

South Texas Independent School District
South Texas ISD Rising Scholars Academy
2021-2022 Campus Improvement Plan



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Comprehensive Needs Assessment

Revised/Approved: June 3, 2021

Demographics

Demographics Summary

We are Rising Scholars Academy! We are the youngest school in the South Texas Independent School District, and we opened our doors in 2015. We serve students from Cameron, Willacy and Hidalgo county, and our students come from public, charter and private schools. Our campus is located in San Benito. The following is data from the last two years.

2019-2020 Snapshot Data

Enrollment: 569

Attendance: 97%

Ethnicity: 86.1% Hispanic; 0.5% African American; 9.3% White; 0.2% American Indian; 3.2% Asian; 0.7% Two or more races

Economically Disadvantaged: 51.3%

Special Education: 1.4%

LEP: 6.2%

Snapshot Data 2020-21

Enrollment: 597

0.34 % American Indian or Alaska Native

3.69% Asian

0.5% Black or African American

86.6 % Hispanic or Latino

0 % Native Hawaiian or Other Pacific Islander

7.87% White

1.0% Two or more races

Economically Disadvantaged: 51.3%

Special Education: 1.4%

LEP: 6.2%

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. The pandemic certainly has impacted enrollment although various activities were implemented during the year for recruitment and retention.

Student Learning

Student Learning Summary

Preliminary Data for the 2020-2021, shows the results on the table below. As per TEA, students had the option to take the state assessments. RSA encouraged students to test.

	Approaches	Meets	Masters
DistrictGoal	100%	85%	50%
7th Reading	91%	68%	40%
7th Writing			
8th Reading	89%	65%	34%
8th Math	72%	47%	15%
8th US History	77%	42%	20%
EnglishI	100%	100%	67%
AlgebraI	86%	60%	38%
Biology	93%	64%	28%

Student Learning Strengths

We do very well in all subject areas in the approaches level, for the 2019-20 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. Although, a learning gap was expected due to the pandemic and the possible learning loss, results did not decreased.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: For the 2019-20, 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. Due to dynamics presented by the pandemic, data collection and analysis will be crucial in supporting student learning and needs.

School Processes & Programs

School Processes & Programs Summary

Teachers continued with "business as usual" instructing students synchronously from campus for on-campus and virtual students. Teachers continued to 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

Student Data: Assessments

- State and federally required assessment information
- (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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT
- 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, progress, 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data





- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

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: 2021-2022 student enrollment numbers.





Strategy 1 Details	Formative Reviews		
<p>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</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>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</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<p>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</p> <p>Schoolwide and Targeted Assisted Title I Elements: 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	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.

HB3 Goal

Evaluation Data Sources: STISD 2021-2022 Calendar for Collaboration.
2021-2022 Campus Course Offerings.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Expand programs with existing partners UTRGV, TAMUK, and TAMU. Strategy's Expected Result/Impact: Additional programs offered to RSA students Staff Responsible for Monitoring: Principal, assistant principal and counselors</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Begin new partnerships with universities as Rice University, UTRGV, 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</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p>	Formative		
	Jan	Mar	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.





Strategy 1 Details	Formative Reviews		
<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</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Use data management program such as Gradecam and TFAR 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</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<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</p> <p>Schoolwide and Targeted Assisted Title I 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>	Formative		
	Jan	Mar	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide supports for students in improving reading comprehension and vocabulary acquisition in all courses.</p> <p>Strategy's Expected Result/Impact: Improve academic performance of students</p> <p>Staff Responsible for Monitoring: Administration, teachers</p> <p>Schoolwide and Targeted Assisted Title I 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>	Formative		
	Jan	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide students who failed a course for the quarter with a contract to recover the grade/credit through resources such as Edgenuity.</p> <p>Strategy's Expected Result/Impact: Students recover grade Decrease in student failures at end of year</p> <p>Staff Responsible for Monitoring: Administration, Counselors, teachers</p> <p>Schoolwide and Targeted Assisted Title I 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>	Formative		
	Jan	Mar	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Communicate with parents when students are struggling and update them on students' intervention plan.</p> <p>Strategy's Expected Result/Impact: Parents are supportive of students' intervention plan.</p> <p>Staff Responsible for Monitoring: Administration, Counselors, teachers</p> <p>Schoolwide and Targeted Assisted Title I 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>	Formative		
	Jan	Mar	June
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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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement SEL lessons from resources such as Character Strong 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>Schoolwide and Targeted Assisted Title I 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>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<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>Schoolwide and Targeted Assisted Title I 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>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<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>Schoolwide and Targeted Assisted Title I 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>	Formative		
	Jan	Mar	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.

HB3 Goal

Evaluation Data Sources: Use of formative assessment data online and in-person to change instruction.
 2021-2022 Campus Course Offerings.
 2020-2021 Campus Course Offerings.

Strategy 1 Details	Formative Reviews		
<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>Schoolwide and Targeted Assisted Title I 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>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<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>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<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>Schoolwide and Targeted Assisted Title I 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>	Formative		
	Jan	Mar	June

Strategy 4 Details	Formative Reviews		
<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>Schoolwide and Targeted Assisted Title I 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>	Formative		
	Jan	Mar	June
Strategy 5 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Evidence of common planning and use of strategies during walkthroughs and observation</p> <p>Staff Responsible for Monitoring: Department leaders, teachers and administrators</p> <p>Schoolwide and Targeted Assisted Title I 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>	Formative		
	Jan	Mar	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.

