

# **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><b>Strategy 1:</b> 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"> <li>1. Recruitment virtual visits by schools and universities interested in Medical Professions.</li> <li>2. Virtual presentations by our community partners to support our instructional program.</li> <li>3. Group and individual virtual tours of the campus to educate the community about the campus and district mission.</li> <li>4. Recruitment activities will include male students to encourage more interest by male students in the Medical Professions.</li> </ol> <p><b>Strategy's Expected Result/Impact:</b> Better understanding of our program offerings by the community that we serve.</p> <p><b>Staff Responsible for Monitoring:</b> District Public Relations Staff</p> <p>Webmaster</p> <p>Social Media Coordinator</p> <p>Campus Instructional Technologist</p> <p>Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Staff and student's proficiency in the utilization of emerging technologies.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p>Students</p> <p>Technology Specialist</p> <p>Librarian</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase in parent participation at meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p>Assistant Principal</p> <p>Social Worker</p> <p>Counselors</p> <p>Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 3.1, 3.2 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - 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><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Parents, students and the community will be provided real time information about Medical Professions.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p>Assistant Principal</p> <p>Social Worker</p> <p>Counselors</p> <p>Teachers</p> <p>Students</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p> <p><b>Funding Sources:</b> - 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 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased number of certifications achieved.</p> <p><b>Staff Responsible for Monitoring:</b> HST Teachers Students</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199 - General Fund, - 211 - Title I, Part A School Wide, - 244 - Career Technical Education</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 of traditional and virtual learning.  
Increased project-based instruction and learning.

**Summative Evaluation:** None





<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased academic performance in all areas.</p> <p><b>Staff Responsible for Monitoring:</b> HST Teachers Academic Teachers Students</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Social and community interactions</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - 199 - General Fund, - 244 - Career Technical 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 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> When attendance rate improves with goal of meeting or exceeding 98 percent for all student groups.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p>Assistant Principal</p> <p>Social Worker</p> <p>Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> 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><b>Strategy 1:</b> 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: <a href="http://www.tea.state.tx.us/student.assessment/staar/">http://www.tea.state.tx.us/student.assessment/staar/</a> 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><b>Strategy's Expected Result/Impact:</b> Target EOC performance scores: 100% Approaches, 90% Meets, and 50-70% Masters performance levels.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p>Assistant Principal</p> <p>Team Leaders</p> <p>Counselors</p> <p>Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> 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><b>Funding Sources:</b> - 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><b>Strategy 2:</b> Relationship building, collaboration, peer mentoring, and focused instruction will be utilized during Student Support Period to improve STAAR/EOC scores in English 1 &amp; 2 for English Language Learners. These same strategies will also be implemented to improve other STAAR/EOC scores and academic content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Number of students receiving performance target scores on Approaches, Meets, and Masters on STAAR/EOC Exams</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p>Assistant Principal</p> <p>Team Leaders</p> <p>Counselors</p> <p>Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> All students and parents will be better informed about college and careers.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p>Assistant Principal</p> <p>Team Leaders</p> <p>Counselors</p> <p>Teachers</p> <p>Students</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 3.2 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - 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><b>Strategy 1:</b> Continue the District's initiative of school day testing for SAT and/or ACT examination for 2020-2021 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Teachers Administrators Counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Funding Sources:</b> - 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase number of students taking AP exams and higher performance rates.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p>Assistant Principal</p> <p>Team Leaders</p> <p>Counselors</p> <p>Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> 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><b>Funding Sources:</b> - 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><b>Strategy 1:</b> Continue the Admission, Review, and Dismissal committees work in ensuring that each Individual Education Plan has measurable goals which are annually updated.</p> <p><b>Strategy's Expected Result/Impact:</b> 100 percent of students with Individual Education Plans include measurable goals, that are annually updated.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p>Assistant Principal</p> <p>Diagnostician</p> <p>Special Education Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p><b>Funding Sources:</b> - 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><b>Strategy 1:</b> Continue high quality instruction and support for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Results Driven Accountability (RDA) formerly State Performance-Based Monitoring (PBM) indicators are met annually.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p>Assistant Principal</p> <p>Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 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				