

# **South Texas Independent School District**

## **District Improvement Plan**

**2022-2023**

**Accountability Rating: Not Rated: Declared State of Disaster**

**Distinction Designations:**  
Postsecondary Readiness



*Always Innovating*

**South  
Texas ISD**

**RIO GRANDE VALLEY | GRADES 6-12**

# Mission Statement

South Texas ISD nurtures the development of lifelong learners as they excel in a challenging, focused curriculum that leads to successful postsecondary education and careers.

## 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

## Demographics

### Demographics Summary

South Texas Independent School District (STISD) serves middle school 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 miles. STISD is comprised of seven magnet schools throughout the Rio Grande Valley.

### Student Information:

4,251 Students

2,369 Female

1,882 Male

### Students by Grade:

Student	Total	6th	7th	8th	9th	10th	11th	12th
Count	4,251	93	605	645	801	768	716	623
Percentage	100%	2.19%	14.23%	15.17%	18.84%	18.07%	16.84%	14.66%

### Ethnic Distribution:

Hispanic-Latino	3,440	80.92%
American Indian - Alaskan Native	8	0.19%
Asian	320	7.53%
Black - African American	42	0.99%
Native Hawaiian - Pacific Islander	2	0.05%
White	410	9.64%
Two-or-More	29	0.68%

Economic Disadvantage	2,206	51.89%
Non Economic Disadvantage	2,045	48.11%
Emergent Bilingual (EB)	469	11.03%
Gifted and Talented	683	16.07%
Special Education (SPED)	165	3.88%
Emotional disturbance	13.64%	
Learning disability	39.39%	
Speech impairment	6.06%	
Autism	23.03%	
Dyslexia	130	3.06%
Homeless	12	0.28%
At-Risk	1,058	24.89%
Migrant	29	0.68%
Section 504	255	6.00%

### Demographics Strengths

All ethnic groups are represented. Class sizes remain manageable that helps to provide more individualized instruction. Students that represent all special population groups have the ability to pursue college and career readiness opportunities. All stakeholders of the district (School Board Members, Administration, Teachers, Staff & students) represent the overall demographic makeup of our surrounding communities.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Student enrollment has grown slightly in the past two years. **Root Cause:** Families are enrolling students into home schools or their home districts.

**Problem Statement 2 (Prioritized):** Special education population has increased 32% in the last three years. **Root Cause:** More students are being evaluated and identified with

disabilities.

# Student Learning

## Student Learning Summary

### Student Achievement Summary

The State of Texas Assessment of Academic Readiness (STAAR) is the state required assessment used to measure student achievement and academic progress each year. Beginning in 3rd grade through high school graduation requirements, students participate with STAAR assessment in the core subject areas of reading, writing, mathematics, science, and social studies. The subject content tests taken each year varies depending on the student's grade level.

The state academic accountability system is comprised of three domains of indicators to evaluate academic performance of districts, charter schools and campuses: Student Achievement, School Progress and Closing the Gaps.

TEA has decided to not provide district accountability ratings for the 2020-2021 school year, due to COVID-19. Student Achievement continues to be a high priority based off of Content Formative Assessment (CFA) data, as well as benchmark exam results that are given during the school year.

### Curriculum, Instruction, and Assessment Summary

The district has reinforced that all core teachers will utilize the TEKS Resource system to ensure a vertically aligned curriculum.

## Student Learning Strengths

### Student Achievement Summary

Overall Below previous year (points):

<u>Subject</u>	<u>Below</u>	<u>EB % Below</u>	<u>SPED</u>
ELA/Reading:	8/8/21	17/25/32	47/59/40
Math:	17/30/26	21/44/29.	40/59/46
Writing	7/23/25	13/34/26	64/76/41
Science	7/15/15	16/30/24	35/59/40
Social Studies	13/20/10	24/38/31	38/41/18

## Average ACT Score (Composite Score)



CLASS OF	NATIONAL	STATE	South Texas ISD
2010	21.0	20.8	22.6
2011	21.1	20.8	22.3
2012	21.1	20.8	21.7
2013	20.9	20.9	22.7
2014	20.8	20.9	21.5
2015	21.0	20.9	22.1
2016	20.8	20.6	22.5
2017	21.0	20.7	22.4
2018	20.8	20.6	22.3
2019	20.7	20.6	21.8
2020	20.8	20.6	22.2
<b>2021</b>	<b>20.7</b>	<b>20.2</b>	<b>23.0</b>

### Curriculum, Instruction, and Assessment Strengths

Utilizing the same curriculum timeline and resources on all campuses for STAAR/EOC courses ensured a seamless transition for students. The Instructional Technology Specialist (ITS) also helps teachers with lesson planning resources, instructional methods, as well as resources to be incorporated into the teacher's classrooms.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Students supported by Special Education consistently perform 15-30 percentage points lower than all students in all tested areas. **Root Cause:** Special Education students do not perform at grade level due to their area of identified disability.

**Problem Statement 2 (Prioritized):** The student assessment data reveals a steady decline in literacy across the curriculum for all students in tested areas. **Root Cause:** All teachers have not consistently implemented proven literacy strategies into their lessons within all content areas.

**Problem Statement 3 (Prioritized):** There is a deficit in writing skills across the curriculum. **Root Cause:** Few specific curriculum guides for writing and minimal opportunities for writing professional development for teachers and coaches. Teachers are not implementing cross curricular writing.

**Problem Statement 4 (Prioritized):** Student mastery performance is consistently below 30% in the 2020 STAAR Results. **Root Cause:** Students lacked foundational skills to prepare them for rigorous content. Administrators lacked consistency in monitoring instructional strategies.

# District Processes & Programs

## District Processes & Programs Summary

South Texas ISD will provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c) (2)) to meet the challenging state academic standards; (ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and (iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards.

**Leadership.** South Texas ISD district leadership team includes the superintendent, deputy superintendent, assistant superintendent for finance & operations, assistant superintendent for human resource, chief academic officer, administrator for public relations & marketing, director of special programs, content coordinators, licensed specialist in school psychology, and instructional technology specialists.

**Curriculum.** South Texas ISD teachers follow the district's curriculum and pacing calendar to ensure that they teach the expected curriculum. The Content Coordinators will ensure that teachers and administrators understand how to unpack the standard as well as know how to tie in technology, academic vocabulary, and the gradual release model. Teachers will focus on how to make concepts more relevant and rigorous for their students. Students will begin thinking more critically about their content and applying the information learned to a range of cross-disciplinary tasks. Students will be expected to demonstrate their understanding through creativity and originality.

**Planning.** Teachers will plan with a data driven focus by gathering together a database of information about the students in each classroom, and using that information to improve the quality of teaching in the classroom.

**Bullying Prevention:** Students are in a bully-free zone. Students also participate in counseling groups. Through social, emotional development, South Texas ISD provides "counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;" [ESSA P.L. 114-95 Section 1114(b)(7)(A)(I)]

**Parent Engagement:** Parents will have opportunities to participate in district and campus events such as: Family Nights, Spirit Nights, and Parent Forums. Parents will be provided with a schedule of events at the beginning of the school year.

## District Processes & Programs Strengths

Although all processes were not completed to the highest level of excellence, teachers have the ground knowledge for district initiatives that all schools will implement. The goal this year is to strengthen these systems and implement them with fidelity.

## Problem Statements Identifying District Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Student attendance was consistently at an average of 94% throughout the 2021-2022 school year, four points lower than the goal of 98%. **Root Cause:** Lack of a consistent tracking system around student absences, monitored by the school leadership team and classroom teachers.

# Perceptions

## Perceptions Summary

South Texas ISD leaders expect excellence everyday from all stakeholders. South Texas ISD staff honor our core values by maintaining a growth mindset, aligning instruction to data and what is best for kids, having a joy in learning, participating in open communication and collaboration, and creating a respectful and reflective culture.

## Recruiting

Promote the district culture during hiring initiatives to recruit high quality teachers.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Lack of data from stakeholders prevents an accurate measure of district culture and climate. **Root Cause:** A school culture / school climate survey has not been administered at South Texas ISD.

**Problem Statement 2 (Prioritized):** Recruiting and retaining high quality teachers has been a challenge across the district. **Root Cause:** Limited promotion/exposure of our district, compensation plans, COVID-19.

# Priority Problem Statements

**Problem Statement 1:** Student enrollment has grown slightly in the past two years.

**Root Cause 1:** Families are enrolling students into home schools or their home districts.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 3:** Students supported by Special Education consistently perform 15-30 percentage points lower than all students in all tested areas.

**Root Cause 3:** Special Education students do not perform at grade level due to their area of identified disability.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 7:** Student attendance was consistently at an average of 94% throughout the 2021-2022 school year, four points lower than the goal of 98%.

**Root Cause 7:** Lack of a consistent tracking system around student absences, monitored by the school leadership team and classroom teachers.

**Problem Statement 7 Areas:** District Processes & Programs

**Problem Statement 8:** Lack of data from stakeholders prevents an accurate measure of district culture and climate.

**Root Cause 8:** A school culture / school climate survey has not been administered at South Texas ISD.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 2:** Special education population has increased 32% in the last three years.

**Root Cause 2:** More students are being evaluated and identified with disabilities.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 4:** The student assessment data reveals a steady decline in literacy across the curriculum for all students in tested areas.

**Root Cause 4:** All teachers have not consistently implemented proven literacy strategies into their lessons within all content areas.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 9:** Recruiting and retaining high quality teachers has been a challenge across the district.

**Root Cause 9:** Limited promotion/exposure of our district, compensation plans, COVID-19.

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 5:** There is a deficit in writing skills across the curriculum.

**Root Cause 5:** Few specific curriculum guides for writing and minimal opportunities for writing professional development for teachers and coaches. Teachers are not implementing cross curricular writing.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Student mastery performance is consistently below 30% in the 2020 STAAR Results.

**Root Cause 6:** Students lacked foundational skills to prepare them for rigorous content. Administrators lacked consistency in monitoring instructional strategies.

**Problem Statement 6 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- 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
- 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.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by 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.
- Section 504 data
- Gifted and talented data

**Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

**Employee Data**

- Teacher/Student Ratio
- 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

**Parent/Community Data**

- Parent engagement rate

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

# Goals

**Goal 1:** By June 2023, student mastery achievement will increase by 10%





**Performance Objective 1:** In alignment with the Instructional, Data Driven, and Observation Feedback levers, we will build teacher capacity through the utilization of coaching feedback protocols.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** 1. State assessment data: 2023 STAAR Results and TELPAS reports;  
2. Campus/District data: Eduphoria data reports (checkpoint and benchmark data);  
3. Intervention data reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Students receiving intervention support will demonstrate an improvement in performance as measured by exit tickets, weekly assessments, checkpoints, benchmarks, and STAAR assessments. Intervention Progress Monitoring System will be utilized to track weekly progress of mastery towards skills. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Content Coordinator, Chief Academic Officer  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 1, 4	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Domain 1-3 should increase. Weekly progress will be analyzed using progress monitoring system to document growth. Effective progress monitoring should capture students in need of additional support and tutorial attendance. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5 <b>Problem Statements:</b> Student Learning 4	Formative		
	Jan	Mar	June



Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Students will demonstrate mastery of early literacy in writing and become more proficient writers and published authors. Assessment data from checkpoints and benchmarks will be analyzed within one week of each assessment. Intervention adjustments will be made based on student data to maintain a score of 70% or above. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 2, 3	Formative		
	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

### Performance Objective 1 Problem Statements:





Student Learning
<p><b>Problem Statement 1:</b> Students supported by Special Education consistently perform 15-30 percentage points lower than all students in all tested areas. <b>Root Cause:</b> Special Education students do not perform at grade level due to their area of identified disability.</p> <p><b>Problem Statement 2:</b> The student assessment data reveals a steady decline in literacy across the curriculum for all students in tested areas. <b>Root Cause:</b> All teachers have not consistently implemented proven literacy strategies into their lessons within all content areas.</p> <p><b>Problem Statement 3:</b> There is a deficit in writing skills across the curriculum. <b>Root Cause:</b> Few specific curriculum guides for writing and minimal opportunities for writing professional development for teachers and coaches. Teachers are not implementing cross curricular writing.</p> <p><b>Problem Statement 4:</b> Student mastery performance is consistently below 30% in the 2020 STAAR Results. <b>Root Cause:</b> Students lacked foundational skills to prepare them for rigorous content. Administrators lacked consistency in monitoring instructional strategies.</p>

**Goal 2:** By June 2023, special education students will increase their STAAR performance by 5%.

**Performance Objective 1:** In alignment with the Instructional, Data Driven, and Observation Feedback levers, we will build teacher capacity through the utilization of coaching feedback protocols.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Intervention data, BOY, MOY, EOY

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> BOY, MOY, and EOY results will be analyzed to provide targeted interventions. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 1, 4	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Growth will be seen on TELPAS reading 2022. Special Education student performance will increase and achievement gaps will close when compared to other student groups. System Safeguards will be met. Monthly benchmarks should show increases by month on exit tickets, teacher assessments, campus based assessments, weekly checks, etc.) <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Special Programs Director  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Demographics 2	Formative		
	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Performance Objective 1 Problem Statements:**





Demographics
<b>Problem Statement 2:</b> Special education population has increased 32% in the last three years. <b>Root Cause:</b> More students are being evaluated and identified with disabilities.
Student Learning
<b>Problem Statement 1:</b> Students supported by Special Education consistently perform 15-30 percentage points lower than all students in all tested areas. <b>Root Cause:</b> Special Education students do not perform at grade level due to their area of identified disability.  <b>Problem Statement 4:</b> Student mastery performance is consistently below 30% in the 2020 STAAR Results. <b>Root Cause:</b> Students lacked foundational skills to prepare them for rigorous content. Administrators lacked consistency in monitoring instructional strategies.

**Goal 3:** Develop a comprehensive district attendance plan to ensure overall district compliance with federal and state accountability guidelines.

**Performance Objective 1:** We will implement structures and routines with fidelity to maintain student attendance at 95%

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Decision-ed reports, District Attendance reports, Attendance Committee meetings, attendance tracking system, Teacher daily attendance record, Parental Communication logs, district Attendance Summary documents

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Increase communication with parents of students with excessive absences. <b>Staff Responsible for Monitoring:</b> Data Analytics Director  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2 <b>Problem Statements:</b> District Processes & Programs 1	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Attendance reports will be analyzed weekly to ensure the goal is met by June 2023. <b>Staff Responsible for Monitoring:</b> Data Analytics Director, Counselor, Attendance Committee, and Attendance Clerk  <b>Problem Statements:</b> District Processes & Programs 1	Formative		
	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Performance Objective 1 Problem Statements:**

District Processes & Programs
<b>Problem Statement 1:</b> Student attendance was consistently at an average of 94% throughout the 2021-2022 school year, four points lower than the goal of 98%. <b>Root Cause:</b> Lack of a consistent tracking system around student absences, monitored by the school leadership team and classroom teachers.

**Goal 4:** Engage families and the community to support student achievement and enhance district goals.

**Performance Objective 1:** Engage with district stakeholders to develop a 5-year District Strategic Plan.

Strategy 1 Details	Formative Reviews		
Strategy 1: Collaborate with an independent firm to lead and assist in the development of the STISD 5-year Strategic Plan. Staff Responsible for Monitoring: Superintendent	Formative		
	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>			

**Goal 4:** Engage families and the community to support student achievement and enhance district goals.

**Performance Objective 2:** Increase communication with all district stakeholders (parents, students, community, employees, etc.) to keep them informed about district and campus events.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Use all required methods (SIS, Website, Social Media, Messenger App) of communication to increase communication and awareness of district and campus events and news. <b>Staff Responsible for Monitoring:</b> Administrator for Public Relations and Marketing  <b>Problem Statements:</b> Demographics 1	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Communicate the district's key priorities including but not limited to increased academic interventions, literacy initiatives, and social-emotional learning activities. <b>Strategy's Expected Result/Impact:</b> Increase knowledge of district focus areas <b>Staff Responsible for Monitoring:</b> Administrator for Public Relations & Marketing  <b>Problem Statements:</b> Demographics 1	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Communicate unique program opportunities for students including the P-TECH Academy. <b>Strategy's Expected Result/Impact:</b> Increased knowledge of district programs promotes student engagement and increased enrollment. <b>Staff Responsible for Monitoring:</b> Administrator for Public Relations & Marketing  <b>Problem Statements:</b> Demographics 1	Formative		
	Jan	Mar	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Continue monthly newsletter to share district information with key community leaders and post on district website for parents and others to view. <b>Strategy's Expected Result/Impact:</b> Newsletter provides timely information to parents and community website for parents and	Formative		
	Jan	Mar	June

<p>others to view.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator for Public Relations &amp; Marketing</p> <p><b>Problem Statements:</b> Demographics 1</p>			
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			





Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Student enrollment has grown slightly in the past two years. <b>Root Cause:</b> Families are enrolling students into home schools or their home districts.

**Goal 5:** Recruit, develop, and retain highly qualified teachers and staff and to increase the percentage of teachers with more than five years of experience.

**Performance Objective 1:** Evaluate and implement changes to human resources systems and processes to support teacher recruitment, induction, and retention.

**Evaluation Data Sources:** Teacher Turnover Rate, Exit Interviews, Staff Satisfaction Surveys

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Continue to implement recommendations from the 2020 TASB Staffing Study. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Human Resources  <b>Problem Statements:</b> Perceptions 2	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Evaluate and implement changes to current hiring processes to ensure the hiring of highly qualified candidates. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Human Resources  <b>Problem Statements:</b> Perceptions 2	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Design a stronger orientation process for new hires and differentiate for employees based on roles including written "Need to Knows" to ensure employees are knowledgeable and prepared to serve in the role for which they are employed. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Human Resources  <b>Problem Statements:</b> Perceptions 2	Formative		
	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Performance Objective 1 Problem Statements:**

Perceptions
<b>Problem Statement 2:</b> Recruiting and retaining high quality teachers has been a challenge across the district. <b>Root Cause:</b> Limited promotion/exposure of our district, compensation plans, COVID-19.

**Goal 6:** Promote district and campuses to increase student enrollment by 5%.

**Performance Objective 1:** Develop marketing plan that will promote campus educational and sports programs.





**Evaluation Data Sources:** 2023-2024 enrollment reports, new to district parent surveys, marketing reports.

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop short videos and CTE course catalogs that highlight each campus programs. Staff Responsible for Monitoring: Administrator for Public Relations & Marketing	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Collaborate with campuses to develop materials to promote higher education partnerships and opportunities. Staff Responsible for Monitoring: Administrator for Public Relations & Marketing	Formative		
	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			



**Goal 7:** Develop a district and campus Technology plan to meet the needs of instruction.

**Performance Objective 1:** Evaluate and implement a district technology 5-year plan to inventory and rotate technology needs.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Evaluate and update technology infrastructures at each campus. <b>Staff Responsible for Monitoring:</b> CTE Director	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Improve connectivity at campuses and transportation. <b>Staff Responsible for Monitoring:</b> CTE Director	Formative		
	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**South Texas Independent School District**

**South Texas ISD Virtual Academy**

**2022-2023 Campus Improvement Plan**



**South Texas ISD**  
**Virtual**  
**Academy**

**GRADES 6-12**

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# Goals

**Goal 1:** By June 2023, student mastery achievement will increase by 10%.

**Performance Objective 1:** In alignment with the Instructional, Data Driven, and Observation Feedback levers, we will build teacher capacity through the utilization of coaching feedback protocols.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** 1. State assessment data: 2023 STAAR Results and TELPAS reports;  
2. Campus/District data: Eduphoria data reports (checkpoint and benchmark data);  
3. Intervention data reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Students receiving intervention support will demonstrate an improvement in performance as measured by exit tickets, weekly assessments, checkpoints, benchmarks, and STAAR assessments. Intervention Progress Monitoring System will be utilized to track progress of mastery towards skills.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Domain 1-3 increase. Progress will be analyzed using progress monitoring system to document growth. Effective progress monitoring should capture students in need of additional support and tutorial attendance. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

**Goal 2:** By June 2023, special education students will increase their STAAR performance by 5%.

**Performance Objective 1:** In alignment with the Instructional, Data Driven, and Observation Feedback levers, we will build teacher capacity through the utilization of coaching feedback protocols.

**Targeted or ESF High Priority**  
**Evaluation Data Sources:** Intervention data, BOY, MOY, EOY





Strategy 1 Details	Formative Reviews		
Strategy 1: BOY, MOY, and EOY results will be analyzed to provide targeted interventions.  Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

**Goal 3:** Develop a comprehensive campus attendance plan to ensure overall campus compliance with federal and state accountability guidelines.

**Performance Objective 1:** We will implement structures and routines with fidelity to maintain student attendance at 95%.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Decision-ed reports, Campus Attendance reports, Attendance Committee meetings, attendance tracking system, Teacher daily attendance record, Parental Communication logs, campus attendance summary documents

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Increase communication with parents of students with excessive absences. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Attendance Clerk.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Attendance reports will be analyzed weekly to ensure the goal is met by June 2023. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Attendance Clerk, Attendance Committee	Formative		
	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			





**Goal 4:** Engage families and the community to support student achievement and enhance campus goals.

**Performance Objective 1:** Engage with campus stakeholders to develop a 5-year Campus Strategic Plan in alignment with the District Strategic Plan.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Collaborate with Campus Committee, Parents, and Stakeholders to develop a strategic plan to increase student achievement. <b>Staff Responsible for Monitoring:</b> Principal, SBDM, Parents, Community Members.	Formative		
	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

**Goal 4:** Engage families and the community to support student achievement and enhance campus goals.

**Performance Objective 2:** Increase communication with all campus stakeholders (parents, students, community, employees, etc.) to keep them informed about district and campus events.





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Use all required methods (SIS, Website, Social Media, Messenger App, Newsletters) of communication to increase communication and awareness of district and campus events and news. <b>Staff Responsible for Monitoring:</b> Principal, Administrator for Public Relations, Campus Media Specialist	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Continue monthly newsletter to share campus information with parents, staff, and community members <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			



**Goal 5:** Recruit, develop, and retain highly qualified teachers and staff and to increase the percentage of teachers with more than five years of experience.

