1 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: Supplies for activities to engage families during the showcase day - 199 - General Fund - \$5,000</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 2: Preparatory Academy will expand summer program offerings to attract and recruit new families. Invitational parent academies will be offered to families who enroll in the spring semester.</p> <p>Strategy's Expected Result/Impact: The community will have a better understanding of the programs we have to offer.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselors Teachers Instructional Tech.</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: Supplies and staff - 199 - General Fund - \$15,000</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June

0% No Progress

100% Accomplished

→ Continue/Modify





✗ Discontinue

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

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

Evaluation Data Sources: 2020-2021 Campus Course Offerings.

Summative Evaluation: None

<p>Strategy 1: Preparatory Academy will continue to expand advance course offerings for 2020-2021 in Algebra 2, English I, Chinese, HST, Robotics/Automation, World Geography and US History 8. A Geometry course will be offered in the summer.</p> <p>Strategy's Expected Result/Impact: -Expand our current program</p> <p>-offer more diverse opportunities to our student body</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselors Teachers Instructional Tech.</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I, Part A School Wide, - 410 - Instructional Materials Allotment</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 2: Facilitate current course offerings in a virtual setting by ensuring all families have the necessary tools such as WiFi, hot spots, laptops, iPad, and a common instructional platform.</p> <p>Strategy's Expected Result/Impact: Proficiency of emerging technologies by all shareholders.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselors Librarians Teachers Instructional Tech.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 410 - Instructional Materials Allotment, - 211 - Title I, Part A School Wide</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: Parent and student attendance at campus activities.

Summative Evaluation: None

<p>Strategy 1: Preparatory Academy will offer Parent Connection sessions in the summer, fall and spring semesters for all parents interested in connecting with Preparatory Academy--Campus based parent and community engagement scheduled meetings: two in the fall and three in the spring (Family Literacy Training and Title I Meetings)</p> <p>Strategy's Expected Result/Impact: Families receive relevant information and are able to have discussions with administration</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Social Worker Wellness Specialist Librarians Teachers Counselors</p> <p>Title I Schoolwide Elements: 2.5, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p> <p>Funding Sources: - 199 - State Compensatory Education - \$1,500, - 211 - Title I, Part A School Wide - \$1,500, - 212 - Title I, Part C Migrant</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June

Strategy 2: Preparatory Academy will utilize the website, Remind, Infinite Campus and different social media platforms to provide parents, students and the community information about campus and district resources. The marque will be utilized to publicize current events.

Strategy's Expected Result/Impact: Families receive immediate relevant information about Preparatory Academy events

Staff Responsible for Monitoring: Principal

- Assistant Principal
- Social Worker
- Wellness Specialist
- Librarians
- Teachers
- Counselors
- Instructional Tech
- Students

Title I Schoolwide Elements: 2.5, 3.1, 3.2 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Funding Sources: - 211 - Title I, Part A School Wide, - 199 - General Fund

Reviews			
Formative			Summative
Jan	Mar	June	June



No Progress



Accomplished



Continue/Modify







Discontinue

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

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

Evaluation Data Sources: Use of formative assessment data to change instruction.
2020-2021 Campus Course Offerings.

Summative Evaluation: None





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

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

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

Evaluation Data Sources: Use of formative assessment data (online and in-person) to change instruction.
2020-2021 Campus Course Offerings.

Summative Evaluation: None

<p>Strategy 1: Preparatory Academy will provide training for all teachers and staff through UTeach Blended Learning and S3 strategies.</p> <p>Strategy's Expected Result/Impact: -Increase collaboration among all staff to create changes in instructional strategies and engagement based on data.</p> <p>-Increase the use of formative assessment data to meet individual student needs.</p> <p>-Build staff instructional capacity.</p> <p>Staff Responsible for Monitoring: Principal Assistant principals Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 244 - Career Technical Education, - 224 - IDEA B, Special Education, - 199 - General Fund, - 410 - Instructional Materials Allotment, - 199 - Special Education, - 211 - Title I, Part A School Wide, - 255 - Title II, Part A Training</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress		 Accomplished		
 Continue/Modify		 Discontinue		

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

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

Evaluation Data Sources: STISD 2020-2021 Calendar for Collaboration
Preparatory Academy 2020-2021 Calendar for Collaboration

Summative Evaluation: None

<p>Strategy 1: In addition to virtual academic pep-rallies, student clubs will be encouraged to hold virtual social activities that interest our students.</p> <p>In an effort to promote the importance of overall wellness to the students, Preparatory Academy will continue to work closely with PSTO to coordinate the Spartan Olympics 5k (spring semester).</p> <p>Strategy's Expected Result/Impact: -Build well-rounded students</p> <ul style="list-style-type: none"> -Increase social engagement -Increase social student opportunities -Appeal to a variety of students interests thorough a wide rage spectrum of activities <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Counselors Librarians Instructional Tech</p> <p>Title I Schoolwide Elements: 2.5, 3.1 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - 244 - Career Technical Education, - 199 - General Fund, - 211 - Title I, Part A School Wide</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June

Strategy 2: Preparatory Academy will continue strengthening Restorative Practices implementation school wide in a virtual setting during Spartan Academic Mentoring (SAM).