HB3 Goal

Evaluation Data Sources: Use of formative assessment data to change instruction. 2021-2022 Campus Course Offerings.

Strategy 1 Details	Formative Reviews		
<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</p> <p>Schoolwide and Targeted Assisted Title I 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>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<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</p> <p>Schoolwide and Targeted Assisted Title I 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>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<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</p> <p>Schoolwide and Targeted Assisted Title I 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>	Formative		
	Jan	Mar	June





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide technology, curriculum and instructional mini-sessions during Instructional Design days.</p> <p>Strategy's Expected Result/Impact: Technology teachers, Instructional technology specialist and administrators Improve teachers' use of technology tools in the classroom</p> <p>Staff Responsible for Monitoring: Technology teachers, Instructional technology specialist and administrators</p> <p>Schoolwide and Targeted Assisted Title I 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>	Formative		
	Jan	Mar	June
Strategy 5 Details	Formative Reviews		
<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>Schoolwide and Targeted Assisted Title I 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>	Formative		
	Jan	Mar	June
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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.

HB3 Goal

Evaluation Data Sources: Increase participation and enrollment in courses





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase curriculum opportunities that support student development in innovative courses such as Health Science, 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>Schoolwide and Targeted Assisted Title I 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>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<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>Schoolwide and Targeted Assisted Title I 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>	Formative		
	Jan	Mar	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 2021-2022 Calendar for Collaboration, website, and social media

Strategy 1 Details	Formative Reviews		
<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>Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6, 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<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>Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6, 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<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>Schoolwide and Targeted Assisted Title I Elements: 2.5, 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	June





Strategy 4 Details	Formative Reviews		
<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>Schoolwide and Targeted Assisted Title I 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>	Formative		
	Jan	Mar	June
Strategy 5 Details	Formative Reviews		
<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>Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6</p>	Formative		
	Jan	Mar	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.

HB3 Goal

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

Strategy 1 Details	Formative Reviews		
<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>Schoolwide and Targeted Assisted Title I 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>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<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>Schoolwide and Targeted Assisted Title I 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>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<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>Schoolwide and Targeted Assisted Title I 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>	Formative		
	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





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.

Strategy 1 Details	Formative Reviews		
<p>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</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>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</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<p>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</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide incentives to teachers with perfect attendance quarterly, at semester and yearly as defined by the district and campus.</p> <p>Strategy's Expected Result/Impact: Teacher attendance is 98% or higher</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Students must meet attendance criteria in order to attend field trips, school events and campus activities.</p> <p>Strategy's Expected Result/Impact: Monthly attendance rates are 98% or higher</p> <p>Staff Responsible for Monitoring: Team leaders, teachers and administrators</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	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.

HB3 Goal

Evaluation Data Sources: 2020-2021 STAAR Score Reports. State assessments were optional as per TEA for the 2020-21 school year.

Strategy 1 Details	Formative Reviews		
<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 Schoolwide and Targeted Assisted Title I 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>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<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 Schoolwide and Targeted Assisted Title I 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>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<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 Schoolwide and Targeted Assisted Title I 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>	Formative		
	Jan	Mar	June





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Formative assessment data is used to monitor student achievement and focus intervention strategies.</p> <p>Strategy's Expected Result/Impact: Continuous improvement and growth on common formative assessments</p> <p>Staff Responsible for Monitoring: Teachers and instructional technology specialist</p> <p>Schoolwide and Targeted Assisted Title I 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>	Formative		
	Jan	Mar	June
Strategy 5 Details	Formative Reviews		
<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>Schoolwide and Targeted Assisted Title I 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>	Formative		
	Jan	Mar	June
Strategy 6 Details	Formative Reviews		
<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>Schoolwide and Targeted Assisted Title I 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>	Formative		
	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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.

HB3 Goal

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





Strategy 1 Details	Formative Reviews		
<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>Schoolwide and Targeted Assisted Title I 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>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<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>Schoolwide and Targeted Assisted Title I 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>	Formative		
	Jan	Mar	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).

HB3 Goal

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide ELL students with support in language fluency, academic vocabulary development, comprehension and acquisition. Strategy's Expected Result/Impact: ELL students will improve STAAR scores and TELPAS ratings Staff Responsible for Monitoring: Teachers and administrators</p> <p>Schoolwide and Targeted Assisted Title I 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>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide SPED students with support needed to demonstrate academic growth and improvement. Strategy's Expected Result/Impact: SPED students will improve grades and STAAR scores Staff Responsible for Monitoring: Teachers and administrators</p> <p>Schoolwide and Targeted Assisted Title I 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>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement a research-based reading program to ensure struggling readers receive the specialized support, structures and interventions needed to make progress. Strategy's Expected Result/Impact: ELL, SPED and struggling readers will improve reading fluency and comprehension measured by growth in corrective reading program Staff Responsible for Monitoring: Teachers and administrators</p> <p>Schoolwide and Targeted Assisted Title I 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>	Formative		
	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Addendums