**Performance Objective 1:** Implement changes made by human resources systems and processes to support teacher recruitment, induction, and retention.

**Evaluation Data Sources:** Teacher Turnover Rate, Exit Interviews, Staff Satisfaction Surveys.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Design a mentoring program for new staff to ensure they are knowledgeable and prepared to meet requirements of their duties. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers, Staff	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 6:** Promote campus resulting in an increase in student enrollment by 5%.

**Performance Objective 1:** Work with the PR department to develop a marketing plan that will promote campus educational and sports program opportunities.

**Evaluation Data Sources:** 2023-2024 enrollment reports, new to district parent surveys, marketing reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop short informational videos informing the community of various academic and extra curricular opportunities available at the campus. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Staff	Formative		
	Jan	Mar	June
<div><div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div></div>			

**Goal 7:** Develop a campus technology plan to meet the needs of instruction.

**Performance Objective 1:** Evaluate campus needs and implement the district's technology 5-year plan to inventory and rotate technology needs.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Evaluate and update technology available to staff and students to effectively implement lessons. <b>Staff Responsible for Monitoring:</b> Principal, Technology Team	Formative		
	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

**South Texas Independent School District**  
**South Texas ISD Rising Scholars Academy**  
**2022-2023 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



**South Texas ISD**

**Rising Scholars  
Academy**

**GRADES 6-8 | SAN BENITO**

# Mission Statement

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.

## Vision

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

## Value Statement

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.

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# Comprehensive Needs Assessment

## Student Learning

### Student Learning Summary

#### Curriculum, Instruction, and Assessment

1-Data is used to update:

Used for District Curriculum Planning

Used for Dept Curriculum Planning

Interventions

- Dept & Team

Assessments:

- Scheduling
- Depth of Knowledge
- Improve teaching strategies

2-College:

- Inquiry Based Learning (PBL)

3- Process in place for Instructional Materials:

- Dept Needs Assessment- created by the department
- We would like to set up a specialized committee in special pop needs for purchasing
- ELs, SPED, 504s GT

### Student Achievement

1-Eduphoria & TFAR- testing platforms must be screened in order to get effective data that is useful for lesson planning.(P.18)

2- There are several interventions in place for at-risk students, which improve their performance, however, we would like to provide services that can challenge our high performing students: Curriculum opportunities (P20)

- Health Science, Project Lead
- Innovative courses
- Increase differentiation
- Leadership opportunities

### 3- Intervention- (P 13-15)

- Create a campus bell that is able to allow for effective Intervention sessions
- AIME Enrich/Inter Improvements

## Technology

1-Technology used for Assessments & Interv.

(P 18-30)

2- Being aligned with campus needs not with district. (Ex- We have repeated training for Nearpod, S3)

- Middle School Specialized Trainings
- High School Specialized Trainings

We need updated technology structures within campus. Student barriers- we need to emphasize responsible use of technology agreement/plan for students.

Assign Dept Technology Carts that can minimize issues.

3- Professional Development geared towards campus needs. (P 18-19)

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** There is a deficit in writing skills across the curriculum **Root Cause:** Few specific curriculum guides for writing and minimal opportunities for writing professional development for teachers and coaches. Teachers are not implementing cross curricular writing.

**Problem Statement 2 (Prioritized):** The student assessment data reveals a steady decline in literacy across the curriculum for all students in tested areas. **Root Cause:** Not all teachers have consistently implemented proven literacy strategies into their lessons within all content areas.

**Problem Statement 3 (Prioritized):** Student mastery performance is consistently below 30% in the 2020 STAAR Results. **Root Cause:** Students lacked foundational skills to prepare them for rigorous content. Administrators lacked consistency in monitoring instructional strategies.

**Problem Statement 4 (Prioritized):** Students supported by Special Education consistently perform 15-30 percentage points lower than all students in all tested areas. **Root Cause:** Special Education students do not perform at grade level due to their area of identified disability.

**Problem Statement 5 (Prioritized):** Teacher capacity and coaching feedback protocols are not consistently practiced in the school setting. **Root Cause:** Not all teachers have



consistently received clear classroom expectations and goals, and onboarding instructional support.

# Priority Problem Statements

**Problem Statement 2:** There is a deficit in writing skills across the curriculum

**Root Cause 2:** Few specific curriculum guides for writing and minimal opportunities for writing professional development for teachers and coaches. Teachers are not implementing cross curricular writing.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 1:** The student assessment data reveals a steady decline in literacy across the curriculum for all students in tested areas.

**Root Cause 1:** Not all teachers have consistently implemented proven literacy strategies into their lessons within all content areas.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 6:** Emergent Bilingual population has increased 8.2% in the last three years.

**Root Cause 6:** There is a higher enrollment of students based on the home language survey and previous school records; more students have been identified as Emergent Bilinguals.

**Problem Statement 6 Areas:** Demographics

**Problem Statement 3:** Student mastery performance is consistently below 30% in the 2020 STAAR Results.

**Root Cause 3:** Students lacked foundational skills to prepare them for rigorous content. Administrators lacked consistency in monitoring instructional strategies.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 7:** Special Education population has increased 32% in the last three years.

**Root Cause 7:** More students are being evaluated and identified with disabilities.

**Problem Statement 7 Areas:** Demographics

**Problem Statement 4:** Students supported by Special Education consistently perform 15-30 percentage points lower than all students in all tested areas.

**Root Cause 4:** Special Education students do not perform at grade level due to their area of identified disability.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Teacher capacity and coaching feedback protocols are not consistently practiced in the school setting.

**Root Cause 5:** Not all teachers have consistently received clear classroom expectations and goals, and onboarding instructional support.

**Problem Statement 5 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## Student Data: Assessments

- State and federally required assessment 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- 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 progress
- 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, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation 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
- Gifted and talented data
- Dyslexia Data

- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Class size averages by grade and subject

**Employee Data**

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

# Goals





**Goal 1:** By June 2023, student mastery achievement will increase by 10%

**Performance Objective 1:** In alignment with the Instructional, Data Driven, and Observation Feedback levers, we will build teacher capacity through the utilization of coaching feedback protocols.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** 1. State assessment data: 2023 STAAR Results and TELPAS reports;  
2. Campus data: Eduphoria data reports (checkpoint and benchmark data);  
3. Intervention data reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Students receiving intervention support will demonstrate an improvement in performance as measured by exit tickets, weekly assessments, checkpoints, benchmarks, and STAAR assessments. Intervention Progress Monitoring System will be utilized to track weekly progress of mastery towards skills. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 3, 4	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Quarterly formative assessments be analyzed to monitor student progress to document growth. Effective student progress monitoring should capture students in need of additional support. <b>Staff Responsible for Monitoring:</b> Teachers, Administrations, Counselors, Team and Department members  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 3, 4	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Teachers will provide opportunities for writing and discourse so students may demonstrate mastery of early literacy and writing to become more proficient writers and published authors. <b>Staff Responsible for Monitoring:</b> Teachers, Admin  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 2	Formative		
	Jan	Mar	June

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Build teacher capacity through the utilization of of quarterly instructional rounds, coaching feedback protocols, and campus specific professional development. <b>Staff Responsible for Monitoring:</b> Teachers, Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 5	Formative		
	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

### Performance Objective 1 Problem Statements:

Student Learning
<p><b>Problem Statement 2:</b> The student assessment data reveals a steady decline in literacy across the curriculum for all students in tested areas. <b>Root Cause:</b> Not all teachers have consistently implemented proven literacy strategies into their lessons within all content areas.</p> <p><b>Problem Statement 3:</b> Student mastery performance is consistently below 30% in the 2020 STAAR Results. <b>Root Cause:</b> Students lacked foundational skills to prepare them for rigorous content. Administrators lacked consistency in monitoring instructional strategies.</p> <p><b>Problem Statement 4:</b> Students supported by Special Education consistently perform 15-30 percentage points lower than all students in all tested areas. <b>Root Cause:</b> Special Education students do not perform at grade level due to their area of identified disability.</p> <p><b>Problem Statement 5:</b> Teacher capacity and coaching feedback protocols are not consistently practiced in the school setting. <b>Root Cause:</b> Not all teachers have consistently received clear classroom expectations and goals, and onboarding instructional support.</p>





**Goal 2:** By June 2023, special education students will increase their STAAR performance by 5%.

**Performance Objective 1:** Through differentiation and alignment with the Instructional, Data Driven, and Observation Feedback levers, we will focus on special populations of students.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** BOY, MOY, EOY assessment data, and Intervention data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> BOY, MOY, and EOY results will be analyzed to provide targeted interventions. <b>Staff Responsible for Monitoring:</b> Teachers, Administration, Chief Academic Officer  <b>Problem Statements:</b> Student Learning 3, 4	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide our Emergent Bilingual students with technology, ESL and Sheltered Instruction activities, and Summit K-12 program to improve TELPAS Ratings. <b>Staff Responsible for Monitoring:</b> Teachers, Administration, Bilingual Coordinator  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Special Education student performance will increase and achievement gaps will close when compared to other student groups. System Safeguards will be met. Monthly benchmarks and differentiation will increase by month on exit tickets, teacher assessments, campus based assessments, weekly checks, etc. <b>Staff Responsible for Monitoring:</b> Teachers, Special Education Teachers, Administration, Special Programs Director  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6, 3.1 <b>Problem Statements:</b> Student Learning 4	Formative		
	Jan	Mar	June

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> At risk student performance will increase and achievement gaps will close when compared to other student groups through campus based intervention strategies, MTSS, and progress monitoring. <b>Staff Responsible for Monitoring:</b> Teachers, Administration, Counselors, Special Education Teachers, Special Programs Director  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 3	Formative		
	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 3:</b> Student mastery performance is consistently below 30% in the 2020 STAAR Results. <b>Root Cause:</b> Students lacked foundational skills to prepare them for rigorous content. Administrators lacked consistency in monitoring instructional strategies.
<b>Problem Statement 4:</b> Students supported by Special Education consistently perform 15-30 percentage points lower than all students in all tested areas. <b>Root Cause:</b> Special Education students do not perform at grade level due to their area of identified disability.







**Goal 3:** Develop a comprehensive district attendance plan to ensure overall district compliance with federal and state accountability guidelines.

**Performance Objective 1:** We will implement structures and routines with fidelity to maintain student attendance at 95%





**Targeted or ESF High Priority**

**Evaluation Data Sources:** Decision-ed reports, District Attendance reports, Attendance Committee meetings, attendance tracking system, Teacher daily attendance record, Parental Communication logs, district Attendance Summary documents

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Rising Scholars Academy will continue to monitor attendance, contact parents of absent students, and provide incentives to promote attendance. <b>Strategy's Expected Result/Impact:</b> 95% or Higher Attendance <b>Staff Responsible for Monitoring:</b> Administration, Teachers, Office Staff, PEIMS  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6, 3.1, 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> The attendance committee will review and evaluate absences monthly. <b>Staff Responsible for Monitoring:</b> Administration, PEIMS  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Our campus social worker will continue to make home visits as necessary. <b>Staff Responsible for Monitoring:</b> Administration, Social Worker, PEIMS  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative		
	Jan	Mar	June
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>			





**Goal 4:** Engage families and the community to support student achievement and enhance district goals.

**Performance Objective 1:** Engage with district stakeholders to develop a 5-year District Strategic Plan.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Collaborate with the district to assist in the development of the STISD five-year strategic plan. <b>Strategy's Expected Result/Impact:</b> To engage families and students to support the district goals. <b>Staff Responsible for Monitoring:</b> Principal  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative		
	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 4:** Engage families and the community to support student achievement and enhance district goals.





**Performance Objective 2:** Increase communication with all district stakeholders (parents, students, community, employees, etc.) to keep them informed about district and campus events.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Rising Scholars Academy will use all available methods of communication to increase communication and awareness of campus and district events and news (Remind, Parent Portal, Parent Newsletters, Website, Social Media, Remind, campus display screens, and Marquee) <b>Strategy's Expected Result/Impact:</b> Increased communication with all stakeholders. <b>Staff Responsible for Monitoring:</b> Administration, Webmaster, Instructional Techs, Social Media Specialist, Social Worker  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Rising Scholars Academy will have effective communication within the school community to ensure the campus stakeholders are informed of daily campus operations including but not limited to increased academic interventions, literacy initiatives, daily operations and social emotional learning activities through the campus weekly newsletter. <b>Strategy's Expected Result/Impact:</b> Increased communication as a campus; well informed stakeholders <b>Staff Responsible for Monitoring:</b> Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Rising Scholars Academy will offer comprehensive parent advisement sessions throughout the year to inform families of our campus programs, opportunities and requirements. <b>Strategy's Expected Result/Impact:</b> Well informed parents, students, and school community regarding campus programs and requirements. <b>Staff Responsible for Monitoring:</b> Administration, Counselors, Support Staff, Teachers, Instructional Technologists, Nurse, Transportation, Nutrition  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6, 3.1, 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 5:** Recruit, develop, and retain highly qualified teachers and staff and to increase the percentage of teachers with more than five years of experience.

**Performance Objective 1:** Evaluate and implement changes to human resources systems and processes to support teacher recruitment, induction, and retention.

**Evaluation Data Sources:** Teacher Turnover Rate, Exit Interviews, Staff Satisfaction Surveys





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Rising Scholars Academy will provide a culture camp for all new teachers providing culture, expectations, campus procedures, and team building. <b>Staff Responsible for Monitoring:</b> Administration  <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Rising Scholars Academy will provide instructional support through campus-led mini sessions focused on instructional methods through modeling best practices, Teach Like A Champion strategies, and Kagan. <b>Strategy's Expected Result/Impact:</b> Increase teacher confidence, promote positive school culture, and reduce turnover rate. <b>Staff Responsible for Monitoring:</b> Administration, Lead Teachers  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Rising Scholars Academy will promote the teacher development through quarterly instructional rounds, and the assignment of an experienced mentor to all new to campus teachers. <b>Strategy's Expected Result/Impact:</b> Promote teacher development, and retention. <b>Staff Responsible for Monitoring:</b> Administration  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 6:** Promote district and campuses to increase student enrollment by 5%.

**Performance Objective 1:** Develop marketing plan that will promote campus educational and sports programs.





**Evaluation Data Sources:** 2023-2024 enrollment reports, new to district parent surveys, marketing reports.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Rising Scholars Academy will host showcase events to attract and engage future RSA families that focus on our programs of study, extracurricular activities, academic opportunities, campus accomplishments/recognitions, and summer initiatives. <b>Staff Responsible for Monitoring:</b> Administration, Counselors, Support Staff, Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Campus tours will be facilitated to educate the community about the campus and the district mission. <b>Strategy's Expected Result/Impact:</b> Community awareness of our school and district Attain and maintain the 2022-2023 enrollment numbers <b>Staff Responsible for Monitoring:</b> Administration, Counselors, Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Collaborate with the district to develop materials to promote higher education partnerships and opportunities. <b>Strategy's Expected Result/Impact:</b> Increase the quality of promoting the campus and district to the community. <b>Staff Responsible for Monitoring:</b> Administration, Counselors  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative		
	Jan	Mar	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Rising Scholar Academy website will be updated weekly with new campus information highlighting campus activities and achievement. <b>Strategy's Expected Result/Impact:</b> Promote the campus to maintain student enrollment. <b>Staff Responsible for Monitoring:</b> Administration, Webmaster, Social Media Specialist  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative		
	Jan	Mar	June

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Rising Scholars Academy will publicize on social media campus activities and will highlight school accomplishments. <b>Strategy's Expected Result/Impact:</b> Increase exposure to reach a larger market to social media. <b>Staff Responsible for Monitoring:</b> Administration, Webmaster, Social Media Specialist  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative		
	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 7:** Develop a district and campus Technology plan to meet the needs of instruction.

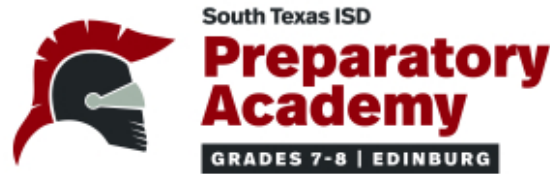
**Performance Objective 1:** Evaluate and implement a district technology 5-year plan to inventory and rotate technology needs.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Rising Scholars Academy will evaluate and update technology infrastructures. <b>Staff Responsible for Monitoring:</b> Administration, Campus Technician, Instructional Tech  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative		
	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

# **South Texas Independent School District**

## **South Texas ISD Preparatory Academy**

### **2022-2023 Campus Improvement Plan**





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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Since its inception in 2008, South Texas ISD Preparatory Academy has focused on serving the educational needs of students in a low socio-economic, tri-county area in the southmost of Rio Grande Valley (RGV) of Texas, tip affording seventh and eighth graders the experience “of engaging and challenging curriculum,” as stated in its mission statement. In the 2022-2023 school year, Preparatory Academy will be adding six grade to address the needs of the families with students entering middle school. The district stretches over three counties, Cameron, Hidalgo and Willacy, and overlaps 28 other school districts, an area of 3,643 miles.

### Demographics Strengths

#### 624 Students Total

7<sup>th</sup> - 309

8<sup>th</sup>- 315

Females- 352

Males- 272

#### Ethnic Distribution

Hispanic- 490 students **78.53%**

American Indian- 11 students **1.76%**

Asian- 78 students **12.5%**

Black- 10 students **1.60%**

White 35 students **5.61%**

Native Hawaiian 0

#### Special Ed.

25 Students 4.0%

7<sup>th</sup>- 12

8<sup>th</sup>- 13

Emotional Disturbance 6 students **1.0%**

Learning disability 12 students **1.92%**

Speech impairment 4 students **.64%**

Autism 6 students **.96%**

Dyslexia 9 students **1.44%**

**Economic Disadvantage**

Free- 200 **32.05%**

Reduced- 54 **8.65%**

Paid- 346 **55.44%**

**Migrant** 2 students **.32%**

**Homeless** 0

**At Risk** 156 students **25.1%**

**Emergent Bilingual** 99 students **15.87%**

**Gifted and Talented**

7<sup>th</sup> 85 **13.62%**

8<sup>th</sup>- 79 **14.26%**

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** The special population (special ed, Section 504, EB) numbers have increased over the years. **Root Cause:** More families are looking for alternative services for their children with special needs.

**Problem Statement 2 (Prioritized):** Student enrollment has grown over the years and Preparatory Academy has wait-lists in all grade levels. **Root Cause:** Families are looking for other options than their neighboring schools for their children.

# Student Learning

## Student Learning Summary

The district has reinforced that all core teachers will utilize the TEKS Resource System to ensure a vertically aligned curriculum. Over the years, Preparatory Academy has progressed to the final PLC stages, resulting in a collaborative school culture that has yielded increased student performance. The faculty has bonded, unifying our curriculum which allows for better academic support in the different areas. Teacher planning is purposeful, moving from discussing the targeted objectives and skills to sharing strategies and researched-based practices with one another. These collaborative efforts have led to highly effective teaching and successful student learning, evidenced not only by the high-ranking test results but also by the achievements of our students in and out of the classroom.

## Student Learning Strengths

Preparatory Academy historically has done well in the State of Texas Assessment of Academic Readiness (STAAR) assessments at the approaches level. The school continues to plan to address the meets and masters levels for all students. The number of students enrolled in advanced coursework demonstrates our efforts to prepare our students for the rigor of high school and college. Students' numerous triumphs in the various categories at the Texas state-level Technology Student Association (TSA), Health Occupations Students of America (HOSA) and Texas Math and Science Coaches Association (TMSCA), for example, testify to our overall success. Winning multiple sweepstakes for University Interscholastic League (UIL) academic competitions further reflects our school's effectiveness.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** The meets and masters levels in the STAAR test results can be improved for all sub-groups. **Root Cause:** We need to close the gap in knowledge and skills when the students skip and advance to a higher level of coursework.

# School Processes & Programs

## School Processes & Programs Summary

The administrative team, along with the assistance of various advisory/collaborative teams, guide school operations and monitor improvements, with the principal serving as the authority in any action regarding school management and development. Preparatory Academy's administrative team consists of the principal, two assistant principals, two counselors, and a part-time social worker. Additionally, team and department leaders and the Site-Based Decision-Making Committee (SBDM) act as advisory groups and oversee Preparatory Academy's operation and ongoing development. Recurring meetings of these groups collect, analyze, and use student data to revise curriculum and instruction, to develop intervention strategies, and to discuss common concerns. This collaborative approach maintains high interest, engagement, and rigor. The principal and/or support staff attend these reoccurring meetings and collects data. Furthermore, the principal meets every nine weeks with the Student Ambassadors—student representatives from each academic team--to discuss concerns brought forth from the student body.

Preparatory Academy administration acts proactively to update the campus improvement plan and review policies and procedures that address a variety of matters, updating regulatory documents through monthly collaboration with SBDM and department and academic teams. With the assistance of all advisory groups, the administrative team is responsible for all curricular and instructional matters, master schedule, staff development, and school operation. In addition, the principal, with the support of the assistant principals, is responsible for staff evaluation, financial matters, plant maintenance, discipline, school programs, and activities. The administrative team works in collaboration with an office staff, reviewing and revising policies and procedures concerning PEIMS, budget, and resource allocations.

Preparatory has incorporated the Restorative Discipline Circles (RD Circles) curriculum to the Spartan Academic Mentoring advisory period. Teachers are assigned to a small group of students who are mentor for two years. As a result, our curriculum has become more unified school-wide since the incorporation of RD Circles which have created stronger bonds between students and mentor teacher. The topics discussed during SAM address character development, safety, environmental awareness, relational and academic skills, and career planning. This RD circle element allows every student's voice to be heard, illustrating that they matter and are an important member of our community.