Strategy's Expected Result/Impact: -Build well-rounded students

-Increase social engagement

-Increase social student opportunities

-Appeal to a variety of students interests through a wide range spectrum of activities

Staff Responsible for Monitoring: Principal

Assistant Principal

Teachers

Students

Counselors

Social Worker

Wellness Specialist

Title I Schoolwide Elements: 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Funding Sources: - 199 - General Fund, - 211 - Title I, Part A School Wide

Reviews			
Formative			Summative
Jan	Mar	June	June



No Progress



Accomplished



Continue/Modify







Discontinue

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

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

Evaluation Data Sources: Student high school transcript at the end of the 8th grade school year.

Summative Evaluation: None





<p>Strategy 1: Preparatory Academy counselors and staff will continue to monitor and track students' credits and assessment results.</p> <p>Strategy's Expected Result/Impact: - All students will earn three or more high school credits by the end of their eighth grade year</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers Support Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I, Part A School Wide, - 199 - General Fund, - 199 - Special Education, - 199 - English Language Learner, - 224 - IDEA B, Special Education, - 199 - State Compensatory Education</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 2: Expand high school credit course offerings for 2020-2021 in Robotics and HST.</p> <p>Strategy's Expected Result/Impact: - All students will earn three or more high school credits by the end of their eighth grade year</p> <p>- Expand on the opportunities for student engagement</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers</p> <p>Title I Schoolwide Elements: 2.5, 3.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A School Wide</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: Annual STISD attendance data.
TSDS PEIMS summer submission data.

Summative Evaluation: None

<p>Strategy 1: Preparatory Academy recognizes that consistent school attendance, academic success and school completion have a positive correlation, the campus will develop, review and revise a Comprehensive Student Attendance Policy to align with the virtual needs.</p> <p>Preparatory Academy will continue to monitor attendance and will continue to contact parents of absent students.</p> <p>The attendance committee will continue to review and evaluate absences.</p> <p>Home visits will be made if needed.</p> <p>Strategy's Expected Result/Impact: - 98% or higher attendance rate</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal PEIMS Clerk Counselors Social Worker Nurse Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - General Fund</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress		 Accomplished		
		 Continue/Modify		
		 Discontinue		





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

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

Evaluation Data Sources: 2020-2021 STAAR Score Reports.

Summative Evaluation: None

<p>Strategy 1: Academic Departments and Academic Teams will continue to have time to collaborate during the instructional day.</p> <p>Academic Departments will continue to develop time lines of assessments. The timeline will be posted on ItsLearning.</p> <p>Academic Departments will collaboratively develop common formative assessments and use data to improve student performance</p> <p>Academic Departments and Academic Teams will review collected data in collaborative meeting.</p> <p>Results will be shared with students.</p> <p>Acceleration will be provided within the instructional day.</p> <p>Tutoring block in the morning (8:00-9:20) virtually and in-person</p> <p>Students follow a scheduled rotation at the end of the day from 3:15-4:05</p> <p>After school tutorials and Saturday school will continue for subjects tested.</p> <p>Strategy's Expected Result/Impact: -Assist all students in meeting the objective measure</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselors Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - State Compensatory Education, - 199 - General Fund, - 211 - Title I, Part A School Wide</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June





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

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

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

Evaluation Data Sources: STISD IEP's with ARD approval.

Summative Evaluation: None





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

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

Performance Objective 5: Results Driven Accountability (RDA) and State Performance Plan (SPP) indicators are met annually.

Evaluation Data Sources: STISD Results Driven Accountability (RDA) Reports published by the Texas Education Agency. State Performance Plan (SPP) indicators for special education.

Summative Evaluation: None

<p>Strategy 1: Preparatory Academy will offer quality instruction and academic, social and emotional support for all students.</p> <p>Strategy's Expected Result/Impact: Results Driven Accountability (RDA) indicators are met annually.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Counselors Support staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - General Fund, - 199 - State Compensatory Education, - 199 - English Language Learner, - 255 - Title II, Part A Training, - 350 - English Language Learner, - 224 - IDEA B, Special Education</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 2: Through the use of Restorative Practices, SAM teachers will address the social and emotional needs of the students in a virtual setting.</p> <p>Academic teams will assess the social and emotional needs of students who are experiencing difficulty and refer to the proper channels in order to meet each individual student needs.</p> <p>Strategy's Expected Result/Impact: Results Driven Accountability (RDA) indicators are met annually. Survey data indicating that students feel welcomed and supported at Preparatory Academy.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Counselors Support staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

South Texas Independent School District
South Texas ISD Rising Scholars Academy
2020-2021 Campus Improvement Plan



South Texas ISD Board of Directors Approved on December 8, 2020

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

2018-2019 Data

Enrollment: 545

Attendance: 97.4%

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

Economically Disadvantaged: 51.6%

Special Education: 3.3%

LEP: 7.2%

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

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

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

Student Learning Strengths

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

Problem Statements Identifying Student Learning Needs

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

School Processes & Programs

School Processes & Programs Summary

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

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

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

Perceptions

Perceptions Summary

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

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

Core Values

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

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact





Goals

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

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

Evaluation Data Sources: 2020-2021 student enrollment numbers.

Summative Evaluation: None





Strategy 1: RSA Website will be updated weekly with new campus information and highlighting campus activities and achievements. Strategy's Expected Result/Impact: Website will be current and appealing which will attract viewers. Staff Responsible for Monitoring: Administration, Webmaster ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 2: Use social media to promote campus activities and highlight achievements. Strategy's Expected Result/Impact: Social media will attract visitors to campus pages Staff Responsible for Monitoring: Administration, Webmaster ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 3: Develop different family engagement activities throughout the year to attract current and future families such as RSA Showcases, Info sessions and summer activities. Strategy's Expected Result/Impact: Increase enrollment and promotion of school Staff Responsible for Monitoring: Administration, faculty and staff Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: STISD 2019-2020 Calendar for Collaboration.
 2019-2020 Campus Course Offerings.
 2020-2021 Campus Course Offerings.

Summative Evaluation: None

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





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

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

Evaluation Data Sources: Parent and student contact and interactions(online and in-person) at campus activities.

Summative Evaluation: None

<p>Strategy 1: Use ongoing formative assessments to identify struggling students. Strategy's Expected Result/Impact: Identify struggling students and intervene early, resulting in greater retention Staff Responsible for Monitoring: Administration, Counselors, teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 2: Use data management program to provide timely data so that teachers can monitor students' progress. Strategy's Expected Result/Impact: Targeted interventions for struggling students Staff Responsible for Monitoring: Administration, Counselors, teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 3: Provide in-school interventions for struggling student, while, implementing advancement opportunities as credit by exam and high school credit. Strategy's Expected Result/Impact: Students receive intervention during AIME based on their formative assessments. Increase students earning high school credit. Staff Responsible for Monitoring: Administration, Counselors, teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 4: Provide supports for students in improving reading comprehension and vocabulary acquisition in all courses. Strategy's Expected Result/Impact: Improve academic performance of students Staff Responsible for Monitoring: Administration, teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 5: Provide students who failed a course for the quarter with a contract to recover the grade/credit. Strategy's Expected Result/Impact: Students recover grade Decrease in student failures at end of year Staff Responsible for Monitoring: Administration, Counselors, teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June





Strategy 6: Communicate with parents when students are struggling and update them on students' intervention plan. Strategy's Expected Result/Impact: Parents are supportive of students' intervention plan. Staff Responsible for Monitoring: Administration, Counselors, teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: Student climate survey and SEL Lesson plans

Summative Evaluation: None

<p>Strategy 1: Implement SEL lessons in Original AIME classroom weekly.</p> <p>Strategy's Expected Result/Impact: Direct teaching and focus on SEL skills will result in students demonstrating appropriate social skills a majority of the time.</p> <p>Staff Responsible for Monitoring: Administration, counselors, team leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 2: Provide responsive and proactive counseling services in order to meet students social and emotional needs and keep parents well informed.</p> <p>Strategy's Expected Result/Impact: Students will be more equipped to manage difficult situations and will be more successful in class.</p> <p>Staff Responsible for Monitoring: Administration, Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 3: Provide focused professional development for counselors so they can best serve students and parents</p> <p>Strategy's Expected Result/Impact: Increase counselor's knowledge of topics impacting student outcomes.</p> <p>Staff Responsible for Monitoring: Administration, counselors,</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: Use of formative assessment data online and in-person to change instruction.

2019-2020 Campus Course Offerings.

2020-2021 Campus Course Offerings.