## School Processes & Programs Strengths

PLC meetings have been prioritized, with teachers holding collaborative meetings weekly. Departments have designated meeting times to plan and to develop lessons according to students, formative assessment results. Teachers work collaboratively to identify students who would benefit from receiving instruction using varied approaches and different resources. During the second semester when Support Enrichment Time ends, our school transitions to class rotations specifically to provide preparation for the upcoming state assessments for all students. Teachers use this time to target specific content and test-taking strategies. These rotations have allowed for growth in the percentages of students reaching the Meets and Masters level on state assessments. If at the end of a grading period a student has not been successful, a teacher can offer an academic contract that allows another opportunity for the student to improve.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** It is becoming challenging to schedule common PLC and team meeting time during the school day. **Root Cause:** The restrictions placed into the master schedule when new courses are added (for example teachers teach different grade levels and courses).

# Perceptions

## Perceptions Summary

Preparatory Academy believes and treats all stakeholders as family. Because of the historical perception the community has had about the school regarding high academic achievement and a well rounded education, we hold all stakeholders to high standards by collaborating to achieve this goal.

## Perceptions Strengths

Preparatory Academy has consistently been able to meet enrollment numbers.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** The district serves three different counties and even though we would like to serve all enrollment requests, we are limited. **Root Cause:** The campus is limited by the building's size.

# Priority Problem Statements

**Problem Statement 1:** The special population (special ed, Section 504, EB) numbers have increased over the years.

**Root Cause 1:** More families are looking for alternative services for their children with special needs.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 3:** The meets and masters levels in the STAAR test results can be improved for all sub-groups.

**Root Cause 3:** We need to close the gap in knowledge and skills when the students skip and advance to a higher level of coursework.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** It is becoming challenging to schedule common PLC and team meeting time during the school day.

**Root Cause 4:** The restrictions placed into the master schedule when new courses are added (for example teachers teach different grade levels and courses).

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** The district serves three different counties and even though we would like to serve all enrollment requests, we are limited.

**Root Cause 5:** The campus is limited by the building's size.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 2:** Student enrollment has grown over the years and Preparatory Academy has wait-lists in all grade levels.

**Root Cause 2:** Families are looking for other options than their neighboring schools for their children.

**Problem Statement 2 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- PSAT
- PSAT and/or ASPIRE
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS



### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- 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
- 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.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by 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.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- 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

### **Parent/Community Data**

- Parent engagement rate

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

# Goals





**Goal 1:** By June 2023, student mastery achievement will increase by 10%

**Performance Objective 1:** In alignment with the Instructional, Data Driven, and Observation Feedback levers, we will build teacher capacity through the utilization of coaching feedback protocols.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** 1. State assessment data: 2023 STAAR Results and TELPAS reports;  
2. Campus/District data: Eduphoria data reports (checkpoint and benchmark data);  
3. Intervention data reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Students receiving intervention support will demonstrate improvement in performance as measured by weekly assessments, benchmarks, and STAAR assessments. Intervention Progress Monitoring System will be utilized to track weekly progress of mastery towards skills.  <b>Strategy's Expected Result/Impact:</b> Student mastery achievement will increase <b>Staff Responsible for Monitoring:</b> Principals Assistant Principals Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Weekly progress monitoring will document student growth. The monitoring documentation will identify students in need of additional support and tutorial attendance.  <b>Strategy's Expected Result/Impact:</b> Student mastery achievement will increase <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Jan	Mar	June

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Students will demonstrate mastery of early literacy in writing and become proficient writers. Assessment data from common assessments and benchmarks will be analyzed within one week of each assessment. Intervention adjustments will be made to student data to maintain a score of at least 70%. <b>Strategy's Expected Result/Impact:</b> Student mastery achievement will increase <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

**Goal 2:** By June 2023, special education students will increase their STAAR performance by 5%.

**Performance Objective 1:** In alignment with the Instructional, Data Driven, and Observation Feedback levers, we will build teacher capacity through the utilization of coaching feedback protocols.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Intervention data, BOY, MOY, EOY

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> BOY, MOY, and EOY results will be analyzed to provide targeted interventions <b>Strategy's Expected Result/Impact:</b> Special education students' results will reflect a five percent increase in STAAR. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Special Education staff  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Special education performance will increase and achievement gaps will close when compare to other student groups. System will be met by monthly benchmarks. Gains are expected each month through teacher assessments and common assessments. <b>Strategy's Expected Result/Impact:</b> Special education students will increase STAAR performance by five percent <b>Staff Responsible for Monitoring:</b> Special education Staff Principal Assistant Principal  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Growth will be seen on TELPAS reading 2023 <b>Strategy's Expected Result/Impact:</b> TELPAS performance will increase and achievement gaps will close <b>Staff Responsible for Monitoring:</b> ELA teachers Principals Assistant Principas  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

**Goal 3:** Develop a comprehensive district attendance plan to ensure overall district compliance with federal and state accountability guidelines.

**Performance Objective 1:** We will implement structures and routines with fidelity to maintain student attendance at 95%





**Targeted or ESF High Priority**

**Evaluation Data Sources:** Decision-ed reports, District Attendance reports, Attendance Committee meetings, attendance tracking system, Teacher daily attendance record, Parental Communication logs, district Attendance Summary documents

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Preparatory Academy will continue to monitor attendance and will continue to contact parents of absent students <b>Strategy's Expected Result/Impact:</b> 95% or higher attendance rate <b>Staff Responsible for Monitoring:</b> PEIMS Clerk Principal Assistant Principals  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> The attendance committee will review and evaluate absences monthly <b>Strategy's Expected Result/Impact:</b> To keep at least 95% attendance rate <b>Staff Responsible for Monitoring:</b> PEIMS clerk Principal Assistant Principals  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Home visits will be made to students with excessive absences <b>Strategy's Expected Result/Impact:</b> To keep at least 95% attendance rate <b>Staff Responsible for Monitoring:</b> Social worker PEIMS Clerk Principal Assistant Principals  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative		
	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

**Goal 4:** Engage families and the community to support student achievement and enhance district goals.

**Performance Objective 1:** Engage with district stakeholders to develop a 5-year District Strategic Plan.


Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Collaborate with the district to assist in the development of the STISD five-year strategic plan. <b>Strategy's Expected Result/Impact:</b> To engage families and students to support the district goals <b>Staff Responsible for Monitoring:</b> Principal  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative		
	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			


**Goal 4:** Engage families and the community to support student achievement and enhance district goals.


**Performance Objective 2:** Increase communication with all district stakeholders (parents, students, community, employees, etc.) to keep them informed about district and campus events.


Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Use all available methods of communication to increase communication and awareness of campus and district events and news (Parent Portal, Website, Social Media, Remind, campus display screens, and Marquee) <b>Strategy's Expected Result/Impact:</b> Families and the community will receive immediate relevant information about Preparatory Academy events. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Webmaster Social Media Specialist  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Communicate the campus priority including but not limited to increased academic interventions, literacy initiatives and social emotional learning activities <b>Strategy's Expected Result/Impact:</b> Increase knowledge of campus focus areas <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6, 3.1 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Preparatory Academy will provide interventions for struggling students while implementing advancement opportunities such as high school credit courses and credit by exam. <b>Strategy's Expected Result/Impact:</b> Increased knowledge of campus programs, promote student engagement, and increased enrollment <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Jan	Mar	June

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Continue monthly newsletter to share campus information with parents and post on the campus website for others to view <b>Strategy's Expected Result/Impact:</b> To provide timely information to parent and community <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

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





**Goal 5:** Recruit, develop, and retain highly qualified teachers and staff and to increase the percentage of teachers with more than five years of experience.

**Performance Objective 1:** Evaluate and implement changes to human resources systems and processes to support teacher recruitment, induction, and retention.

**Evaluation Data Sources:** Teacher Turnover Rate, Exit Interviews, Staff Satisfaction Surveys

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Preparatory Academy will assign an experienced mentor to all new to campus teachers. <b>Strategy's Expected Result/Impact:</b> Support teachers on the job Increase teacher retention <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Goal 6:** Promote district and campuses to increase student enrollment by 5%.

**Performance Objective 1:** Develop marketing plan that will promote campus educational and sports programs.





**Evaluation Data Sources:** 2023-2024 enrollment reports, new to district parent surveys, marketing reports.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Preparatory Academy will host showcase events to attract and engage future STISD Preparatory Academy Families. <b>Strategy's Expected Result/Impact:</b> 1)Community awareness of our district and school 2)Maintain 2022-2023 enrollment numbers <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselors  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Campus tours will be facilitated to educate the community about the campus and the district mission. <b>Strategy's Expected Result/Impact:</b> Community awareness of our school and district Attain and maintain the 2022-2023 enrollment numbers <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselors  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Collaborate with the district to develop materials to promote higher education partnerships and opportunities. <b>Strategy's Expected Result/Impact:</b> Increase the quality of promoting the campus and district to the community. <b>Staff Responsible for Monitoring:</b> Principal and assistant principals Counselors  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2	Formative		
	Jan	Mar	June

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> The Preparatory Academy Website will be updated weekly with new campus information highlighting campus activities and achievement. <b>Strategy's Expected Result/Impact:</b> Promote the campus to maintain student enrollment <b>Staff Responsible for Monitoring:</b> Campus webmaster Principal Assistant Principals  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	June
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Preparatory Academy will publicize on social media campus activities and will highlight school accomplishments <b>Strategy's Expected Result/Impact:</b> Increase exposure to reach a larger market to social media. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Webmaster Social Media Specialist  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

**Goal 7:** Develop a district and campus Technology plan to meet the needs of instruction.

**Performance Objective 1:** Evaluate and implement a district technology 5-year plan to inventory and rotate technology needs.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Evaluate and update technology infrastructures at Preparatory Academy. <b>Strategy's Expected Result/Impact:</b> Keeping technology up to date <b>Staff Responsible for Monitoring:</b> Campus Technician  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

# 2022-2023 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Ana Castro	Principal
Parent	Selene Diaz	Parent
Community Representative	Luke Bonura Sr.	Community Member
Student	Camille Diaz	Student-8th Grade
Classroom Teacher	Robert Gill	Teacher
Classroom Teacher	Arnoldo Cortez	Secretary
Non-classroom Professional	Lillia Liguez	Counselor
Classroom Teacher	Laura Salas	Teacher
Classroom Teacher	Rozanne Martinez	Teacher
Classroom Teacher	Alfredo Garza	Teacher
Classroom Teacher	Kathy Starr	Teacher
Administrator	Wilmer Romero	Assistant Principal/Secretary
Classroom Teacher	Ruben Salas Jr.	Teacher
Non-classroom Professional	Maria Salinas	Counselor
Classroom Teacher	Patricia Ayala-Gonzalez	Teacher
Business Representative	Lee Nichols	Business Representative
Student	Lazaro Fernandez	7th Grade Student

# **South Texas Independent School District**

## **South Texas ISD World Scholars**

### **2022-2023 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The following are our counts for the respective subpopulations:

Special Education Students-36

Gifted and Talented-69

Emerging Bilingual-64

Response to Intervention-0

504 Students-44

Our campus services students from all areas of the Rio Grande Valley. We are a high school that serves 9th grade-12th grade. We target the highest level of academic accomplishment, and offer an IB curriculum to help separate the average curriculum from a more rigorous one that prepares our students for the college entry level, and in some cases, beyond.

Our school is ranked 93 in the Niche ratings. Our parents consist of a population in which the education ranges from non-high school graduates to Doctorate recipients. We partner with South Texas College and The University of Texas RGV. We serve students in the areas of math, science, English, social studies, Law and Public Service, Arts and Communication, Business, Marketing, and Finance, and Hospitality and Tourism.

### Demographics Strengths

The diverse population that we have at World Scholars has helped build a diverse culture of perspectives and tolerance. Our students come looking for a rigorous curriculum and are aware of our IB program. The parents of our campus community are invested in the education of their child. The 64 EB students that we have are students that are able to use their second language as a strength to help them further acquire the English language.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** As the transition into the regular school year continues, there is a significant drop in the amount of students that are willing to push through the IB program and see it through to the end. **Root Cause:** We have students that are coming into our campus without the groundwork of a rigorous curriculum, and the transition into this type of program may present a challenge to those students that are accustomed to succeeding on primary attempts, with limited prompting.



**Problem Statement 2 (Prioritized):** Students have decreased overall for 3 of the 4 subjects. **Root Cause:** The pandemic has caused a major learning loss.

## Student Learning

### Student Learning Summary

Our current overall STAAR EOC data is at 92% passing for 2021 which is a 1% increase compared to 2020. By subject we have a 92% in English Language Arts which is a 7% increase from 2020, 76% in Mathematics which is a decrease of 22%, 89% in Science which is a decrease of 2% and 95% in Social Studies which is a decrease of 4% from 2020. In our demographics categories we have the following passing rates: 90% Asian, 100% Black, 90% ECD, 79% ELL, 92% Hispanic, 100% Native, 57% SpEd, Two or More 100%, 92% White.

### Student Learning Strengths

Our strengths are in the area of English Language Arts. Our greatest increase from 2020 to 2021 was in the Two or More categories which means that we hit more than one area of demographic increase.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Students have decreased overall for 3 of the 4 subjects. **Root Cause:** The pandemic has caused a major learning loss.

# School Processes & Programs

## School Processes & Programs Summary

World Scholars provides programs in academics, sports, and extracurricular activities.

Academics: Pre-IB courses, IB courses

Sports: Flag-football, soccer, softball, basketball, volleyball

Extracurricular activities: UIL, Esports

We currently use SchoolMint to review the students that we have entering for the following school year. We are able to keep tabs on the students that are still in the process of registering, those that have withdrawn, and those that are on the waiting list. Throughout the year, we hold showcases, which we are financially accounting for in our budget,

## School Processes & Programs Strengths

The dashboard on SchoolMint allows us to see which students we still need to work on and bring into our school system.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** There are students that register with our campus, but end up wanting to transfer to another campus in our school district. **Root Cause:** Some students are reserving a seat in our school district but await a seat at neighboring campuses within the same district. If they do get an open seat, they drop out of our campus count.

# Perceptions

## Perceptions Summary

Teachers have stated that they would like to have more support and be given more training on the IB curriculum. They would like to be more effective in the classroom. Teachers are also searching for experience; this meaning that they would like to be placed in one course and allowed to master that course before being moved to another. This can be demoralizing because it becomes exhausting to start from ground zero each year. This will also help the students because the teachers will be more prepared.

As for climate, they ask administration to be more understanding towards the teachers. When asked how so, teachers responded with examples such as the following:

- 1) They would like the principals to get with them and create a lesson together
- 2) Have the principals teach a lesson with them so that they could have a model

In regards to IB:

- 1) Teachers would like to have IB textbooks/curriculum to follow. A scope and sequence for IB would be really effective and help teachers greatly.

We are trying to create a system in which teachers do not have to start from scratch every year. If an IB teacher leaves, they must leave behind the resources such as lesson plans. For those teachers teaching Year 1 and Year 2 in the IB program, it would be helpful to leave teachers in that course so that they can maintain the momentum and become familiar with the program.

Principals will sit with teachers of the department they are overseeing and create individual lessons periodically with the teachers and co-teach once a reporting period.

## Perceptions Strengths

We have teachers that truly want to make a difference in students' lives. However, in order to do, teachers must feel confident in all that they are expected to do. Curriculum is of highest importance on a campus. If we are expected to have our students excel, the teachers must be knowledgeable in their area/content. Every campus differs in their areas of need. In this particular area, we have an expectation that our students will be able to write essays that are in depth. In order to help facilitate this, teachers are asking to have more money invested in their professional growth where IB is the primary focus. The TOK facet of IB is also another area where teachers do not feel comfortable teaching and providing feedback. There are processes that they are not familiar with. The testing is only a part of it. The strength is that we have eager teachers wanting to jump deeply into the IB curriculum; they are simply searching for more direct instruction on how to run their content area under this umbrella.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Teachers would like to become more competent in the IB curriculum in order to provide a more solid foundation for our IB students at World Scholars. **Root Cause:** Teachers have not had an IB consultant come to guide them as per their department. They would like to be guided as per their content area, as opposed to one blanket training.

# Priority Problem Statements

**Problem Statement 1:** As the transition into the regular school year continues, there is a significant drop in the amount of students that are willing to push through the IB program and see it through to the end.

**Root Cause 1:** We have students that are coming into our campus without the groundwork of a rigorous curriculum, and the transition into this type of program may present a challenge to those students that are accustomed to succeeding on primary attempts, with limited prompting.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Students have decreased overall for 3 of the 4 subjects.

**Root Cause 2:** The pandemic has caused a major learning loss.

**Problem Statement 2 Areas:** Demographics - Student Learning

**Problem Statement 3:** There are students that register with our campus, but end up wanting to transfer to another campus in our school district.

**Root Cause 3:** Some students are reserving a seat in our school district but await a seat at neighboring campuses within the same district. If they do get an open seat, they drop out of our campus count.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Teachers would like to become more competent in the IB curriculum in order to provide a more solid foundation for our IB students at World Scholars.

**Root Cause 4:** Teachers have not had an IB consultant come to guide them as per their department. They would like to be guided as per their content area, as opposed to one blanket training.

**Problem Statement 4 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results

## Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

#### **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and 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**

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





# Goals

**Goal 1:** By June 2023, student mastery achievement will increase by 10%

**Performance Objective 1:** In alignment with the Instructional, Data Driven, and Observation Feedback levers, we will build teacher capacity through the utilization of coaching feedback protocols.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** 1. State assessment data: 2023 STAAR Results and TELPAS reports;  
2. Campus/District data: Eduphoria data reports (checkpoint and benchmark data);  
3. Intervention data reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement a minimum of 10 walkthroughs per administrator per week to monitor and provide instructional feedback to teachers. <b>Staff Responsible for Monitoring:</b> Campus Principal	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Develop curriculum for intervention periods for all core areas. <b>Staff Responsible for Monitoring:</b> Campus Principal	Formative		
	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			



**Goal 2:** By June 2023, special education students will increase their STAAR performance by 5%.

**Performance Objective 1:** In alignment with the Instructional, Data Driven, and Observation Feedback levers, we will build teacher capacity through the utilization of coaching feedback protocols.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Intervention data, BOY, MOY, EOY





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop and implement instructional plans for all special education students based on their 2021-2022 STAAR results. <b>Staff Responsible for Monitoring:</b> Campus Principal, Special Education Teachers, Teachers, Counselors  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative		
	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

**Goal 3:** Develop a comprehensive district attendance plan to ensure overall district compliance with federal and state accountability guidelines.

**Performance Objective 1:** We will implement structures and routines with fidelity to maintain student attendance at 95%





**Targeted or ESF High Priority**

**Evaluation Data Sources:** Decision-ed reports, District Attendance reports, Attendance Committee meetings, attendance tracking system, Teacher daily attendance record, Parental Communication logs, district Attendance Summary documents

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide attendance reports to teachers on a weekly basis to monitor and track students attendance. <b>Staff Responsible for Monitoring:</b> Campus Administration	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Develop attendance goals for all teachers to meet the districts goal of 95% <b>Staff Responsible for Monitoring:</b> Campus Administration, PEIMS Clerks	Formative		
	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 4:** Engage families and the community to support student achievement and enhance district goals.

**Performance Objective 1:** Engage with district stakeholders to develop a 5-year District Strategic Plan.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop a system to provide input and encourage teachers to participate in the districts 5-year District Strategic Plan. <b>Staff Responsible for Monitoring:</b> Campus Principal	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Promote partnerships with Higher Education Systems as part of the campus 5-year plan. <b>Staff Responsible for Monitoring:</b> Campus Principal	Formative		
	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 4:** Engage families and the community to support student achievement and enhance district goals.

**Performance Objective 2:** Increase communication with all district stakeholders (parents, students, community, employees, etc.) to keep them informed about district and campus events.

**Goal 5:** Recruit, develop, and retain highly qualified teachers and staff and to increase the percentage of teachers with more than five years of experience.

**Performance Objective 1:** Evaluate and implement changes to human resources systems and processes to support teacher recruitment, induction, and retention.

**Evaluation Data Sources:** Teacher Turnover Rate, Exit Interviews, Staff Satisfaction Surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Evaluate and implement campus systems in supporting new teachers through professional development. Staff Responsible for Monitoring: Campus Principal	Formative		
	Jan	Mar	June
<div><div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div><div></div><div></div></div><div>Discontinue</div></div></div></div></div></div></div>			

**Goal 6:** Promote district and campuses to increase student enrollment by 5%.

**Performance Objective 1:** Develop marketing plan that will promote campus educational and sports programs.

**Evaluation Data Sources:** 2023-2024 enrollment reports, new to district parent surveys, marketing reports.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide highlights and calendar of events to the district marketing department to promote campus sports events. Staff Responsible for Monitoring: Campus Administration, Campus Secretary	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Develop a campus newsletter that will highlight and promote campus events. Staff Responsible for Monitoring: Campus administrators	Formative		
	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

**Goal 7:** Develop a district and campus Technology plan to meet the needs of instruction.

**Performance Objective 1:** Evaluate and implement a district technology 5-year plan to inventory and rotate technology needs.

Strategy 1 Details	Formative Reviews		
Strategy 1: Evaluate and implement a campus technology plan that delineates the needs of the campus. Staff Responsible for Monitoring: Campus administrators.	Formative		
	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

# South Texas Independent School District

## South Texas ISD Science Academy

### 2022-2023 Campus Improvement Plan

**Accountability Rating: Not Rated: Declared State of Disaster**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness





# Mission Statement

## Mission Statement

South Texas ISD Science Academy offers curriculum of choice with an emphasis on science, mathematics, and engineering that fosters curiosity, open mindedness, and passion for life - long learning.

## Vision

### Vision Statement

Inspiring students to problem - solve, innovate, and transform their communities.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Total Enrollment - 764

Grade 9 - 203

Grade 10 - 223

Grade 11 - 190

Grade 12 - 148

Total females - 289

Total males - 475

Asian - 99

Black/African American - 10

Hispanic - 586

Hawaiian/Pacific Islander - 1

Two or more races - 12

White - 56

EB - 33

Migrant - 7

Economically Disadvantage - 310

GT - 167

At Risk - 135

Special Education - 30

Dyslexia - 23

## Demographics Strengths

The diverse population that we serve at South Texas ISD Science Academy helps build a diverse culture of perspectives. This teaches our children to be open minded individuals towards multiple cultures.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** 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.