Summative Evaluation: None

<p>Strategy 1: Departments will create common unit plans with common formative assessments</p> <p>Strategy's Expected Result/Impact: Improve students scores on common formative assessments</p> <p>Staff Responsible for Monitoring: Department leaders, teachers and administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 2: Teachers will create innovative student-centered lessons that promote student engagement, participation, learning experiences and the use of technology.</p> <p>Strategy's Expected Result/Impact: Increase student achievement in STAAR</p> <p>Staff Responsible for Monitoring: Administration and teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 3: Departments will meet weekly to analyze assessment data and collaborate on instructional strategies.</p> <p>Strategy's Expected Result/Impact: Evidence of common planning and use of strategies during walkthroughs and observations.</p> <p>Staff Responsible for Monitoring: Department leaders, teachers and administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 4: Schedule peer observations so teachers can learn and share best practices in teaching.</p> <p>Strategy's Expected Result/Impact: Teachers will use feedback to improve instruction.</p> <p>Staff Responsible for Monitoring: Department leaders, teachers and administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June

Strategy 5: Utilize Instructional Design Days and work days to learn instructional strategies and plan and collaborate within departments to make instructional and curriculum decisions within the year.

Strategy's Expected Result/Impact: Evidence of common planning and use of strategies during walkthroughs and observation

Staff Responsible for Monitoring: Department leaders, teachers and administrators

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Reviews			
Formative			Summative
Jan	Mar	June	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





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

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

Evaluation Data Sources: Use of formative assessment data (online and in-person) to change instruction. 2020-2021 Campus Course Offerings.

Summative Evaluation: None

<p>Strategy 1: Conduct needs assessment to determine teacher priority areas in order to achieve campus goals. Strategy's Expected Result/Impact: Improve teaching strategies, resulting in improved student performance. Staff Responsible for Monitoring: Campus administrators Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 2: Plan and organize staff development based on departmental needs. Strategy's Expected Result/Impact: Improve teaching strategies, resulting in improved student performance. Staff Responsible for Monitoring: Campus administrators Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 3: Implement Teacher training targeting instructional strategies that improve classroom management and student engagement. Strategy's Expected Result/Impact: New teachers have tools needed to improve classroom environment and student learning Staff Responsible for Monitoring: Campus administrators and department leaders Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 4: Provide technology, curriculum and instructional mini-sessions during Instructional Design days. Strategy's Expected Result/Impact: Technology teachers, Instructional technology specialist and administrators Improve teachers' use of technology tools in the classroom Staff Responsible for Monitoring: Technology teachers, Instructional technology specialist and administrators Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June





<p>Strategy 5: Implement professional development sessions throughout the school year.</p> <p>Strategy's Expected Result/Impact: Provide ongoing opportunities for teachers to sharpen their skills and learn new instructional strategies</p> <p>Staff Responsible for Monitoring: Technology teachers, Instructional technology specialist and administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: Increase participation and enrollment in courses

Summative Evaluation: None

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

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


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


Evaluation Data Sources: STISD 2020-2021 Calendar for Collaboration, website, and social media

Summative Evaluation: None

<p>Strategy 1: RSA will participate in TCSAAL and district events such as the Superintendents Cup sport tournaments and the Battle of the Books.</p> <p>Strategy's Expected Result/Impact: Social interactions for students and families and increasing school spirit</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 2: RSA will increase opportunities for students to participate in extra-curricular activities.</p> <p>Strategy's Expected Result/Impact: Students feel invested in their campus. Increase retention rates and RSA</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 3: Improve communication with parents regarding extra-curricular activities and students through website, social media and newsletters.</p> <p>Strategy's Expected Result/Impact: Parents will encourage their children to participate in social and extra-curricular activities on campus.</p> <p>Staff Responsible for Monitoring: Webmaster, teachers and administrators</p> <p>Title I Schoolwide Elements: 2.5, 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 4: RSA Library will host engaging student-centers informational activities aligned to national and state library standards that are literary, technology and real world focused and promote participation via website and social media.</p> <p>Strategy's Expected Result/Impact: Increase student engagement through social and extra curricular activities</p> <p>Staff Responsible for Monitoring: Librarian, Administration, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 5: Student clubs will be encouraged to hold virtual social activities that interest our students. Examples: pep-rallies, and other virtual social occasions.</p> <p>Strategy's Expected Result/Impact: Increased student connection with school and each other. The need for social connections is essential while adhering to the current covid 19 social distancing restrictions.</p> <p>Staff Responsible for Monitoring: Club sponsors</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

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

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

Evaluation Data Sources: Student high school transcript at the end of the 8th grade school year. STAAR state assessments were not conducted state-wide (due to Covid 19 shutdown) during Spring 2020. The next available state assessment data will be in Spring 2021.