**Problem Statement 2 (Prioritized):** Our population decreases as students begin to enter their junior year. **Root Cause:** Families enroll their students in competitive neighboring high schools like UTRG Mathematics and Science Academy.

# Student Learning

## Student Learning Summary

### English I EOC

	STISD Science Academy	District	State
At Approaches (2021)	93%	92%	67%
At Approaches (2019)	92%	90%	68%
At Meets (2021)	86%	81%	50%
At Meets (2019)	82%	80%	50%
At Masters (2021)	26%	24%	12%
At Masters (2019)	30%	27%	11%

### English II EOC

	STISD Science Academy	District	State
At Approaches (2021)	98%	93%	71%
At Approaches (2019)	97%	92%	68%
At Meets (2021)	92%	84%	57%
At Meets (2019)	90%	79%	49%
At Masters (2021)	35%	21%	11%
At Masters (2019)	33%	18%	8%

### Algebra EOC

	STISD Science Academy	District	State
At Approaches (2021)	48%	83%	73%

	<b>STISD Science Academy</b>	<b>District</b>	<b>State</b>
At Approaches (2019)	<b>84%</b>	98%	85%
At Meets (2021)	<b>9%</b>	53%	41%
At Meets (2019)	<b>58%</b>	87%	61%
At Masters (2021)	<b>0%</b>	33%	23%
At Masters (2019)	<b>35%</b>	69%	37%

### **Biology EOC**

	<b>STISD Science Academy</b>	<b>District</b>	<b>State</b>
At Approaches (2021)	<b>93%</b>	93%	82%
At Approaches (2019)	<b>96%</b>	98%	88%
At Meets (2021)	<b>62%</b>	70%	55%
At Meets (2019)	<b>77%</b>	87%	62%
At Masters (2021)	<b>18%</b>	35%	22%
At Masters (2019)	<b>45%</b>	54%	25%

### **U.S. History EOC**

	<b>STISD Science Academy</b>	<b>District</b>	<b>State</b>
At Approaches (2021)	<b>99%</b>	96%	88%
At Approaches (2019)	<b>99%</b>	99%	93%
At Meets (2021)	<b>93%</b>	83%	69%
At Meets (2019)	<b>94%</b>	88%	73%
At Masters (2021)	<b>72%</b>	54%	43%
At Masters (2019)	<b>73%</b>	58%	45%

## SAT

YEAR	SCIENCE ACADEMY		NATIONAL		TEXAS	
2020-2021	1176		1060		1003	
2019-2020	1202		1051		1010	
2018-2019	1215		1059		1022	
2017-2018	1234		1068		1032	
2016-2017	1247		1070		1019	
2015-2016	1148	<b>**1679</b>	1006	<b>**1490</b>	956	<b>**1410</b>

## 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 4th in Texas for “High Schools with the Best Teachers” *Niche* (2022)
- Ranked 12<sup>th</sup> in Texas for “Best Public High Schools” *Niche* (2022)
- Ranked 145th "Best Public High School in America" *Niche* (2022)
- Ranked 21<sup>st</sup> in the state of Texas for “Best High Schools” *U.S. News and World Reports* (2019)
- Ranked 151st in the nation for the "Best High School" *U.S. News and World Reports* (2019)
- 1 of 6 Project Lead The Way (PLTW) Distinguished School in the State. *Niche*(2022)
- Ranked 45<sup>th</sup> in the Newsweek “Beating the Odds 2016” which includes the top 500 high schools in the nation for low-income students
- Rated A+ by the Texas Education Agency in 2020-2021
- Selected by the Educational Results Partnership and the Institute for Productivity in Education as a 2019 Texas Honor Roll Star School.
- Named a "School to Learn From" award sponsored by Teach for America, which highlights the schools that provide excellent education for students (2018).

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** The Algebra STAAR EOC Approaches scores decreased significantly. **Root Cause:** The pandemic, which lead to online learning, has created a learning loss in the area of mathematics.



# School Processes & Programs

## School Processes & Programs Summary

South Texas ISD Science Academy currently offers Certifications, PLTW (Project Lead the Way) courses, athletic, and extracurricular activities for students to participate.

### Certifications

- Comp-TIA A+
- IT Fundamentals
- Auto-desk Certified Professional User (ACU) - Inventor
- Microsoft Technology Associate Intro. To Programming Using Python, HTML, or CSS
- Microsoft Technology Associate Intro. To Programming Using Java or Java Script
- Automotive Service Excellence (ASE) Entry Level
- AWS Certified Welder
- AWS D1.1 Structural Steel
- AWS D9.1 Sheet Metal

### PLTW

- Introduction to Engineering Design (IED)
- Digital Electronics (DE)
- Engineering Science (POE)
- Engineering Design and Development (EDD)
- Computer Integrated Manufacturing (CIM)
- Aerospace Engineering (AE)
- Civil Engineering and Architecture (CEA)
- Principles of Biomedical Science

### Athletic

- Volleyball
- Basketball, Soccer
- Flag Football
- Softball

### Extracurricular Activities

- UIL
- Esports
- BPA
- TSA
- Chess
- Art Club
- Astronomy Club
- Cin Tech
- Creative Writing Club

- Culinary Arts and Crafts
- Drama Club
- Ecology/Recycling Club
- Engineering Club
- Freshman Class
- Geography Club
- Girls Who Code
- Peer Assistive Tutors
- Physics Club
- Robotics Club
- Students Against Destructive Decisions Club
- Science National Honor Society
- Sci - Tech Productions
- Science Club
- Solar Car
- Sophomore Class
- Stock Market Club
- Student Computer Lab Tutors
- Student Council
- Interact Club
- Music Club
- Welding Club
- Woodworking Club
- Yearbook
- Science Olympiad
- Skills USA
- Parent Student Teacher Organization Liaison

We currently use School-Mint for students from other districts to apply to our district.

Our campus also uses Infinite Campus as a program for attendance, grades, discipline, etc.

### **School Processes & Programs Strengths**

School-Mint is a program strength. It allows campuses to keep track of enrollment, application completion, offer positions to students, and communicate with prospect families. This same program allows parents to accept offers, complete applications for their children, upload documents needed for registration, and track their registration progress.

The variety of extracurricular activities offered by our campus allows the students options to choose from to participate in school activities. They have the opportunity to engage themselves in a club that allows them to express themselves.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Students would benefit from taking the TSI2 test as early as in 9th grade. **Root Cause:** Students are testing predominantly in the 11th grade year.

**Problem Statement 2 (Prioritized):** Students must be presented with an opportunity to obtain certification(s) in the area of technology/engineering so that our campus reflects a 10% increase in engineering certifications. **Root Cause:** Variety of programs have not been made available.

**Problem Statement 3 (Prioritized):** Student attendance percentage has decreased during and after the pandemic. **Root Cause:** Lack of consistent tracking system and procedures in place to target student absences.

# Perceptions

## Perceptions Summary

A School Culture and Climate Survey was sent out and these were the responses.

### 1. Students describe attitudes, respect, relationships, belonging and support as positive at school. \*

12345

Strongly Disagree Strongly Agree

The majority of our staff responded with a 4.

### 2. Staff describe attitudes, respect, relationships, belonging and support as positive at work. \*

12345

Strongly Disagree Strongly Agree

The majority of our staff responded with a 4 or 2.

### 3. To what degree do students feel physically safe at school? \*

12345

Very Unsafe Very Safe

The majority of our staff responded with a 5.

### 4. Do our LGBTQ students (population) feel safe at our school? \*

12345

Very Unsafe Very Safe

The majority of our staff responded with a 5.

### 5. Are students satisfied with the school's culture and climate? \*

12345

Strongly Unsatisfied Strongly Satisfied

The majority of our staff responded with a 4.

### 6. School culture and climate positively effect students' attendance, tardies and other behaviors. \*

12345

Strongly Disagree Strongly Agree

The majority of our staff responded with a 5.

**7. Our school has issues with gangs, substance abuse or weapons. \***

12345

Strongly Disagree Strongly Agree

The majority of our staff responded with a 1.

**8. To what degree do staff feel physically safe at school? \***

12345

Very Unsafe Very Safe

The majority of our staff responded with a 5.

**Perceptions Strengths**

Overall our campus culture, climate, values, and beliefs are in the right path. Most of our staff agrees that, not only they, but the students feel safe in our facilities. We have absolutely no issues with gangs, substance abuse or weapons. Our positive attitudes as a campus assist in good attendance toward the students and staff. Our open mindedness from our campus as a whole for individualism has most of our staff agreeing that our LGBT community is welcomed and included in all aspects of our campus.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** New varied student populations will be attending Science Academy this year and will need differentiated instruction to meet the needs of EB, 504, and Special Education students. **Root Cause:** The population has become more diversified throughout the years and teachers lack professional development support on how to meet the needs of our sub-populations.

# Priority Problem Statements

**Problem Statement 1:** The female population is under represented at the Science Academy.

**Root Cause 1:** There is a perception (likely cultural) that STEM programs and careers are for males.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 3:** The Algebra STAAR EOC Approaches scores decreased significantly.

**Root Cause 3:** The pandemic, which lead to online learning, has created a learning loss in the area of mathematics.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Students would benefit from taking the TSI2 test as early as in 9th grade.

**Root Cause 4:** Students are testing predominantly in the 11th grade year.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 7:** New varied student populations will be attending Science Academy this year and will need differentiated instruction to meet the needs of EB, 504, and Special Education students.

**Root Cause 7:** The population has become more diversified throughout the years and teachers lack professional development support on how to meet the needs of our sub-populations.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 2:** Our population decreases as students begin to enter their junior year.

**Root Cause 2:** Families enroll their students in competitive neighboring high schools like UTRG Mathematics and Science Academy.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 5:** Students must be presented with an opportunity to obtain certification(s) in the area of technology/engineering so that our campus reflects a 10% increase in engineering certifications.

**Root Cause 5:** Variety of programs have not been made available.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** Student attendance percentage has decreased during and after the pandemic.

**Root Cause 6:** Lack of consistent tracking system and procedures in place to target student absences.

**Problem Statement 6 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, 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.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by 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.
- Section 504 data
- Gifted and talented data
- STEM and/or STEAM data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

### **Parent/Community Data**

- Parent engagement rate

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices







# Goals

**Goal 1:** We will promote and market our campus to create broad based community awareness attracting families to STISD Science Academy.

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

**Evaluation Data Sources:** Parent and student attendance at campus activities.  
2022-2023 student enrollment numbers.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Highlight strengths of the campus to promote future enrollment. <b>Staff Responsible for Monitoring:</b> Counselors Administration  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1, 2 <b>Funding Sources:</b> Video equipment - 211 - Title I, Part A School Wide - \$1,000	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Enhance recruitment efforts and promote Science Academy initiatives. <b>Staff Responsible for Monitoring:</b> Social media specialist Webmaster Administration  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 2 <b>Funding Sources:</b> Shirts, snacks for campus events - 199 - General Fund - 3,000	Formative		
	Jan	Mar	June

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> 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. <b>Strategy's Expected Result/Impact:</b> Enhance community awareness of our district and campus. <b>Staff Responsible for Monitoring:</b> Faculty Counselors Administration  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 2	Formative		
	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

### Performance Objective 1 Problem Statements:





Demographics
<b>Problem Statement 1:</b> The female population is under represented at the Science Academy. <b>Root Cause:</b> There is a perception (likely cultural) that STEM programs and careers are for males.
<b>Problem Statement 2:</b> Our population decreases as students begin to enter their junior year. <b>Root Cause:</b> Families enroll their students in competitive neighboring high schools like UTRG Mathematics and Science Academy.

**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:** We will develop a range of supplemental programs that diversify and expand current program offerings.

**Evaluation Data Sources:** 2022-2023 Campus Course Offerings.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 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 STC and/or OnRamps. <b>Strategy's Expected Result/Impact:</b> Increased opportunities for college credits not offered at the campus level. <b>Staff Responsible for Monitoring:</b> Counseling Administration  <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum <b>Problem Statements:</b> Demographics 2 <b>Funding Sources:</b> Tuition and books for programs - 211 - Title I, Part A School Wide - 5000 - \$80,000, Textbooks - 211 - Title I, Part A School Wide - \$80,000	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increase summer enrichment participation and partnerships <b>Staff Responsible for Monitoring:</b> Administration Counseling Faculty  <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum <b>Problem Statements:</b> Demographics 2 <b>Funding Sources:</b> Tuition for programs, flights, hotel rooms, food for students, sponsor funds - 199 - General Fund - \$90,000	Formative		
	Jan	Mar	June

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> The 2022-2023 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. <b>Strategy's Expected Result/Impact:</b> Recruitment and retention <b>Staff Responsible for Monitoring:</b> Program coordinator Counselors Administration  <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum <b>Problem Statements:</b> School Processes & Programs 2 <b>Funding Sources:</b> Student Blazers, lab coats, hard hats (equipment needed for on site) - 199 - General Fund - \$6,000	Formative		
	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			





### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 2:</b> Our population decreases as students begin to enter their junior year. <b>Root Cause:</b> Families enroll their students in competitive neighboring high schools like UTRG Mathematics and Science Academy.
School Processes & Programs
<b>Problem Statement 2:</b> Students must be presented with an opportunity to obtain certification(s) in the area of technology/engineering so that our campus reflects a 10% increase in engineering certifications. <b>Root Cause:</b> Variety of programs have not been made available.

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

**Performance Objective 1:** We will develop a system where we will plan for parental involvement meetings that engages all parents.

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Continue to establish different types of communication channels with stakeholders via social media, newsletters (parent, nurse), parent portal and parent meetings. <b>Strategy's Expected Result/Impact:</b> Increased communication with parents. <b>Staff Responsible for Monitoring:</b> Administration Counseling Faculty  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 2	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> 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, and HB 3 information. <b>Strategy's Expected Result/Impact:</b> Increase communication with parents <b>Staff Responsible for Monitoring:</b> Administration Social worker  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 2	Formative		
	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> Our population decreases as students begin to enter their junior year. <b>Root Cause:</b> Families enroll their students in competitive neighboring high schools like UTRG Mathematics and Science Academy.





**Goal 4:** We will increase percentages in all areas in our Algebra EOC.

**Performance Objective 1:** In alignment with the instruction, data driven, and observation feedback, we will build teacher capacity that will reflect in student scores.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** State assessment STAAR Algebra results.  
Campus data: Eduphoria data reports.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Students receiving intervention support will demonstrate an improvement in performance as measured by exit tickets, weekly assessments, checkpoints, etc. <b>Strategy's Expected Result/Impact:</b> Increased Algebra STAAR scores. <b>Staff Responsible for Monitoring:</b> Teachers Administrators  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1	Formative		
	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 1 Problem Statements:**

Student Learning
<b>Problem Statement 1:</b> The Algebra STAAR EOC Approaches scores decreased significantly. <b>Root Cause:</b> The pandemic, which lead to online learning, has created a learning loss in the area of mathematics.





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

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

**Evaluation Data Sources:** Athletics Participation  
Club Participation

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Students will have an opportunity to participate in 2022-2023 Athletic Team Sports and Superintendent's Cup (e.g., e-sports, chess, athletics). <b>Strategy's Expected Result/Impact:</b> Increased school spirit <b>Staff Responsible for Monitoring:</b> Coaches Administration  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 2	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Students will have an opportunity to participate in U.I.L. Academics based on their interests. <b>Strategy's Expected Result/Impact:</b> Academic opportunities for growth <b>Staff Responsible for Monitoring:</b> UIL Sponsor and coaches Administration  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum <b>Problem Statements:</b> Demographics 2 <b>Funding Sources:</b> Hosting of the event, U.I.L dues (5,000), food for participants - 199 - General Fund - \$20,000	Formative		
	Jan	Mar	June

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Student clubs will be encouraged to hold activities that interest our students such as music concerts, entertainment night, Java Night, pep-rallies (academic & athletic). <b>Strategy's Expected Result/Impact:</b> Increased student engagement in social activities <b>Staff Responsible for Monitoring:</b> Club Sponsors and students Administration  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 2 <b>Funding Sources:</b> Club/Organization sponsor stipends - 199 - General Fund - \$20,000	Formative		
	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 1 Problem Statements:





Demographics
<b>Problem Statement 2:</b> Our population decreases as students begin to enter their junior year. <b>Root Cause:</b> Families enroll their students in competitive neighboring high schools like UTRG Mathematics and Science Academy.



**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.

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

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 3:</b> Student attendance percentage has decreased during and after the pandemic. <b>Root Cause:</b> Lack of consistent tracking system and procedures in place to target student absences.

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

**Performance Objective 2:** STISD students earn Meets and Masters level will increase on state assessments.

**Evaluation Data Sources:** 2023-2024 TAPR reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers that teach EOC state exam courses will give "mock exams" on Eduphoria or other data analysis tools and analyze the data and adjust instruction to close the gaps of individual students. <b>Strategy's Expected Result/Impact:</b> Increased "Mastery" performance on EOC exams <b>Staff Responsible for Monitoring:</b> Faculty Administration  <b>Problem Statements:</b> Student Learning 1	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers teaching a course tied to a state assessment will spiral in EOC STAAR questions on each of their summative assessments. <b>Strategy's Expected Result/Impact:</b> Increased "Mastery" performance on EOC exams. <b>Staff Responsible for Monitoring:</b> Teachers Administration  <b>Problem Statements:</b> Student Learning 1 <b>Funding Sources:</b> Consumables for testing resources - 199 - General Fund - \$3,000	Formative		
	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			





**Performance Objective 2 Problem Statements:**

Student Learning
<b>Problem Statement 1:</b> The Algebra STAAR EOC Approaches scores decreased significantly. <b>Root Cause:</b> The pandemic, which lead to online learning, has created a learning loss in the area of mathematics.

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

**Performance Objective 3:** - Each student will take a college entrance exam (TSI) before the end of the first semester, if not have taken it already or has passed it.

**Evaluation Data Sources:** STISD College Score Report.  
CCMR tracking data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> All 11th grade students will take the SAT assessment on campus during a school day in the Spring semester so that participation is maximized. <b>Strategy's Expected Result/Impact:</b> 100 percent of Juniors will have attempted a college entrance exam <b>Staff Responsible for Monitoring:</b> Counseling Administration  <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 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Funding Sources:</b> - 199 - General Fund - \$20,000	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> All students will take the TSI assessment on campus during a school day in the Fall semester so that participation is maximized. <b>Strategy's Expected Result/Impact:</b> Increase in CCMR points achieved by students. <b>Staff Responsible for Monitoring:</b> counselors administrators  <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum <b>Problem Statements:</b> School Processes & Programs 1	Formative		
	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Performance Objective 3 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> Students would benefit from taking the TSI2 test as early as in 9th grade. <b>Root Cause:</b> Students are testing predominantly in the 11th grade year.

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

**Performance Objective 4:** - Each student achieves a passing score on one or more AP or dual credit course while enrolled at STISD.

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

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





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increase number of students attaining a qualifying score of 3 or higher <b>Staff Responsible for Monitoring:</b> AP Teachers Administration	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will utilize AP resources such as AP classroom and UWorld to help prepare students for AP exams. <b>Strategy's Expected Result/Impact:</b> Improved qualifying AP scores <b>Staff Responsible for Monitoring:</b> Faculty Administration	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Teachers will spiral in AP level questioning on all formative and summative assessments and reteach as necessary. <b>Strategy's Expected Result/Impact:</b> Improved qualifying AP scores <b>Staff Responsible for Monitoring:</b> Faculty Administration  <b>Funding Sources:</b> AP teacher training - 397 - Advanced Placement - \$10,000	Formative		
	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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

**Performance Objective 5:** 100 percent of students with Individual Education Plans include measurable goals that are annually updated.

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Administration will meet with the SPED department monthly to ensure that individual student plans are regularly evaluated and goals are updated. <b>Strategy's Expected Result/Impact:</b> Compliance on all IEP deadlines and requirements <b>Staff Responsible for Monitoring:</b> SPED department Administration  <b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> SPED related service and evaluations - 224 - IDEA B, Special Education - \$100,000	Formative		
	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 5 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> New varied student populations will be attending Science Academy this year and will need differentiated instruction to meet the needs of EB, 504, and Special Education students. <b>Root Cause:</b> The population has become more diversified throughout the years and teachers lack professional development support on how to meet the needs of our sub-populations.

# South Texas Independent School District

## South Texas ISD Health Professions

### 2022-2023 Campus Improvement Plan

**Accountability Rating: Not Rated: Declared State of Disaster**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



# Mission Statement

Our mission is to foster an environment to nurture individuals academically, socially, and emotionally so that they are prepared to tackle academic challenges and become productive members of a global society.

## Vision

We aim to develop well-rounded and thoughtful students prepared to cope with a changing and globalized world.

## Core Beliefs

ACCOUNTABILITY

GRATITUDE

TRUTH

KINDNESS

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Description of our school

STISD Health Professions is part of a District of Innovation that is geared toward providing rigorous academic instruction and advanced technical skills in preparation for allied health careers. We currently have 696 students in grades 9-12 and we are an open enrollment school. We offer 11 certifications and provide multiple simulations including, CNA, EMT, CCMA, Veterinary technician, Phlebotomy, and Medical and Billing.

Our stakeholders are our students, parents, teachers, community members, administration, and business representatives that work together to develop and implement our improvement plan. Our students are provided with higher-level opportunities such as Advanced Placement, Dual Enrollment, Associates degree, and certifications. These opportunities are beneficial to our Gifted and Talented students while addressing Career and Technology education. Our students have opportunities in various clubs such as BPA, HOSA, NHS, UIL, and other recreational clubs. Our campus also provides an athletic program for all students. These opportunities are beneficial for all students and also provide our Special Populations students with the chance to participate in the clubs and athletic program. Our entire community shares this responsibility to promote student success by creating these systems of support for all types of learners and student groups. Our academics are maintained by the school community across our diverse population. Our campus believes that participation in careers programs will enable them to successfully transition into higher education and the workforce.

#### School Environment Data

The average class size is a 25:1 student to teacher ratio and a 40:1 student to support staff ratio. Our campus student population is currently comprised of 0.9% African Americans, 80.2% Hispanic, 5.3% White, 0.1 American Indian, 12.8% Asian, and 0.7% are two or more races. Our student population has 68.2% female, and 31.8% male overall. According to the latest TAPR report, there is an increase in student daily attendance; however, we would like to note that the current school year has faced a challenge with attendance due to the residual effects of COVID 19 and its effects on our students and their family's health. As a campus, we have a student attendance committee that oversees student absences. It is the goal of that committee to look over those students and bring them back to campus as soon as possible. Our latest campus report has a 100% student graduation rate.

GoalsThe percentage of students who meet the college-ready criteria on the TSI assessment, SAT/ACT, and College Prep course will increase. The percentage of students obtaining a state-approved Industry Based Certificate will increase. CCMR student opportunities ACT School Day for all 11th graders, PSAT school day for all 10th graders, TSIA Prep for all 10th graders, TSI for all 10th graders, Dual Credit Opportunities-STC. Our community consists of a variety of socio-economic levels and families with different types of careers from general to professional. We have several parents whose first language is another language other than English.

#### Student Race/Ethnicity

Our student population currently has 0.9% African Americans, 80.2% Hispanic, 5.3% White, 0.1 American Indian, 12.8% Asian, and 0.7% are two or more races.

#### Student Groups

STISD Health Professions is a Title I school, 41.7% of our students are Economically Disadvantaged, 8.5% of students are Emergent Bilinguals, 12.1% are Gifted and Talented, 1.7% are serviced through Special Education, 3.7% are in the Section 504 Program, and 0.7% with Dyslexia. Our student mobility rate is 6.4% with a 0.4% student population considered homeless, while 0.9% are migrants, 29.7% of our students are considered to be at-risk, and we had 0.7% with students with disciplinary displacements. Our campus has 68.2% female, and 31.8% male students 2overall.

### **Staff Data**

We have 68 professional staff comprised of 59 teachers, 7 support staff, and 2 campus administrators. 68.6% of our staff are minorities. Our teachers by ethnicity are as follows: African American 1.7%, 62.3% Hispanic, 34.2% White, 1.7% American Indian, and 0.1% Asian. Our teachers are 24.6% male and 75.4% female. 60.3% of our teachers hold a Bachelor's degree, 34.6% hold a Master's degree, and 1.7% hold a Doctorate Degree. 10.3% of our teachers have 0-5 years of experience, 18.8% have 6-10 years of experience, 27.5% have 11-20 years of experience, 34.9% have 21 – 30 years of experience and 8.6% have over 30 years of experience. 23.8% of our staff teach CTE courses, 0.2% gifted and talented education, 46.1% regular education, 1.7% special education, and 18.4% other.

### **Parents/Guardians/Community**

Our community consists of a variety of socio-economic levels and families with diverse types of careers from general to professional. We have 10% of parents whose first language is another language other than English.

### **Demographics Strengths**

All ethnic groups are represented. Class sizes remain manageable that helps to provide more individualized instruction. Students that represent all special population groups have the ability to pursue college and career readiness opportunities. All stakeholders of the district (School Board Members, Administration, Teachers, Staff & students) represent the overall demographic makeup of our surrounding communities.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Student enrollment has decreased slightly over the last 5 years. **Root Cause:** The emergence of health science schools in neighboring districts has provided families another option for students.

# Student Learning

## Student Learning Summary

**According to our 2018-2019** TEA Report card, our campus earned an A (90-100) for exemplary performance by serving most students well, encouraging high academic achievement for most students, and preparing students for college, career, or military.

Our school achievement was an A, school progress was an A, and Closing the Gaps came in at a B (87).

Our campus academic performance for the most recent school year is shown below. Our district has a goal of 100% Approaches, 80% Meets, and 50% Masters.

### According to our data from 20-21,

#### Approaches:

All subject areas are below the district goal of 100% Approaches.

#### Meets:

English I meets the district goal of 80% Meets. English II meets the district goal of 80% Meets. Algebra I is 38% below the district Meets goal.

Biology is 5% below the district Meets goal. US History meets the district goal of 80%.

#### Masters:

English I is 30% below the district Masters goal.

English II is 29% below the district Masters goal.

Algebra I is 31% below the district Masters goal.

Biology is 22% below the district Masters goal.

US History meets the district Masters goal.

English I	Overall	Hispanic	White	Asian	SPED	ED	
At Approaches	94	93	80	100	33	89	
At Meets	80	79	80	89	17	76	
At Masters	20	15	40	44	0	22	

English II	Overall	Hispanic	White	Asian	SPED	ED	
At Approaches	93	92	100	96	*	92	
At Meets	80	77	100	96	*	74	
At Masters	21	15	44	52	*	14	
Algebra I	Overall	Hispanic	White	Asian	SPED	ED	
At Approaches	73	71	NA	*	*	78	
At Meets	42	38	NA	*	*	44	
At Masters	19	17	NA	*	*	28	
Biology	Overall	Hispanic	White	Asian	SPED	ED	
At Approaches	93	92	*	100	*	91	
At Meets	75	71	*	100	*	71	
At Masters	28	27	*	43	*	35	
US History	Overall	Hispanic	White	Asian	SPED	ED	
At Approaches	97	97	100	100	*	95	
At Meets	81	78	80	100	*	74	

At Meets	81	78	89	100	77	74	
At Masters	51	46	44	80	*	38	

In English I and II, all students are performing at district goal for Meets, but are 29% below the Masters level district goal.

In Math, all students are performing at 29% below the district goal for meets, and 36% below the Masters district goal.

From the last report card, 2018-2019, our campus earned distinctions in all 7 areas including ELA/Reading, Science, Comparative Academic Growth, Postsecondary Readiness, Mathematics, Social Studies, and Comparative Closing the Gaps.

### Student Learning Strengths

South Texas ISD Health Professions has consistently scored above the state average across all core areas tested.

We have also surpassed the district goal of 50% masters on EOC in the area of US History.

(REFER TO TAPR 2021 ADDENDUM)

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** All core subjects indicate a drop from 2019 to 2021. **Root Cause:** The learning loss suffered as a result of the pandemic has contributed to the drop in student achievement.

# School Processes & Programs

## School Processes & Programs Summary

We currently offer several extracurricular and academic clubs and organizations to support student educational and social emotional growth. Programs include HOSA, BPA, UIL, TSA, NHS, NTHS, Esports, Athletics, and Chess. All students at Health Professions are given the opportunity to be successful by providing support by teachers, counselors and administrators. These supports include identifying at risk populations, providing intervention and tutorials and supporting social and emotional needs of all students. Our campus meets the college, career and military guidance and counseling through CTE programs and through college fair activities. All CTE courses include exposure to career pathways and allow students to explore and learn about the newest careers available. The certification programs at our campus have been successful in preparing students for their respective exams. The certified clinical medical assistant program has a passing rate of 69% over the past 3 years. Our certified nursing assisting program has a passing rate of 72%. The certified pharmacy technician passing rate is 50%. The emergency medical technician program has a passing rate of 87%, while the registered dental assisting program has a passing rate of 100%. In addition, our campus has produced approximately 130 certified veterinary assistants over the past 5 years. All program pass-rates are approaching or are above the national average. Currently, our campus is working on incorporating curriculum-based entrepreneurship education.

Instructional time is protected by embedding additional intervention time within the school day with our academic mentoring time. Additionally, every Friday teachers either have collaboration time with their content for instructional planning or offer additional tutorials. Our campus offers the new to campus camp to introduce and familiarize incoming 9th grade students. Team building is embedded in the school bell schedule allow time for students to participate in enrichment activities. Students can take college transition class and apply for external college programs for dual enrollment. Counselors met with parents to discuss academic planning as students transition from one grade to another.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** We are still working on creating consistent systems within the school. Specifically, systems for instruction, intervention, and extracurricular activities. **Root Cause:** The lack of key leadership positions at the district level affected the systems at the campus. Under new leadership, key leadership roles have been created at the district level that are now contributing to the creation of consistent systems and practices at the campus level.

# Priority Problem Statements

**Problem Statement 1:** Student enrollment has decreased slightly over the last 5 years.

**Root Cause 1:** The emergence of health science schools in neighboring districts has provided families another option for students.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** All core subjects indicate a drop from 2019 to 2021.

**Root Cause 2:** The learning loss suffered as a result of the pandemic has contributed to the drop in student achievement.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** We are still working on creating consistent systems within the school. Specifically, systems for instruction, intervention, and extracurricular activities.

**Root Cause 3:** The lack of key leadership positions at the district level affected the systems at the campus. Under new leadership, key leadership roles have been created at the district level that are now contributing to the creation of consistent systems and practices at the campus level.

**Problem Statement 3 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS







# Goals

**Goal 1:** By June 2023, student mastery achievement will increase to 10%.

**Performance Objective 1:** In alignment with the Instructional, Data Driven, and Observation Feedback levers, we will build teacher capacity through the utilization of coaching feedback protocols

**Targeted or ESF High Priority**

**Evaluation Data Sources:** 1. State assessment data: 2023 STAAR Results and TELPAS reports;  
2. Campus/District data: Eduphoria data reports (checkpoint and benchmark data);  
3. Intervention data reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement a minimum of 10 walk-throughs per administrator per week to monitor and provide instructional feedback to teachers.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6	Formative		
	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 2:** By June 2023, special education students will increase their STAAR performance by 5%.

**Performance Objective 1:** In alignment with the Instructional, Data Driven, and Observation Feedback levers, we will build teacher capacity through the utilization of coaching feedback protocols.

**Targeted or ESF High Priority**  
**Evaluation Data Sources:** Intervention data, BOY, MOY, EOY

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop and implement instructional plans for all special education students based on their 2021-2022 STAAR results.  Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

**Goal 3:** Develop a comprehensive district attendance plan to ensure overall district compliance with federal and state accountability guidelines.

**Performance Objective 1:** We will implement structures and routines with fidelity to maintain student attendance at 95%

**Targeted or ESF High Priority**





**Evaluation Data Sources:** Decision-ed reports, District Attendance reports, Attendance Committee meetings, attendance tracking system, Teacher daily attendance record, Parental Communication logs, district Attendance Summary documents.

Strategy 1 Details	Formative Reviews		
Strategy 1: Review attendance reports on a weekly basis to monitor and track students attendance.	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Establish incentive programs to promote student attendance.	Formative		
	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

**Goal 4:** Engage families and the community to support student achievement and enhance district goals.

**Performance Objective 1:** Engage with district stakeholders to develop a 5-year District Strategic Plan.

**Evaluation Data Sources:** None

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop a system to provide input and encourage campus stakeholders to participate in the districts 5-year District Strategic Plan.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Promote partnerships with Higher Education Systems as part of the campus 5-year plan.	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 4:** Engage families and the community to support student achievement and enhance district goals.

**Performance Objective 2:** Increase communication with all district stakeholders (parents, students, community, employees, etc.) to keep them informed about district and campus events.

**Goal 5:** Recruit, develop, and retain highly qualified teachers and staff and to increase the percentage of teachers with more than five years of experience.

**Performance Objective 1:** Evaluate and implement changes to human resources systems and processes to support teacher recruitment, induction, and retention.

**Evaluation Data Sources:** Teacher Turnover Rate, Exit Interviews, Staff Satisfaction Surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Evaluate and implement campus systems in supporting new teachers through professional development.	Formative		
	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

**Goal 6:** Promote district and campuses to increase student enrollment by 5%.

**Performance Objective 1:** Develop marketing plan that will promote campus educational and sports programs.

**Evaluation Data Sources:** 2023-2024 enrollment reports, new to district parent surveys, marketing reports.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide highlights and calendar of events to the district marketing department to promote campus sports events.	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Develop a campus newsletter that will highlight and promote campus events.	Formative		
	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

**Goal 7:** Develop a district and campus Technology plan to meet the needs of instruction.

**Performance Objective 1:** Evaluate and implement a district technology 5-year plan to inventory and rotate technology needs.

**Evaluation Data Sources:** 2023-2024 enrollment reports, new to district parent surveys, marketing reports.

Strategy 1 Details	Formative Reviews		
Strategy 1: Evaluate and implement a campus technology plan that delineates the needs of the campus.	Formative		
	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			



# Addendums

## **2020-21 Texas Academic Performance Report (TAPR)**

**District Name: SOUTH TEXAS ISD**

**Campus Name: SOUTH TEXAS ISD HEALTH PROFESSIONS**

**Campus Number: 031916004**

**2021 Accountability Rating: Not Rated: Declared State of Disaster**

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Texas Education Agency  
**2020-21 STAAR Performance (TAPR)**  
**SOUTH TEXAS ISD HEALTH PROFESSIONS (031916004) - SOUTH TEXAS ISD - CAMERON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>End of Course English I</b>																	
At Approaches Grade Level or Above	2021	67%	92%	<b>94%</b>	*	93%	80%	-	100%	-	*	33%	-	-	94%	89%	90%
	2019	68%	90%	<b>91%</b>	*	90%	100%	-	92%	-	*	*	*	*	91%	86%	82%
At Meets Grade Level or Above	2021	50%	81%	<b>80%</b>	*	79%	80%	-	89%	-	*	17%	-	-	80%	76%	72%
	2019	50%	80%	<b>82%</b>	*	82%	89%	-	75%	-	*	*	*	*	82%	74%	64%
At Masters Grade Level	2021	12%	24%	<b>20%</b>	*	15%	40%	-	44%	-	*	0%	-	-	20%	22%	13%
	2019	11%	27%	<b>19%</b>	*	18%	22%	-	25%	-	*	*	*	*	20%	15%	11%
<b>End of Course English II</b>																	
At Approaches Grade Level or Above	2021	71%	93%	<b>93%</b>	-	92%	100%	-	96%	-	-	*	*	93%	94%	92%	87%
	2019	68%	92%	<b>96%</b>	*	96%	92%	*	97%	-	*	*	*	100%	94%	94%	83%
At Meets Grade Level or Above	2021	57%	84%	<b>80%</b>	-	77%	100%	-	96%	-	-	*	*	82%	79%	74%	58%
	2019	49%	79%	<b>86%</b>	*	85%	85%	*	90%	-	*	*	*	89%	84%	83%	50%
At Masters Grade Level	2021	11%	21%	<b>21%</b>	-	15%	44%	-	52%	-	-	*	*	22%	21%	14%	11%
	2019	8%	18%	<b>18%</b>	*	15%	23%	*	29%	-	*	*	*	10%	21%	13%	0%
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2021	73%	83%	<b>73%</b>	-	71%	-	-	*	-	-	*	-	-	73%	78%	56%
	2019	85%	98%	<b>92%</b>	*	91%	-	-	*	-	-	*	-	-	92%	91%	71%
At Meets Grade Level or Above	2021	41%	53%	<b>42%</b>	-	38%	-	-	*	-	-	*	-	-	42%	44%	44%
	2019	61%	87%	<b>44%</b>	*	39%	-	-	*	-	-	*	-	-	44%	41%	14%
At Masters Grade Level	2021	23%	33%	<b>19%</b>	-	17%	-	-	*	-	-	*	-	-	19%	28%	22%
	2019	37%	69%	<b>16%</b>	*	9%	-	-	*	-	-	*	-	-	16%	9%	0%
<b>End of Course Biology</b>																	
At Approaches Grade Level or Above	2021	82%	93%	<b>93%</b>	-	92%	*	-	100%	-	-	*	-	-	93%	91%	82%
	2019	88%	98%	<b>95%</b>	*	94%	*	-	*	-	-	*	*	-	95%	93%	86%
At Meets Grade Level or Above	2021	55%	70%	<b>75%</b>	-	71%	*	-	100%	-	-	*	-	-	75%	71%	71%
	2019	62%	87%	<b>76%</b>	*	74%	*	-	*	-	-	*	*	-	76%	71%	57%
At Masters Grade Level	2021	22%	35%	<b>28%</b>	-	27%	*	-	43%	-	-	*	-	-	28%	35%	24%
	2019	25%	54%	<b>45%</b>	*	42%	*	-	*	-	-	*	*	-	45%	39%	29%
<b>End of Course U.S. History</b>																	

Texas Education Agency  
**2020-21 STAAR Performance (TAPR)**  
**SOUTH TEXAS ISD HEALTH PROFESSIONS (031916004) - SOUTH TEXAS ISD - CAMERON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	88%	96%	<b>97%</b>	*	97%	100%	-	100%	-	*	*	*	98%	96%	95%	95%
	2019	93%	99%	<b>100%</b>	*	100%	*	-	100%	-	-	100%	-	100%	100%	100%	100%
At Meets Grade Level or Above	2021	69%	83%	<b>81%</b>	*	78%	89%	-	100%	-	*	*	*	85%	73%	74%	63%
	2019	73%	88%	<b>89%</b>	*	87%	*	-	100%	-	-	67%	-	88%	91%	85%	86%
At Masters Grade Level	2021	43%	54%	<b>51%</b>	*	46%	44%	-	80%	-	*	*	*	56%	40%	38%	16%
	2019	45%	58%	<b>54%</b>	*	47%	*	-	89%	-	-	33%	-	56%	52%	46%	21%
<b>SAT/ACT All Subjects</b>																	
At Approaches Grade Level or Above	2021	95%	92%	<b>93%</b>	*	89%	100%	-	100%	-	-	*	-	93%	*	92%	100%
At Meets Grade Level or Above	2021	69%	63%	<b>60%</b>	*	50%	69%	-	80%	-	-	*	-	61%	*	55%	17%
At Masters Grade Level	2021	14%	18%	<b>19%</b>	*	8%	23%	-	40%	-	-	*	-	20%	*	11%	0%
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2021	67%	89%	<b>94%</b>	100%	92%	97%	-	99%	-	*	61%	*	95%	93%	91%	87%
	2019	78%	96%	<b>96%</b>	100%	96%	96%	*	97%	-	*	71%	*	100%	94%	94%	85%
At Meets Grade Level or Above	2021	41%	68%	<b>75%</b>	80%	72%	84%	-	91%	-	*	17%	*	75%	75%	70%	61%
	2019	50%	82%	<b>84%</b>	82%	82%	89%	*	92%	-	*	47%	*	87%	82%	78%	58%
At Masters Grade Level	2021	18%	30%	<b>28%</b>	60%	22%	35%	-	52%	-	*	0%	*	34%	24%	23%	14%
	2019	24%	45%	<b>30%</b>	36%	26%	32%	*	53%	-	*	12%	*	33%	28%	24%	9%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2021	68%	92%	<b>94%</b>	*	93%	93%	-	98%	-	*	50%	*	93%	94%	91%	88%
	2019	75%	93%	<b>94%</b>	100%	94%	95%	*	95%	-	*	63%	*	100%	93%	91%	83%
At Meets Grade Level or Above	2021	45%	77%	<b>80%</b>	*	78%	93%	-	93%	-	*	20%	*	82%	80%	75%	64%
	2019	48%	80%	<b>84%</b>	83%	84%	86%	*	86%	-	*	50%	*	87%	84%	80%	57%
At Masters Grade Level	2021	18%	29%	<b>21%</b>	*	15%	43%	-	49%	-	*	0%	*	22%	20%	18%	12%
	2019	21%	33%	<b>18%</b>	17%	16%	23%	*	28%	-	*	0%	*	9%	21%	14%	5%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2021	66%	83%	<b>88%</b>	*	84%	100%	-	100%	-	-	*	-	93%	76%	88%	67%
	2019	82%	98%	<b>92%</b>	*	91%	-	-	*	-	-	*	-	-	92%	91%	71%
At Meets Grade Level or Above	2021	37%	55%	<b>55%</b>	*	46%	71%	-	86%	-	-	*	-	59%	45%	50%	42%
	2019	52%	85%	<b>44%</b>	*	39%	-	-	*	-	-	*	-	-	44%	41%	14%

Texas Education Agency  
**2020-21 STAAR Performance (TAPR)**  
**SOUTH TEXAS ISD HEALTH PROFESSIONS (031916004) - SOUTH TEXAS ISD - CAMERON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	18%	24%	<b>14%</b>	*	8%	0%	-	38%	-	-	*	-	12%	17%	13%	17%
	2019	26%	54%	<b>16%</b>	*	9%	-	-	*	-	-	*	-	-	16%	9%	0%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2021	71%	93%	<b>93%</b>	-	91%	100%	-	100%	-	-	*	-	93%	93%	90%	85%
	2019	81%	98%	<b>95%</b>	*	94%	*	-	*	-	-	*	*	-	95%	93%	86%
At Meets Grade Level or Above	2021	44%	70%	<b>71%</b>	-	67%	71%	-	83%	-	-	*	-	64%	74%	69%	60%
	2019	54%	86%	<b>76%</b>	*	74%	*	-	*	-	-	*	*	-	76%	71%	57%
At Masters Grade Level	2021	20%	35%	<b>31%</b>	-	27%	43%	-	44%	-	-	*	-	39%	28%	36%	20%
	2019	25%	53%	<b>45%</b>	*	42%	*	-	*	-	-	*	*	-	45%	39%	29%
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2021	73%	87%	<b>97%</b>	*	97%	100%	-	100%	-	*	*	*	98%	96%	95%	95%
	2019	81%	97%	<b>100%</b>	*	100%	*	-	100%	-	-	100%	-	100%	100%	100%	100%
At Meets Grade Level or Above	2021	49%	65%	<b>81%</b>	*	78%	89%	-	100%	-	*	*	*	85%	73%	74%	63%
	2019	55%	83%	<b>89%</b>	*	87%	*	-	100%	-	-	67%	-	88%	91%	85%	86%
At Masters Grade Level	2021	29%	40%	<b>51%</b>	*	46%	44%	-	80%	-	*	*	*	56%	40%	38%	16%
	2019	33%	56%	<b>54%</b>	*	47%	*	-	89%	-	-	33%	-	56%	52%	46%	21%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency  
**2018-19 Progress (TAPR)**  
**SOUTH TEXAS ISD HEALTH PROFESSIONS (031916004) - SOUTH TEXAS ISD - CAMERON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Twoor More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
End of Course English II	2019	69	75	<b>75</b>	*	75	83	*	69	-	*	*	*	70	78	74	63
	2018	67	71	<b>75</b>	*	75	64	-	78	-	-	*	-	84	72	74	53
End of Course Algebra I	2019	75	92	<b>71</b>	*	65	-	-	*	-	-	*	-	-	71	65	*
	2018	72	86	<b>48</b>	*	45	*	-	*	-	-	*	-	-	48	48	43
All Grades Both Subjects	2019	69	81	<b>75</b>	*	75	83	*	70	-	*	*	*	70	78	73	60
	2018	69	79	<b>69</b>	*	68	67	-	78	-	-	50	-	84	65	68	48
All Grades ELA/Reading	2019	68	78	<b>75</b>	*	75	83	*	69	-	*	*	*	70	78	74	63
	2018	69	76	<b>75</b>	*	75	64	-	78	-	-	*	-	84	72	74	53
All Grades Mathematics	2019	70	85	<b>71</b>	*	65	-	-	*	-	-	*	-	-	71	65	*
	2018	70	82	<b>48</b>	*	45	*	-	*	-	-	*	-	-	48	48	43

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- Indicates there are no students in the group.