Summative Evaluation: None





<p>Strategy 1: 2 year course sequence revised in order to provide students the opportunities to take 2 high school courses in 7th grade and 5 high school courses in 8th grade.</p> <p>Strategy's Expected Result/Impact: 8th grade transcripts indicate student earned 3 high school credits</p> <p>Staff Responsible for Monitoring: Counselors and administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 2: Counselors monitor and track students' courses and credits</p> <p>Strategy's Expected Result/Impact: Passing grades in high school courses and passing EOC exams</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 3: Students receive instructional support needed to be successful in high school courses.</p> <p>Strategy's Expected Result/Impact: Passing grades in high school courses and passing EOC exams</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: Annual STISD attendance data.
TSDS PEIMS summer submission data.

Summative Evaluation: None

Strategy 1: Monitor daily attendance and contact parents of absent students Strategy's Expected Result/Impact: Weekly attendance rate is 98% or higher . Staff Responsible for Monitoring: PEIMS clerk, social worker, administrators, nurse and teachers Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 2: Provide quarterly incentives to students with perfect attendance. Strategy's Expected Result/Impact: Monthly attendance rates are 98% or higher Staff Responsible for Monitoring: All staff Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 3: Social worker makes home visits to students whose parents we cannot contact Strategy's Expected Result/Impact: Monthly attendance rate is 98% or higher Staff Responsible for Monitoring: Social Worker and administrators Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 4: Provide incentives to teachers with perfect attendance quarterly, at semester and yearly as defined by the district and campus. Strategy's Expected Result/Impact: Teacher attendance is 98% or higher Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 5: Students must meet attendance criteria in order to attend field trips, school events and campus activities. Strategy's Expected Result/Impact: Monthly attendance rates are 98% or higher Staff Responsible for Monitoring: Team leaders, teachers and administrators Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





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

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

Evaluation Data Sources: 2019-2020 STAAR Score Reports.

Summative Evaluation: None

<p>Strategy 1: Teachers infuse higher order questions and rigorous tasks in their daily instruction. Strategy's Expected Result/Impact: Walk-throughs and classroom visits indicate the use of higher order thinking skills and tasks in lessons Staff Responsible for Monitoring: Teachers and administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 2: During AIME, enrichment and extension activities are provided to push students to Masters level. Strategy's Expected Result/Impact: Student scores and growth on common formative assessments. Staff Responsible for Monitoring: Teachers and administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 3: Professional development opportunities such as Lead4ward and Solution Tree are provided to help teachers plan rigorous instruction. Strategy's Expected Result/Impact: Walk-throughs and observations reveal that teachers are using the strategies and best practices learned through professional development sessions. Staff Responsible for Monitoring: Teachers and Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 4: Formative assessment data is used to monitor student achievement and focus intervention strategies. Strategy's Expected Result/Impact: Continuous improvement and growth on common formative assessments Staff Responsible for Monitoring: Teachers and instructional technology specialist Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June





<p>Strategy 5: RSA Library will support extended learning opportunities for staff and students by providing professional learning opportunities and activities</p> <p>Strategy's Expected Result/Impact: Increase student and staff knowledge.</p> <p>Staff Responsible for Monitoring: Administration, librarian, library staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 6: RSA Library will support academic goals of students and teachers by utilizing multiple resources as WAGS, YAGS and data and providing print and digital resources aligned to those goals.</p> <p>Strategy's Expected Result/Impact: Growth on academic goals</p> <p>Staff Responsible for Monitoring: Administration, Librarian, Library Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: STISD IEP's with ARD approval.

Summative Evaluation: None





<p>Strategy 1: Conduct all ARD meetings in a timely manner, IEPs have measurable goals that are updated annually, and work closely with SPED teacher and diagnostician to ensure students receive appropriate services.</p> <p>Strategy's Expected Result/Impact: ARD's completed and locked within required time frame.</p> <p>Staff Responsible for Monitoring: Principal, SPED teacher and diagnostician</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
<p>Strategy 2: SPED teacher works closely with general education teachers to ensure IEP is being followed and is meeting students' needs.</p> <p>Strategy's Expected Result/Impact: Grades, scores and progress of SPED students indicate growth and progress</p> <p>Staff Responsible for Monitoring: Principal, SPED teacher and diagnostician</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Jan	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 5: Results Driven Accountability (RDA) and State Performance Plan (SPP).

Evaluation Data Sources: STISD Results Driven Accountability (RDA) reports published by the Texas Education Agency and State Performance Plan (SPP) indicators for special education.

Summative Evaluation: None

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