Texas Education Agency  
**2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**SOUTH TEXAS ISD HEALTH PROFESSIONS (031916004) - SOUTH TEXAS ISD - CAMERON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2021	67%	89%	<b>94%</b>	-	-	-	-	-	-	80%	-	80%	-	*	95%	80%	95%
	2019	78%	96%	<b>96%</b>	-	-	-	-	-	-	73%	-	73%	-	85%		76%	
At Meets Grade Level or Above	2021	41%	68%	<b>75%</b>	-	-	-	-	-	-	49%	-	49%	-	*	79%	49%	74%
	2019	50%	82%	<b>84%</b>	-	-	-	-	-	-	32%	-	32%	-	38%		34%	
At Masters Grade Level	2021	18%	30%	<b>28%</b>	-	-	-	-	-	-	5%	-	5%	-	*	32%	5%	25%
	2019	24%	45%	<b>30%</b>	-	-	-	-	-	-	0%	-	0%	-	0%		0%	
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2021	68%	92%	<b>94%</b>	-	-	-	-	-	-	82%	-	82%	-	*	95%	83%	95%
	2019	75%	93%	<b>94%</b>	-	-	-	-	-	-	65%	-	65%	-	89%		72%	
At Meets Grade Level or Above	2021	45%	77%	<b>80%</b>	-	-	-	-	-	-	51%	-	51%	-	*	86%	50%	80%
	2019	48%	80%	<b>84%</b>	-	-	-	-	-	-	35%	-	35%	-	22%		31%	
At Masters Grade Level	2021	18%	29%	<b>21%</b>	-	-	-	-	-	-	2%	-	2%	-	*	24%	2%	24%
	2019	21%	33%	<b>18%</b>	-	-	-	-	-	-	0%	-	0%	-	0%		0%	
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2021	66%	83%	<b>88%</b>	-	-	-	-	-	-	50%	-	50%	-	-	91%	50%	100%
	2019	82%	98%	<b>92%</b>	-	-	-	-	-	-	83%	-	83%	-	*		71%	
At Meets Grade Level or Above	2021	37%	55%	<b>55%</b>	-	-	-	-	-	-	25%	-	25%	-	-	58%	25%	50%
	2019	52%	85%	<b>44%</b>	-	-	-	-	-	-	17%	-	17%	-	*		14%	
At Masters Grade Level	2021	18%	24%	<b>14%</b>	-	-	-	-	-	-	13%	-	13%	-	-	13%	13%	17%
	2019	26%	54%	<b>16%</b>	-	-	-	-	-	-	0%	-	0%	-	*		0%	
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2021	71%	93%	<b>93%</b>	-	-	-	-	-	-	77%	-	77%	-	-	96%	77%	100%
	2019	81%	98%	<b>95%</b>	-	-	-	-	-	-	80%	-	80%	-	-		80%	
At Meets Grade Level or Above	2021	44%	70%	<b>71%</b>	-	-	-	-	-	-	46%	-	46%	-	-	75%	46%	75%
	2019	54%	86%	<b>76%</b>	-	-	-	-	-	-	40%	-	40%	-	-		40%	
At Masters Grade Level	2021	20%	35%	<b>31%</b>	-	-	-	-	-	-	15%	-	15%	-	-	35%	15%	25%
	2019	25%	53%	<b>45%</b>	-	-	-	-	-	-	0%	-	0%	-	-		0%	
<b>All Grades Social Studies</b>																		
At Approaches Grade Level or Above	2021	73%	87%	<b>97%</b>	-	-	-	-	-	-	100%	-	100%	-	-	98%	100%	90%
	2019	81%	97%	<b>100%</b>	-	-	-	-	-	-	*	-	*	-	*		100%	
At Meets Grade Level or Above	2021	49%	65%	<b>81%</b>	-	-	-	-	-	-	67%	-	67%	-	-	84%	67%	60%
	2019	55%	83%	<b>89%</b>	-	-	-	-	-	-	*	-	*	-	*		67%	
At Masters Grade Level	2021	29%	40%	<b>51%</b>	-	-	-	-	-	-	0%	-	0%	-	-	56%	0%	30%
	2019	33%	56%	<b>54%</b>	-	-	-	-	-	-	*	-	*	-	*		0%	



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  - Indicates there are no students in the group.
- Blank cell indicates there are no data available in the group.

Texas Education Agency  
**2020-21 STAAR Participation (TAPR)**  
**SOUTH TEXAS ISD HEALTH PROFESSIONS (031916004) - SOUTH TEXAS ISD - CAMERON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>2021 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	88%	83%	<b>77%</b>	83%	75%	93%	*	85%	-	60%	100%	*	62%	93%	77%	86%
Included in Accountability	83%	82%	<b>76%</b>	83%	73%	90%	*	85%	-	60%	100%	*	60%	93%	75%	80%
Not Included in Accountability: Mobile	3%	1%	<b>1%</b>	0%	1%	0%	*	0%	-	0%	0%	*	1%	0%	0%	1%
Not Included in Accountability: Other Exclusions	1%	1%	<b>1%</b>	0%	1%	2%	*	0%	-	0%	0%	*	1%	0%	1%	5%
Not Tested	12%	17%	<b>23%</b>	17%	25%	7%	*	15%	-	40%	0%	*	38%	7%	23%	14%
Absent	2%	2%	<b>1%</b>	0%	1%	0%	*	0%	-	0%	0%	*	0%	1%	1%	1%
Other	10%	15%	<b>22%</b>	17%	24%	7%	*	15%	-	40%	0%	*	38%	6%	22%	14%
<b>2019 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	*	100%	-	*	100%	*	99%	100%	100%	100%
Included in Accountability	94%	98%	<b>95%</b>	100%	94%	97%	*	100%	-	*	85%	*	91%	96%	94%	89%
Not Included in Accountability: Mobile	4%	2%	<b>4%</b>	0%	5%	3%	*	0%	-	*	10%	*	7%	3%	4%	2%
Not Included in Accountability: Other Exclusions	1%	0%	<b>1%</b>	0%	2%	0%	*	0%	-	*	5%	*	1%	1%	2%	9%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	*	0%	-	*	0%	*	1%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	*	0%	-	*	0%	*	1%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	0%	-	*	0%	*	0%	0%	0%	0%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency  
**2020-21 Attendance, Graduation, and Dropout Rates (TAPR)**  
**SOUTH TEXAS ISD HEALTH PROFESSIONS (031916004) - SOUTH TEXAS ISD - CAMERON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2019-20	98.3%	98.8%	<b>98.7%</b>	100.0%	98.6%	98.9%	*	99.6%	-	*	98.6%	98.5%	98.2%
2018-19	95.4%	96.1%	<b>95.9%</b>	97.7%	95.5%	96.2%	*	97.5%	-	96.1%	97.2%	95.2%	95.5%
<b>Chronic Absenteeism</b>													
2019-20	6.7%	3.6%	<b>4.3%</b>	0.0%	5.0%	4.3%	*	1.0%	-	0.0%	8.3%	5.9%	9.1%
2018-19	11.4%	8.3%	<b>7.7%</b>	0.0%	8.2%	11.1%	*	4.5%	-	0.0%	0.0%	10.5%	8.0%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2019-20	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2019-20	1.6%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2018-19	1.9%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	90.3%	98.9%	<b>100.0%</b>	*	100.0%	*	-	100.0%	-	-	100.0%	100.0%	*
Received TxCHSE	0.4%	0.0%	<b>0.0%</b>	*	0.0%	*	-	0.0%	-	-	0.0%	0.0%	*
Continued HS	3.9%	1.0%	<b>0.0%</b>	*	0.0%	*	-	0.0%	-	-	0.0%	0.0%	*
Dropped Out	5.4%	0.2%	<b>0.0%</b>	*	0.0%	*	-	0.0%	-	-	0.0%	0.0%	*
Graduates and TxCHSE	90.7%	98.9%	<b>100.0%</b>	*	100.0%	*	-	100.0%	-	-	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	94.6%	99.8%	<b>100.0%</b>	*	100.0%	*	-	100.0%	-	-	100.0%	100.0%	*
<b>Class of 2019</b>													
Graduated	90.0%	99.1%	<b>99.4%</b>	*	99.1%	100.0%	-	100.0%	-	*	*	98.9%	*
Received TxCHSE	0.5%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
Continued HS	3.7%	0.9%	<b>0.6%</b>	*	0.9%	0.0%	-	0.0%	-	*	*	1.1%	*
Dropped Out	5.9%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
Graduates and TxCHSE	90.4%	99.1%	<b>99.4%</b>	*	99.1%	100.0%	-	100.0%	-	*	*	98.9%	*
Graduates, TxCHSE, and Continuers	94.1%	100.0%	<b>100.0%</b>	*	100.0%	100.0%	-	100.0%	-	*	*	100.0%	*
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2019</b>													
Graduated	92.0%	99.8%	<b>100.0%</b>	*	100.0%	100.0%	-	100.0%	-	*	*	100.0%	*
Received TxCHSE	0.5%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
Continued HS	1.3%	0.2%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
Dropped Out	6.1%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
Graduates and TxCHSE	92.6%	99.8%	<b>100.0%</b>	*	100.0%	100.0%	-	100.0%	-	*	*	100.0%	*

Texas Education Agency  
**2020-21 Attendance, Graduation, and Dropout Rates (TAPR)**  
**SOUTH TEXAS ISD HEALTH PROFESSIONS (031916004) - SOUTH TEXAS ISD - CAMERON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	100.0%	<b>100.0%</b>	*	100.0%	100.0%	-	100.0%	-	*	*	100.0%	*
<b>Class of 2018</b>													
Graduated	92.2%	99.8%	<b>100.0%</b>	100.0%	100.0%	100.0%	-	100.0%	-	*	*	100.0%	*
Received TxCHSE	0.6%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
Continued HS	1.1%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
Dropped Out	6.1%	0.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
Graduates and TxCHSE	92.8%	99.8%	<b>100.0%</b>	100.0%	100.0%	100.0%	-	100.0%	-	*	*	100.0%	*
Graduates, TxCHSE, and Continuers	93.9%	99.8%	<b>100.0%</b>	100.0%	100.0%	100.0%	-	100.0%	-	*	*	100.0%	*
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2018</b>													
Graduated	92.6%	99.8%	<b>100.0%</b>	100.0%	100.0%	100.0%	-	100.0%	-	*	*	100.0%	*
Received TxCHSE	0.7%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
Continued HS	0.6%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
Dropped Out	6.1%	0.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
Graduates and TxCHSE	93.3%	99.8%	<b>100.0%</b>	100.0%	100.0%	100.0%	-	100.0%	-	*	*	100.0%	*
Graduates, TxCHSE, and Continuers	93.9%	99.8%	<b>100.0%</b>	100.0%	100.0%	100.0%	-	100.0%	-	*	*	100.0%	*
<b>Class of 2017</b>													
Graduated	92.4%	99.8%	<b>100.0%</b>	*	100.0%	100.0%	-	100.0%	-	*	*	100.0%	-
Received TxCHSE	0.7%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	-
Continued HS	0.6%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	-
Dropped Out	6.3%	0.2%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	-
Graduates and TxCHSE	93.2%	99.8%	<b>100.0%</b>	*	100.0%	100.0%	-	100.0%	-	*	*	100.0%	-
Graduates, TxCHSE, and Continuers	93.7%	99.8%	<b>100.0%</b>	*	100.0%	100.0%	-	100.0%	-	*	*	100.0%	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2020	90.3%	98.9%	<b>100.0%</b>	*	100.0%	*	-	100.0%	-	-	100.0%	100.0%	*
Class of 2019	90.0%	98.8%	<b>98.8%</b>	*	98.3%	100.0%	-	100.0%	-	*	*	97.8%	*
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2020	4.3%	1.1%	<b>4.1%</b>	*	5.1%	*	-	0.0%	-	-	0.0%	6.3%	*
Class of 2019	4.2%	1.7%	<b>6.9%</b>	*	8.6%	0.0%	-	3.7%	-	*	*	8.8%	*
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2020-21 Attendance, Graduation, and Dropout Rates (TAPR)**  
**SOUTH TEXAS ISD HEALTH PROFESSIONS (031916004) - SOUTH TEXAS ISD - CAMERON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	98.6%	<b>95.9%</b>	*	94.9%	*	-	100.0%	-	-	100.0%	93.7%	*
Class of 2019	83.5%	97.6%	<b>93.1%</b>	*	91.4%	100.0%	-	96.3%	-	*	*	91.2%	*
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2020	87.8%	99.7%	<b>100.0%</b>	*	100.0%	*	-	100.0%	-	-	100.0%	100.0%	*
Class of 2019	87.6%	99.4%	<b>100.0%</b>	*	100.0%	100.0%	-	100.0%	-	*	*	100.0%	*
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2019-20	4.4%	1.4%	<b>4.7%</b>	*	5.8%	*	-	0.0%	-	-	0.0%	7.2%	*
2018-19	4.4%	1.7%	<b>6.9%</b>	*	8.6%	0.0%	-	3.7%	-	*	*	8.8%	*
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2019-20	81.8%	98.3%	<b>95.3%</b>	*	94.2%	*	-	100.0%	-	-	100.0%	92.8%	*
2018-19	82.1%	97.3%	<b>93.1%</b>	*	91.4%	100.0%	-	96.3%	-	*	*	91.2%	*
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2019-20	85.8%	99.7%	<b>100.0%</b>	*	100.0%	*	-	100.0%	-	-	100.0%	100.0%	*
2018-19	85.9%	99.1%	<b>100.0%</b>	*	100.0%	100.0%	-	100.0%	-	*	*	100.0%	*

Texas Education Agency  
**2020-21 Graduation Profile (TAPR)**  
**SOUTH TEXAS ISD HEALTH PROFESSIONS (031916004) - SOUTH TEXAS ISD - CAMERON COUNTY**

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2019-20 Annual Graduates)</b>				
Total Graduates	172	100.0%	633	360,220
<b>By Ethnicity:</b>				
African American	2	1.2%	3	44,729
Hispanic	139	80.8%	555	184,060
White	4	2.3%	23	105,215
American Indian	0	0.0%	0	1,226
Asian	27	15.7%	51	17,126
Pacific Islander	0	0.0%	0	557
Two or More Races	0	0.0%	1	7,307
<b>By Graduation Type:</b>				
Minimum H.S. Program	0	0.0%	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	952
Foundation H.S. Program (No Endorsement)	0	0.0%	2	49,535
Foundation H.S. Program (Endorsement)	8	4.7%	9	15,689
Foundation H.S. Program (DLA)	164	95.3%	622	292,532
Special Education Graduates	5	2.9%	24	29,018
Economically Disadvantaged Graduates	97	56.4%	382	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	1	0.6%	8	29,639
At-Risk Graduates	28	16.3%	120	148,836

Texas Education Agency  
**2020-21 College, Career, and Military Readiness (CCMR) (TAPR)**  
**SOUTH TEXAS ISD HEALTH PROFESSIONS (031916004) - SOUTH TEXAS ISD - CAMERON COUNTY**

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
<b>College, Career, or Military Ready (Annual Graduates)</b>													
2019-20	63.0%	93.7%	<b>88.4%</b>	*	86.3%	*	-	96.3%	-	-	100.0%	85.6%	*
2018-19	72.9%	96.7%	<b>98.1%</b>	*	97.4%	100.0%	-	100.0%	-	*	*	97.8%	*
<b>College Ready Graduates</b>													
<b>College Ready (Annual Graduates)</b>													
2019-20	53.4%	91.0%	<b>87.8%</b>	*	85.6%	*	-	96.3%	-	-	80.0%	85.6%	*
2018-19	53.0%	89.9%	<b>93.1%</b>	*	90.5%	100.0%	-	100.0%	-	*	*	90.1%	*
<b>TSI Criteria Graduates in English Language Arts (Annual Graduates)</b>													
2019-20	59.7%	91.8%	<b>88.4%</b>	*	85.6%	*	-	100.0%	-	-	80.0%	84.5%	*
2018-19	60.7%	91.4%	<b>93.1%</b>	*	92.2%	100.0%	-	92.6%	-	*	*	91.2%	*
<b>TSI Criteria Graduates in Mathematics (Annual Graduates)</b>													
2019-20	47.9%	79.6%	<b>72.7%</b>	*	68.3%	*	-	88.9%	-	-	60.0%	67.0%	*
2018-19	48.6%	81.0%	<b>82.4%</b>	*	80.2%	88.9%	-	88.9%	-	*	*	79.1%	*
<b>TSI Criteria Graduates in Both Subjects (Annual Graduates)</b>													
2019-20	43.2%	77.6%	<b>70.3%</b>	*	65.5%	*	-	88.9%	-	-	60.0%	63.9%	*
2018-19	44.2%	78.5%	<b>80.5%</b>	*	78.4%	88.9%	-	85.2%	-	*	*	76.9%	*
<b>AP / IB Met Criteria in Any Subject (Annual Graduates)</b>													
2019-20	21.1%	68.9%	<b>59.3%</b>	*	54.7%	*	-	81.5%	-	-	20.0%	54.6%	*
2018-19	21.1%	66.8%	<b>74.2%</b>	*	76.7%	88.9%	-	59.3%	-	*	*	74.7%	*
<b>Associate Degree (Annual Graduates)</b>													
2019-20	2.1%	1.3%	<b>0.0%</b>	*	0.0%	*	-	0.0%	-	-	0.0%	0.0%	*
2018-19	1.9%	0.5%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
<b>Dual Course Credits in Any Subject (Annual Graduates)</b>													
2019-20	24.6%	63.3%	<b>66.3%</b>	*	60.4%	*	-	92.6%	-	-	20.0%	60.8%	*
2018-19	23.1%	57.3%	<b>63.5%</b>	*	59.5%	77.8%	-	66.7%	-	*	*	64.8%	*
<b>Onramps Course Credits (Annual Graduates)</b>													
2019-20	4.0%	0.2%	<b>0.6%</b>	*	0.7%	*	-	0.0%	-	-	0.0%	0.0%	*
2018-19	2.3%	1.1%	<b>4.4%</b>	*	5.2%	0.0%	-	0.0%	-	*	*	3.3%	*
<b>Career / Military Ready Graduates</b>													
<b>Career or Military Ready (Annual Graduates)</b>													
2019-20	18.7%	23.2%	<b>2.9%</b>	*	2.9%	*	-	3.7%	-	-	100.0%	1.0%	*
2018-19	40.4%	70.3%	<b>84.9%</b>	*	85.3%	94.4%	-	77.8%	-	*	*	85.7%	*
<b>Approved Industry-Based Certification (Annual Graduates)</b>													
2019-20	13.2%	20.2%	<b>0.0%</b>	*	0.0%	*	-	0.0%	-	-	0.0%	0.0%	*

Texas Education Agency  
**2020-21 College, Career, and Military Readiness (CCMR) (TAPR)**  
**SOUTH TEXAS ISD HEALTH PROFESSIONS (031916004) - SOUTH TEXAS ISD - CAMERON COUNTY**

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2018-19	10.7%	39.5%	<b>69.2%</b>	*	69.8%	88.9%	-	55.6%	-	*	*	70.3%	*
<b>Graduates with Level I or Level II Certificate (Annual Graduates)</b>													
2019-20	0.7%	0.0%	<b>0.0%</b>	*	0.0%	*	-	0.0%	-	-	0.0%	0.0%	*
2018-19	0.6%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
<b>Graduate with Completed IEP and Workforce Readiness (Annual Graduates)</b>													
2019-20	2.4%	0.0%	<b>0.0%</b>	*	0.0%	*	-	0.0%	-	-	0.0%	0.0%	*
2018-19	2.3%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
<b>Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)</b>													
2019-20	3.7%	3.8%	<b>2.9%</b>	*	2.9%	*	-	3.7%	-	-	100.0%	1.0%	*
2018-19	2.7%	1.6%	<b>0.6%</b>	*	0.9%	0.0%	-	0.0%	-	*	*	1.1%	*



Texas Education Agency  
**2020-21 CCMR-Related Indicators (TAPR)**  
**SOUTH TEXAS ISD HEALTH PROFESSIONS (031916004) - SOUTH TEXAS ISD - CAMERON COUNTY**

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>														
Reading	2019-20	30.1%	57.3%	<b>26.7%</b>	*	25.9%	*	-	25.9%	-	-	20.0%	33.0%	*
	2018-19	33.4%	66.8%	<b>47.2%</b>	*	45.7%	55.6%	-	48.1%	-	*	*	50.5%	*
Mathematics	2019-20	21.2%	52.0%	<b>27.3%</b>	*	28.1%	*	-	22.2%	-	-	60.0%	30.9%	*
	2018-19	24.7%	61.5%	<b>55.3%</b>	*	53.4%	55.6%	-	66.7%	-	*	*	53.8%	*
Both Subjects	2019-20	16.4%	44.4%	<b>13.4%</b>	*	12.2%	*	-	14.8%	-	-	20.0%	14.4%	*
	2018-19	18.8%	52.6%	<b>34.6%</b>	*	30.2%	44.4%	-	48.1%	-	*	*	36.3%	*
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>														
English Language Arts	2019-20	7.3%	0.0%	<b>0.0%</b>	*	0.0%	*	-	0.0%	-	-	0.0%	0.0%	*
	2018-19	5.1%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
Mathematics	2019-20	9.7%	0.0%	<b>0.0%</b>	*	0.0%	*	-	0.0%	-	-	0.0%	0.0%	*
	2018-19	7.3%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
Both Subjects	2019-20	4.2%	0.0%	<b>0.0%</b>	*	0.0%	*	-	0.0%	-	-	0.0%	0.0%	*
	2018-19	2.6%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
<b>AP/IB Results (Participation) (Grades 11-12)</b>														
All Subjects	2020	22.0%	74.0%	<b>77.9%</b>	*	73.9%	87.5%	*	96.5%	-	*	57.1%	75.7%	30.0%
	2019	25.2%	84.7%	<b>87.0%</b>	100.0%	83.9%	84.6%	-	100.0%	-	*	28.6%	88.7%	*
English Language Arts	2020	12.7%	57.2%	<b>66.2%</b>	*	60.2%	81.3%	*	94.7%	-	*	28.6%	60.9%	10.0%
	2019	14.5%	64.7%	<b>77.6%</b>	100.0%	74.1%	84.6%	-	88.9%	-	*	14.3%	79.4%	*
Mathematics	2020	6.4%	17.4%	<b>18.6%</b>	*	15.5%	25.0%	*	33.3%	-	*	14.3%	16.2%	0.0%
	2019	7.4%	29.7%	<b>23.0%</b>	83.3%	18.0%	46.2%	-	31.5%	-	*	0.0%	20.1%	*
Science	2020	9.4%	47.4%	<b>50.0%</b>	*	43.8%	62.5%	*	80.7%	-	*	42.9%	43.4%	30.0%
	2019	10.4%	55.6%	<b>59.8%</b>	83.3%	53.7%	76.9%	-	79.6%	-	*	14.3%	58.2%	*
Social Studies	2020	12.4%	59.3%	<b>64.2%</b>	*	58.7%	87.5%	*	87.7%	-	*	28.6%	57.9%	10.0%
	2019	13.9%	72.4%	<b>79.8%</b>	100.0%	75.7%	76.9%	-	96.3%	-	*	14.3%	82.0%	*
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>														
All Subjects	2020	59.0%	59.1%	<b>53.5%</b>	*	47.3%	71.4%	*	74.5%	-	*	*	46.6%	*
	2019	51.0%	48.3%	<b>44.1%</b>	50.0%	41.6%	54.5%	-	50.0%	-	*	*	40.7%	*
English Language Arts	2020	50.1%	41.1%	<b>39.6%</b>	*	34.8%	46.2%	*	55.6%	-	*	*	33.6%	*
	2019	41.2%	26.6%	<b>25.7%</b>	33.3%	21.7%	27.3%	-	39.6%	-	*	*	19.5%	-
Mathematics	2020	56.5%	32.6%	<b>30.3%</b>	*	21.6%	*	-	52.6%	-	-	*	15.8%	-
	2019	52.2%	28.5%	<b>22.4%</b>	40.0%	13.0%	33.3%	-	35.3%	-	*	-	20.5%	-
Science	2020	47.6%	34.6%	<b>40.2%</b>	*	30.6%	70.0%	-	65.2%	-	*	*	33.3%	*
	2019	40.6%	26.5%	<b>26.8%</b>	60.0%	19.0%	40.0%	-	41.9%	-	*	*	19.5%	-

Texas Education Agency  
**2020-21 CCMR-Related Indicators (TAPR)**  
**SOUTH TEXAS ISD HEALTH PROFESSIONS (031916004) - SOUTH TEXAS ISD - CAMERON COUNTY**

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2020	52.3%	37.9%	<b>37.8%</b>	*	30.6%	42.9%	*	64.0%	-	*	*	27.9%	*
	2019	46.3%	24.9%	<b>22.0%</b>	33.3%	18.1%	20.0%	-	34.6%	-	*	*	16.4%	*
<b>SAT/ACT Results (Annual Graduates)</b>														
Tested	2019-20	76.7%	100.0%	<b>100.0%</b>	*	100.0%	*	-	100.0%	-	-	100.0%	100.0%	*
	2018-19	75.0%	100.0%	<b>100.0%</b>	*	100.0%	100.0%	-	100.0%	-	*	*	100.0%	*
At/Above Criterion for All Examinees	2019-20	35.7%	54.1%	<b>58.8%</b>	*	52.1%	*	-	88.9%	-	-	40.0%	48.0%	*
	2018-19	36.1%	49.7%	<b>53.8%</b>	*	50.0%	55.6%	-	63.0%	-	*	*	51.0%	*
<b>Average SAT Score (Annual Graduates)</b>														
All Subjects	2019-20	1019	1097	<b>1095</b>	*	1066	*	-	1219	-	-	998	1051	*
	2018-19	1027	1096	<b>1109</b>	*	1096	1187	-	1101	-	*	*	1085	*
English Language Arts and Writing	2019-20	513	556	<b>561</b>	*	548	*	-	616	-	-	512	536	*
	2018-19	517	558	<b>571</b>	*	566	607	-	563	-	*	*	555	*
Mathematics	2019-20	506	542	<b>535</b>	*	518	*	-	603	-	-	486	516	*
	2018-19	510	538	<b>539</b>	*	530	580	-	537	-	*	*	530	*
<b>Average ACT Score (Annual Graduates)</b>														
All Subjects	2019-20	20.2	22.3	<b>22.4</b>	*	21.4	*	-	24.9	-	-	*	21.4	-
	2018-19	20.6	22.0	<b>22.6</b>	*	22.3	23.2	-	22.9	-	*	*	21.6	*
English Language Arts	2019-20	19.9	22.5	<b>22.7</b>	*	21.6	*	-	25.5	-	-	*	21.5	-
	2018-19	20.3	22.1	<b>23.2</b>	*	23.1	23.9	-	23.0	-	*	*	22.1	*
Mathematics	2019-20	20.1	21.5	<b>21.5</b>	*	20.6	*	-	23.8	-	-	*	20.3	-
	2018-19	20.4	21.0	<b>20.9</b>	*	20.4	22.0	-	21.7	-	*	*	20.0	*
Science	2019-20	20.5	22.3	<b>22.5</b>	*	21.7	*	-	24.5	-	-	*	21.8	-
	2018-19	20.8	22.1	<b>22.6</b>	*	22.3	22.3	-	23.1	-	*	*	21.8	*

Texas Education Agency  
**2020-21 Other Postsecondary Indicators (TAPR)**  
**SOUTH TEXAS ISD HEALTH PROFESSIONS (031916004) - SOUTH TEXAS ISD - CAMERON COUNTY**

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Advanced/Dual-Credit Course Completion (Grades 9-12)</b>														
Any Subject	2019-20	46.3%	82.0%	<b>75.3%</b>	100.0%	74.0%	73.3%	*	80.6%	-	*	75.0%	73.5%	46.5%
	2018-19	44.6%	85.5%	<b>74.8%</b>	66.7%	73.6%	77.1%	*	82.0%	-	66.7%	46.2%	76.6%	44.0%
English Language Arts	2019-20	18.2%	54.0%	<b>45.2%</b>	55.6%	41.9%	35.6%	*	67.6%	-	*	16.7%	41.3%	0.0%
	2018-19	17.8%	54.9%	<b>40.5%</b>	50.0%	37.1%	40.0%	*	58.6%	-	50.0%	7.7%	36.5%	0.0%
Mathematics	2019-20	20.7%	45.2%	<b>44.7%</b>	44.4%	43.7%	28.9%	*	57.8%	-	*	27.3%	43.1%	14.3%
	2018-19	20.4%	42.9%	<b>36.1%</b>	50.0%	33.8%	32.4%	*	47.3%	-	50.0%	33.3%	35.5%	4.8%
Science	2019-20	22.4%	61.1%	<b>62.5%</b>	100.0%	59.8%	59.1%	*	75.7%	-	*	66.7%	59.2%	37.2%
	2018-19	21.7%	58.6%	<b>64.8%</b>	63.6%	63.2%	65.7%	*	73.0%	-	66.7%	33.3%	64.9%	40.0%
Social Studies	2019-20	24.6%	60.5%	<b>60.2%</b>	77.8%	57.8%	53.3%	*	74.5%	-	*	50.0%	56.0%	9.5%
	2018-19	23.6%	56.1%	<b>57.9%</b>	66.7%	54.1%	57.1%	*	77.5%	-	66.7%	27.3%	58.4%	13.6%
<b>CTE Coherent Sequence (Annual Graduates)</b>														
	2019-20	58.5%	99.8%	<b>100.0%</b>	*	100.0%	*	-	100.0%	-	-	100.0%	100.0%	*
	2018-19	59.0%	100.0%	<b>100.0%</b>	*	100.0%	100.0%	-	100.0%	-	*	*	100.0%	*
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>														
	2018-19	52.6%	78.5%	<b>83.0%</b>	*	84.5%	66.7%	-	81.5%	-	*	*	85.7%	*
	2017-18	53.4%	82.7%	<b>84.3%</b>	100.0%	87.5%	83.3%	-	76.3%	-	*	*	88.1%	*
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>														
	2018-19	42.2%	51.1%	<b>46.9%</b>	*	43.1%	*	-	56.3%	-	*	-	48.9%	-
	2017-18	60.7%	86.1%	<b>87.1%</b>	100.0%	82.4%	100.0%	-	96.6%	-	*	*	84.1%	*

Texas Education Agency  
**2020-21 Student Information (TAPR)**  
**SOUTH TEXAS ISD HEALTH PROFESSIONS (031916004) - SOUTH TEXAS ISD - CAMERON COUNTY**

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	751	100.0%	4,194	5,359,040	751	100.0%	4,194	5,371,586
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.4%
Pre-Kindergarten	0	0.0%	0.0%	3.7%	0	0.0%	0.0%	3.7%
Kindergarten	0	0.0%	0.0%	6.7%	0	0.0%	0.0%	6.7%
Grade 1	0	0.0%	0.0%	7.1%	0	0.0%	0.0%	7.1%
Grade 2	0	0.0%	0.0%	7.1%	0	0.0%	0.0%	7.1%
Grade 3	0	0.0%	0.0%	7.1%	0	0.0%	0.0%	7.1%
Grade 4	0	0.0%	0.0%	7.2%	0	0.0%	0.0%	7.2%
Grade 5	0	0.0%	0.0%	7.4%	0	0.0%	0.0%	7.4%
Grade 6	0	0.0%	0.0%	7.7%	0	0.0%	0.0%	7.7%
Grade 7	0	0.0%	14.1%	7.9%	0	0.0%	14.1%	7.8%
Grade 8	0	0.0%	14.8%	7.9%	0	0.0%	14.8%	7.9%
Grade 9	169	22.5%	18.7%	8.1%	169	22.5%	18.7%	8.1%
Grade 10	194	25.8%	19.1%	7.8%	194	25.8%	19.1%	7.8%
Grade 11	160	21.3%	16.2%	7.2%	160	21.3%	16.2%	7.2%
Grade 12	228	30.4%	17.1%	6.8%	228	30.4%	17.1%	6.8%
<b>Ethnic Distribution:</b>								
African American	7	0.9%	0.9%	12.7%	7	0.9%	0.9%	12.7%
Hispanic	602	80.2%	84.9%	52.9%	602	80.2%	84.9%	52.9%
White	40	5.3%	5.5%	26.5%	40	5.3%	5.5%	26.5%
American Indian	1	0.1%	0.1%	0.3%	1	0.1%	0.1%	0.3%
Asian	96	12.8%	7.8%	4.7%	96	12.8%	7.8%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	5	0.7%	0.7%	2.7%	5	0.7%	0.7%	2.7%
<b>Sex:</b>								
Female	512	68.2%	55.7%	48.9%	512	68.2%	55.7%	48.9%
Male	239	31.8%	44.3%	51.1%	239	31.8%	44.3%	51.1%
Economically Disadvantaged	313	41.7%	47.8%	60.3%	313	41.7%	47.8%	60.2%
Non-Educationally Disadvantaged	438	58.3%	52.2%	39.7%	438	58.3%	52.2%	39.8%
Section 504 Students	28	3.7%	4.6%	7.2%	28	3.7%	4.6%	7.2%
EB Students/EL	69	9.2%	8.0%	20.7%	69	9.2%	8.0%	20.6%
Students w/ Disciplinary Placements (2019-20)	6	0.7%	0.7%	1.2%				
Students w/ Dyslexia	5	0.7%	2.2%	4.5%	5	0.7%	2.2%	4.5%
Foster Care	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%

Texas Education Agency  
**2020-21 Student Information (TAPR)**  
**SOUTH TEXAS ISD HEALTH PROFESSIONS (031916004) - SOUTH TEXAS ISD - CAMERON COUNTY**

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	3	0.4%	0.2%	1.1%	3	0.4%	0.2%	1.1%
Immigrant	0	0.0%	0.0%	2.0%	0	0.0%	0.0%	2.0%
Migrant	7	0.9%	0.7%	0.3%	7	0.9%	0.7%	0.3%
Title I	751	100.0%	100.0%	64.5%	751	100.0%	100.0%	64.5%
Military Connected	0	0.0%	0.4%	2.7%	0	0.0%	0.4%	2.7%
At-Risk	223	29.7%	22.0%	49.2%	223	29.7%	22.0%	49.1%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	64	8.5%	7.8%	21.0%	64	8.5%	7.8%	20.9%
Gifted and Talented Education	91	12.1%	15.7%	8.3%	91	12.1%	15.7%	8.3%
Special Education	13	1.7%	3.3%	11.1%	13	1.7%	3.3%	11.3%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	13							
By Type of Primary Disability								
Students with Intellectual Disabilities	5	38.5%	43.6%	42.5%				
Students with Physical Disabilities	*	*	10.7%	21.3%				
Students with Autism	*	*	20.0%	14.1%				
Students with Behavioral Disabilities	*	*	25.7%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.5%				
<b>Mobility (2019-20):</b>								
Total Mobile Students	52	6.4%	5.1%	13.8%				
By Ethnicity:								
African American	0	0.0%	0.0%	2.8%				
Hispanic	48	5.9%	4.6%	7.1%				
White	1	0.1%	0.2%	3.1%				
American Indian	1	0.1%	0.0%	0.1%				
Asian	1	0.1%	0.1%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.1%	0.1%	0.4%				
Count and Percent of Special Ed Students who are Mobile	0	0.0%	5.3%	16.5%				
Count and Percent of EB Students/EL who are Mobile	2	4.5%	5.0%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	34	7.4%	6.0%	16.0%				
<b>Student Attrition (2019-20):</b>								
Total Student Attrition	68	10.9%	9.7%	16.6%				

Texas Education Agency  
**2020-21 Student Information (TAPR)**  
**SOUTH TEXAS ISD HEALTH PROFESSIONS (031916004) - SOUTH TEXAS ISD - CAMERON COUNTY**

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	-	-	1.4%	-	-	4.8%
Grade 1	-	-	1.9%	-	-	3.2%
Grade 2	-	-	1.0%	-	-	1.4%
Grade 3	-	-	0.5%	-	-	0.6%
Grade 4	-	-	0.3%	-	-	0.4%
Grade 5	-	-	0.2%	-	-	0.3%
Grade 6	-	-	0.2%	-	-	0.3%
Grade 7	-	0.0%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.0%	0.4%
Grade 9	0.5%	0.8%	4.7%	0.0%	2.8%	7.8%

Class Size Averages by Grade and Subject  
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	-	-	17.7
Grade 1	-	-	18.0
Grade 2	-	-	18.0
Grade 3	-	-	18.2
Grade 4	-	-	18.3
Grade 5	-	-	19.8
Grade 6	-	-	19.4
<b>Secondary:</b>			
English/Language Arts	15.0	17.1	15.7
Foreign Languages	12.1	15.4	17.8
Mathematics	19.1	17.1	16.9
Science	19.0	19.9	17.9
Social Studies	17.7	19.4	18.3

Texas Education Agency  
**2020-21 Staff Information (TAPR)**  
**SOUTH TEXAS ISD HEALTH PROFESSIONS (031916004) - SOUTH TEXAS ISD - CAMERON COUNTY**

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	70.0	100.0%	100.0%	100.0%
Professional Staff:	67.5	96.4%	58.5%	64.3%
Teachers	58.5	83.5%	47.2%	49.6%
Professional Support	7.1	10.1%	8.2%	10.6%
Campus Administration (School Leadership)	2.0	2.9%	2.3%	3.0%
Educational Aides:	2.5	3.6%	4.6%	10.6%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	0.0	n/a	7.0	4,290.0
Part-time Librarians	3.0	n/a	0.0	582.0
Full-time Counselors	2.0	n/a	19.0	13,211.0
Part-time Counselors	2.0	n/a	1.0	1,126.0
Total Minority Staff:	48.0	68.6%	87.8%	51.5%
<b>Teachers by Ethnicity:</b>				
African American	1.0	1.7%	0.7%	11.1%
Hispanic	36.4	62.3%	73.1%	28.4%
White	20.0	34.2%	21.6%	56.9%
American Indian	1.0	1.7%	1.0%	0.3%
Asian	0.1	0.1%	3.6%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.2%
<b>Teachers by Sex:</b>				
Males	14.4	24.6%	38.5%	23.8%
Females	44.1	75.4%	61.5%	76.2%
<b>Teachers by Highest Degree Held:</b>				
No Degree	2.0	3.4%	2.0%	1.2%
Bachelors	35.2	60.3%	62.0%	73.0%
Masters	20.2	34.6%	35.4%	25.0%
Doctorate	1.0	1.7%	0.7%	0.7%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	0.0	0.0%	1.6%	6.7%
1-5 Years Experience	6.0	10.3%	11.1%	27.8%
6-10 Years Experience	11.0	18.8%	21.1%	20.3%
11-20 Years Experience	16.1	27.5%	35.4%	29.1%
21-30 Years Experience	20.4	34.9%	23.8%	13.0%
Over 30 Years Experience	5.0	8.6%	6.9%	3.1%

Texas Education Agency  
**2020-21 Staff Information (TAPR)**  
**SOUTH TEXAS ISD HEALTH PROFESSIONS (031916004) - SOUTH TEXAS ISD - CAMERON COUNTY**

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	12.8	n/a	13.8	14.5

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	1.0	6.8	6.4
Average Years Experience of Principals with District	1.0	6.8	5.5
Average Years Experience of Assistant Principals	7.0	6.4	5.5
Average Years Experience of Assistant Principals with District	7.0	5.6	4.8
Average Years Experience of Teachers:	18.8	16.5	11.2
Average Years Experience of Teachers with District:	10.2	8.1	7.2
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	-	\$52,999	\$50,849
1-5 Years Experience	\$54,800	\$54,652	\$53,288
6-10 Years Experience	\$58,368	\$58,268	\$56,282
11-20 Years Experience	\$65,221	\$65,024	\$59,900
21-30 Years Experience	\$70,932	\$70,662	\$64,637
Over 30 Years Experience	\$72,550	\$72,235	\$69,974
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$65,480	\$64,092	\$57,641
Professional Support	\$75,798	\$79,305	\$68,030
Campus Administration (School Leadership)	\$96,751	\$93,268	\$83,424
Instructional Staff Percent:	n/a	54.5%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.2%
Career and Technical Education	13.9	23.8%	17.0%	5.1%
Compensatory Education	5.8	9.8%	10.9%	2.8%
Gifted and Talented Education	0.1	0.2%	17.0%	1.8%
Regular Education	26.9	46.1%	35.2%	71.0%
Special Education	1.0	1.7%	3.2%	9.4%
Other	10.7	18.4%	16.7%	3.6%



Texas Education Agency  
**2020-21 Staff Information (TAPR)**  
**SOUTH TEXAS ISD HEALTH PROFESSIONS (031916004) - SOUTH TEXAS ISD - CAMERON COUNTY**

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

**Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)**  
(To open link in a new window, press the "Ctrl" key and click on the link.)

# **South Texas Independent School District**

## **South Texas ISD Medical Professions**

### **2022-2023 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

South Texas ISD Medical Professions is a public magnet high school with open enrollment. Students attend Medical Professions to get ahead in their college and career pathway. The student body of 879 students is composed of mainly economically disadvantaged Hispanics students. With 69% of teachers being Hispanic, students benefit from having teachers who can relate to their unique challenges of living in a border region. Career and Technical teachers account for one-fourth of the teaching staff which aligns with our focus on preparing competent entry-level medical professionals. Fifty-six percent of teachers hold Master's degree, aligning with our college preparatory program and supporting our rigorous curriculum of AP and Honors courses. Medical Professions stakeholders include parents, students, community partners, teachers, staff, and administration. Involvement of all stakeholders in developing and implementing the campus improvement plan has led to a plethora of accolades including being State and Nationally ranked for the last 13 years.

## Mission:

The mission of South Texas ISD Medical Professions is to educate future medical professionals in the health sciences through the integration of rigorous academic, medical and technological education.

## Vision:

The vision is to have a dynamic partnership between schools, colleges, universities, and the private sector that addresses the need for highly skilled medical professionals.

## Core Values:

The core values we follow are those of integrity, community, respect teamwork, responsibility and perseverance. We foster a culture of respect, transparency, and data driven decision making to build trusting relationships with each other and all those we serve.

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.

The core values we follow are those of integrity, community, respect teamwork, responsibility and perseverance. We foster a culture of respect, transparency, and data driven decision making to build trusting relationships with each other and all those we serve. Intervention at early stages is critical to support and guide the efforts and motivation of our student populations. Interventions can include testing, placement, tutorials, modifications, communication with parent and student as well as opportunities in activities both academic and nonacademic settings to instill perseverance and develop social-emotional strength. Supports are also available to students receiving special education services, class/testing accommodations, in-class-support, special education counseling, speech therapy and occupational therapy (based on need), and even school supplies and electronic devices. In addition, our campus offers dual enrollment classes, 11 health science certification programs that include clinical medical assistant, medical laboratory assistant, and pharmacy technician among others to prepare our students for a career path and maximize their post-secondary education.

Using data from TARP, the 2019-2020 and 2020-2021, these are the percentages in each group: economically disadvantaged 71.4%, 65.2%, English learner 3.4%, 7.5%, special education 3.4%, 3.2%, former special education, continuously enrolled and non-continuously enrolled. Also include Title I 100%, 100%, homeless 0.2%, 0%, migrant 1.4%, 0%, gifted and talented 5.4%, 6.7%, and at-risk 22.9%, 18.4%. List the percentage of other designations, such as homelessness, and discuss trends, etc. Section 504 2.5%, 3.8%. The trends are very stable. The population of the Rio Grande Valley has maintained a stable trend. Our community is a Hispanic population (93.8%). It is considered one of the poorest cities in America (36% of its residents live in poverty). According to towncharts.com 31.2% of the population has less than a High School Education, 23.9% of the population has a high school or GED education. 22.6 % of the population has some college or AA degree. Languages spoken are English and/or Spanish. Median household income (2015-2019) is \$38, 588.

The student body of 879 students is composed of mainly economically disadvantaged, Hispanics students.

### **Race/Ethnicity**

002% (2 out of 882 students) African American

.017% (15 out of 882 students) Asian

94.56% (834 out of 882 students) Hispanic

.029% (26 out of 882 students) White

.002% (2 out of 882 students) American Indian

0% (0 out of 882 students) Pacific Islander

.003% (3 out of 882 students) Two-or-More Races

### **Number of males compare with females by grade level:**

9<sup>th</sup> grade 83 male and 148 females

10<sup>th</sup> grade 90 male and 151 females

11<sup>th</sup> grade 83 male and 136 females

12<sup>th</sup> grade 82 male and 109 females

According to the 2020-21 TAPR, the average class sizes are as follows: ELA – 17.4, Foreign Language – 19.6, Math – 19.7, Science – 20.3 and Social Studies – 20.9. These numbers saw an increase of approximately one point when compared to the 2019-20 data and are higher than both the district and state averages. The overall number of students per teacher is 14.9 which is above the district average and just slightly above the state average. At 10.2%, the numbers for professional support staff are above the district average and similar to the state average. The number of educational aides, those most likely to directly support students, is at 6.7%. This number is higher than the district average, but much lower than the state average. A Review of the last three years of TAPR data shows an increase in attendance rates from 94.8% to 98.2%. There was also a large decrease in chronic absenteeism from 12.5 to 5.4.

With 69% of teachers being Hispanic, students benefit from having teachers who can relate to their unique challenges of living in a border region. Career and Technical teachers account for one-fourth of the teaching staff which aligns with our focus on preparing competent entry-level medical professionals. Fifty-six percent of teachers hold a Master's degree, aligning with our college preparatory program and supporting our rigorous curriculum of AP and Honors courses. Medical Professions stakeholders include parents, students, community partners, teachers, staff, and administration. Involvement of all stakeholders in developing and implementing the campus improvement plan has led to a plethora of accolades including being State and Nationally ranked for the last 13 years.

STAFF DATA					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
<b>Staff Positions</b>					
Teachers	79.1%	79.1%	79.2%	79.1%	
Professional Support	10.8%	10.9%	10.1%	10.2%	
Campus Administration	4.2%	4.2%	3.9%	4%	
Educational Aides	6%	5.8%	6.8%	6.7%	
<b>Teachers by Ethnicity/Sex</b>					
African American	0%	0%	0%	0%	
Hispanic	64.5%	68.2%	67.1%	69.4%	
White	30.1%	26.5%	28%	25.5%	
American Indian	1.8%	1.8%	1.7%	1.7%	
Asian	3.5%	3.5%	3.3%	3.4%	
Pacific Islander	0%	0%	0%	0%	
Two or More Races	0%	0%	0%	0%	
<b>Males</b>	38.4%	38.4%	38.9%	36.8%	

<b>Females</b>	<b>61.6%</b>	<b>61.6%</b>	<b>61.1%</b>	<b>63.2%</b>	
<b>Teachers by Highest Degree Held</b>					
No Degree	2.7%	3.5%	3.3%	3.4%	0%
Associates					3%
Bachelors	56.1%	50.5%	43.7%	40.3%	36.4%
Masters	41.2%	46%	53%	56.3%	56%
Doctorate	0%	0%	0%	0%	4.5%
<b>Teachers by Years of Experience</b>					
Beginning Teachers	0%	0%	0%	0%	1.7%
1-5 Years Experience	14.2%	12.4%	9.9%	1.7%	1.7%
6-10 Years Experience	18.6%	20.8%	21.5%	22%	16.9%
11-20 Years Experience	44.3%	44.1%	42.9%	42.2%	37.3%
Over 20 Years Experience	22.9%	22.7%	25.6%		
21-30 Years Experience				29%	39%
Over 30 Years Experience				5.1%	3.4%
<b>Teachers by Program (Population Served)</b>					
Bilingual/ESL Education	0%	0%	0%	0%	
Career and Technical Education	24.6%	25.3%	25.3%	27.4%	
Compensatory Education	7.2%	6.3%	6.5%	6.2%	
Gifted and Talented Education	58.5%	58.5%	58.3%	55.8%	
Regular Education	8%	7.5%	8.3%	8.8%	
Special Education	1.8%	1.8%	1.8%	1.7%	
Other	0%	0.7%	0%	0%	

The data in the table above displays that most of the teachers at STISD – Medical Professions are Hispanic. Since most of the students are also Hispanic, the teachers can relate to the unique challenges that their students encounter. There are also a few other ethnicities found in the faculty which will expose students to different thinking and cultures to help them broaden their learning. Over the past five years, there has been an increase in staff members who have master's degrees. Since the curriculum is all Honors and AP courses, there are more teachers qualified to teach such a rigorous curriculum. Over the past several years, there has been a decline in young teachers and an increase in seasoned teachers. This is a good trend. Seasoned teachers have quite a bit of experience and are able to anticipate the challenges students will face in their learning. Career and Technical teachers make up about

one-fourth of the teachers. This is appropriate since the school is preparing students for medical professions. Over half of the teachers provide a gifted and talented education. Since all the classes on campus are either Honors or AP, this dynamic supports the students and their needs. There is a small group of special education teachers to serve the small population of students.

### **Demographics Strengths**

#### **Medical Professions has many strengths including:**

Experienced and well qualified teachers

Large number of community partners

Increased attendance rate (94.8% to 98.2%)

Attraction of students due to rigorous academics and the offering of multiple entry-level medical certifications

Strong connection between students and teachers

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Based on current enrollment, there is a high female to male ratio. Female students outnumber male students. **Root Cause:** The career pathways offered by Medical Professions can be perceived as being female oriented.

**Problem Statement 2 (Prioritized):** Community partners are focused on the healthcare field excluding our culinary pathway. **Root Cause:** Medical Professions has moved from a predominantly health science focus to adding culinary arts as a career choice. The school's vision and mission focus on the school's previous focus on the medical field.



# Student Learning

## Student Learning Summary

STISD Medical Professions was not rated during 2020 – 2021 due to a declared state of disaster. Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown in the Texas Academic Performance Report (TAPR). The overall passing rate for EOC, core subject exams, and all students was 67% in 2021. Within each subject area tests: English I: Approaches: 67% Meets: 50% Masters: 12% English II: Approaches: 71% Meets: 57% Masters: 11% Algebra I: Approaches: 73% Meets: 41% Masters: 23% Biology: Approaches: 82% Meets: 55% Masters: 22% US History: Approaches: 88% Meets: 69% Masters: 43%

### Algebra I:

#### Approaches Data comparing 2019 to 2021:

Campus: 93% - 80%

Hispanic: 95% - 79%

White: 100% - \*

SpEd: No data

Econ Disad: 92% - 78%

EB: \* - 78%

#### Meets Data comparing 2019 to 2021:

Campus: 67% - 34%

Hispanic: 70% - 34%

White: 43% - \*

SpEd: No data

Econ Disad: 68% - 31%

EB: \* - 11%

#### Masters Data comparing 2019 to 2021:

Campus: 37% - 3%

Hispanic: 40% - 4%

White: 0% - \*

SpEd: No data

Econ Disad: 35% - 4%

EB: \* - 15%

**Biology:**

2021:

**Approaches**

Hispanic 88%

White \*

SpEd 60%

Econ Disad. 84%

EB 65%

**Meets**

Hispanic 53%

White \*

SpEd 40%

Econ Disad. 48%

EB 35%

**Masters**

Hispanic 22%

White \*

SpEd 20%

Econ Disad 18%

EB 15%

## English I

2021

Approaches

84% Hispanic

90% White

Meets

68% Hispanic

70% White

Masters

12% Hispanic

0% White

## Demographics

Economically Disadvantaged

81% Approaches

64% Meets

8% Masters

SPED

43% Approaches

43% Meets

14% Masters

LEP

73% Approaches

56% Meets

2% Masters

**2019**

Approaches

84% Hispanic

89% White

Meets

71 % Hispanic

67% White

Masters

13% Hispanic

11% White

**Demographics**

Economically Disadvantaged

79% Approaches

65% Meets

11% Masters

SPED

50% Approaches

30% Meets

0% Masters

LEP

71% Approaches

36% Meets

0% Masters

**2018**

Approaches

87% Hispanic

0% White

Meets

54% Hispanic

0% White

Masters

7% Hispanic

0% White

**Demographics**

Economically Disadvantaged

8% Approaches

51% Meets

6% Masters

SPED  
50% Approaches

30% Meets

0% Masters

LEP  
90% Approaches  
80% Meets  
0% Masters

**US History:**

**2021:**  
Approaches  
Hispanic 92%  
White 100%

Meets

Hispanic 75%

White 86%

Masters

Hispanic 36%

White 71%

**2019:**

Approaches

Hispanic- 99%

Meets

Hispanic- 85%

Masters

Hispanic- 49%

**2018:**

Approaches

Hispanic 99%

White 100%

Meets

Hispanic 84%

White 80%

Masters

Hispanic 47%

White 80%

**2021:**

Economic Disadvantaged: Approaches 91%, Meets 78%, Masters 40%

SPED: 33% passing

LEP: 75% passing

**Total:** Approaches 92%, Meets 76%, Masters 39%

**2019:**

Economic Disadvantaged: 99%

**Total:** Approaches 99%, Meets 85%, Masters 49%

Common Assessments (CA) are created and administered by the district every 9 weeks to for all EOC students. Such is done to track student progress and ensure that there is standardization across campuses in instruction, TEKS targeted, and student expectations. The assessments are created by a curriculum team that selects a set of TEKS that should be taught within a 9 week time frame, so students are best prepared for the EOC Assessments as well as experience success in the course. Through rigorous and data driven instruction, South Texas Medical Professions uses methods and instructional strategies that ensure students are prepared for the district common assessments, state exams, and that they receive a well-rounded education is provided to all students so they can excel in the course. Upon comparing STAAR EOC results and that of CA's, students showed more success and higher attendance in state assessments.

As per district policy, students are given the same number of days they are absent to make up any missing assignments or complete any missed tests. However, depending on each student's situation, we work with the students so that they can have an opportunity to successfully complete and understand the material they were absent from. Students are strongly encouraged to attend tutorials any time they miss any lessons. We also provide recorded lessons on Itslearning as well as copies of notes and assignments for them to print. The campus will address the needs of all students it serves with a focus on those labeled "At Risk" of unsuccessfully demonstrating mastery of EOC English exams. Truancy issues, homelessness, continual failing courses, emergent bilingual learners, are other situations that can give put students under the former category. Through the development of campus goals, performance objectives, teaching interventions the campus identifies is consistently and efficiently working on helping students be successful in the academic setting. The following strategies have been in place in the campus and have proven to be effective approaches in servicing our At risk population: Parent and family engagement services, parent meetings, resources / supplies provided by the school, afterschool and Saturday tutorial services, "enrichment period" ( 40 min of direct instruction in which a teacher clarifies academic concerns), community engagement opportunities, data analysis in order to tailor lessons and best service students.

Campus systems in place to address reteaching include identification by grade level teams, mandatory after school tutorials, and advisory with academic teachers. Our campus addresses students' needs when they are absent by offering make up work and exams during tutorials and advisory. Students that are in need of content mastery for TEKS objectives



they are struggling with are offered additional opportunities thorough Edgeunity and through Sirius. Sirius is aligned with STAAR highly tested objectives and also acts as a resource for test prep. Campus allows teachers to adapt learning for each student on an individual basis and situation. Students can attend tutorials and advisory to complete missing tasks. Extended time may be given for assignment as per teacher discretion. Reaching out to parents will aid in the student completion of assignments.

State assessments provide the school with significant data to better identify patterns and how our students are performing in comparison to that of the state. The percentage of students approaching, meeting, and mastering grade level on state accountability meet and exceed state average in all subjects for all student groups. The campus will continue to allocate resources and ensure that students continue to make progress in all subjects.

### **Algebra EOC**

**Approaches** Data comparing 2019 to 2021:

Campus: 93% - 80%

Hispanic: 95% - 79%

White: 100% - \*

SpEd: No data

Econ Disad: 92% - 78%

EB: \* - 78%

**Meets** Data comparing 2019 to 2021:

Campus: 67% - 34%

Hispanic: 70% - 34%

White: 43% - \*

SpEd: No data

Econ Disad: 68% - 31%

EB: \* - 11%

**Masters** Data comparing 2019 to 2021:

Campus: 37% - 3%

Hispanic: 40% - 4%

White: 0% - \*

SpEd: No data

Econ Disad: 35% - 4%

EB: \* - 15%

### **Biology EOC**

**Approaches** Data comparing 2019 to 2021:

Campus: 97% - 88%

Hispanic: 97% - 88%

White: 100% - \*

SpEd: 60% - 60%

Econ Disad: 97% - 89%

EB: \* - 65%

**Meets** Data comparing 2019 to 2021:

Campus: 77% - 54%

Hispanic: 78% - 53%

White: 60% - \*

SpEd: 40% - 40%

Econ Disad: 72% - 48%

EB: \* - 35%

**Masters** Data comparing 2019 to 2021:

Campus: 37% - 21%

Hispanic: 36% - 822%

White: 40% - \*

SpEd: 0% - 20%

Econ Disad: 33% - 18%

EB: \* - 15%

### **English 1 EOC**

The information below outlines the students at South Texas Medical Professions and their performance throughout the course of 4 fiscal years. As you can see, a significant increase in the "approaches" and "meets" category can be seen. Although we have seen significant growth in the "masters" category over the last 2 years, the district is working diligently to help students perform above grade level. The plan for the upcoming school year is to provide students with high rigor material in hopes of helping them achieve that level.

#### English 1 EOC

2020-2021

92% Approaches

81% Meets

25% Masters

#### English 1 EOC

2019-2020

82% Approaches

74% Meets

15% Masters

#### English 1 EOC

2018-2019

85% Approaches

70% Meets

7% Masters

#### English 1 EOC

2017-2018

71% Approaches

54% Meets

7% Masters

### **English 2 EOC**

The information below outlines the EOC II students at South Texas Medical Professions and their performance throughout the course of 4 fiscal years. Significant progress in all three categories can be seen. Teachers alongside with help from administration and the district Curriculum & Instruction team are working diligently to identify strategies that can best help students, especially with commonly missed questions and skills. The plan for the upcoming school year is to provide students with high rigor material, continue to familiarize them with EOC content, and provide them with opportunities to write persuasively in hopes of helping them achieve that level.

English II EOC

2020-2021

93% Approaches

84% Meets

21% Masters

English II EOC

2019-2020

85% Approaches

70% Meets

9% Masters

English II EOC

2018-2019

81% Approaches

64% Meets

10% Masters

## English II EOC

2017-2018

79% Approaches

63% Meets

6% Masters

## US History EOC

Due to the challenges of the pandemic, during the 2020-2021 school year, there was a slight decrease in all levels of achievement. The previous school years, there had been a steady growth in all levels: approaches, meets, and masters on the US History EOC.

### 2020-2021

92% Approaches

76% Meets

39% Masters

\*no state assessment was given for U.S. History during the 2020-2021 school year due to Covid-19

### 2018-2019

99% Approaches

85% Meets

49% Masters

### 2017-2018

97% Approaches

77% Meets

## Student Learning Strengths

From 2018-2019 to 2019-2020 Dual Credit Programs have improved. Industry-Based Certifications have improved. Our annual dropout rate has decreased from the previous year.

Student needs are identified with a by the teacher and the grade level team. Most students are identified by their performance in the weeks progress. Teachers can identify students “who can’t” or “who won’t” work on their course work. Students are also identified by information provided by special education department, as well as Emergent bilingual information. By discussing their observations in and out of the classroom, teachers come together to create interventions to best aid and assist in a case where a student is suffering academically. At times, corrective instruction action planning is implemented to determine root cause as to why students may not have learned the concept and create plan to reteach. All teachers create and submit weekly lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and Emergent Bilingual Learners among other student groups, and daily formative assessments along with exemplar response.

Students who qualify for special education services have an individualized education plan. This plan is derived from various sources including student interests, skills, academic strengths and weaknesses (teacher information and Full Individual Evaluation), parent information, medical information, and any other data pertinent to a student’s education. Each student is assigned a special education teacher as a case manager. Coordination between the general education teachers and special education teachers is on-going. This close monitoring allows students to succeed academically. Services provided include classroom/testing accommodations and/or modifications, in class support, speech therapy, occupational therapy, counseling, electronic devices, and school supplies, all based on individual need. Case managers are available to coordinate with the general education teachers for a student’s academic success. In addition, all interventions available to all students are available to students who receive special education services.

Each teacher at South Texas Medical Professions specific goals centered on implementing specific, targeted interventions for struggling students as well as providing challenging work for students who have met or exceeded standard. All students have access to additional help during the school day during “Enrichment period”, 40 minutes a day in which a student has access to going to any teacher midway to ask for clarification on assignments/ homework help. Identified students are assigned to an EOC academic teacher for intervention during advisory. During their conference period, teachers make time to collaborate with other teachers teaching the same grade level and content area to plan instruction, design assessments, create interventions, and review data. In hopes of getting our subgroups to improve EOC performance, teachers are constantly trying new data proven strategies that can bring those subgroups up to standard. Students have an opportunity for further tutorials during advisory, after school and through our Saturday academies in April. Our Saturday academy tutorials are a hands-on experience that combines traditional mock testing with quiz games and other engaging hands-on review activities.

Continuous collaboration between our SPED, 504, LPAC committees and teachers input create beneficial accommodations for our students with regards to their EOC assessment. There is constant communication between these committees and the teachers to provide the best services for the students under these special programs. Periodic checkpoints (6-9 weeks) must be completed to ensure that the interventions in place are appropriate and benefit students.

South Texas Medical Professions does have RTI process implemented to meet the needs of those students at risk who are not meeting the EOC State academic standards or experience any type of behavior issue that prevents them from being successful in the academic setting. Identification starts in the classroom by the general education teacher and through collaboration during grade-level team meetings and the RTI committee gathers all information, so the process moves forward and we develop intervening services. Some of these services include counseling, specialized instructional support services, mentoring services through enrichment period.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** More consistency is needed in using formative and summative data to drive their instruction to include non-tested subjects (electives). **Root**

**Cause:** More strategies are needed for non-tested subjects in order to support tested subjects.

**Problem Statement 2 (Prioritized):** Teachers need more training in classroom best practices to include PBL, Active Learning Framework, and various modalities in the classroom environment. **Root Cause:** Classroom best practices need be concise in an instructional framework and purposeful training to provided aligned feedback to teachers so that they can internalize and implement the best practices.

**Problem Statement 3 (Prioritized):** All core subjects show a drop from 2019 to 2021 testing data. **Root Cause:** Due to the challenges of the pandemic, there was a slight decrease in all levels of achievement.

**Problem Statement 4 (Prioritized):** From 2018-2019 to 2019-2020, according to the most recent TAPR CCMR has shown a slight decrease. TSI has shown a slight decrease from the previous year. **Root Cause:** A cohesive CCR plan needs to be implemented to include an aligned curriculum to the content and appropriate student time.

# School Processes & Programs

## School Processes & Programs Summary

STISD Medical Professions recruitment tactics are aligned with the district. The most noticeable differentiation from traditional school districts is the ability to hire teachers and personnel based on reputation. Otherwise, all typical methods of hiring are utilized by the district as a whole. Another form of retention for teachers is the incentive programs offered by the district, which include Master's stipend and nationally board-certified educators as well.

Professional practices allow teachers to hold lead positions that demand additional duties, administrative-type, to assist in creating a Professional Learning Community(PLC), either grade-level teams or department teams. PLCs allow teachers to create solutions to problems based on the specific needs of those grade level students or content areas. Further, we abide by the district and campus rules in how to manage and facilitate these needs. Additionally, teachers are required to attend mandated professional development training that is geared towards data. Overtime, we believe, the intent is to use this data understanding to focus on content specific training.

Programs and opportunities are offered to our students that will be useful in the real-world as well as post-secondary education. These include but are not limited to HST course with real-life experience and content specific infrastructure for higher education learning.

Procedures that are followed to ensure academic success include tutorials Monday through Friday, department meetings to discuss data, lesson plans that are designed via collaboration, and New Scholar Academy. This program is offered to students to ensure success and understanding of technology, course options, and day-today routine to achieve success.

Personnel policy and procedures are followed using DAA and DN through TASB. Staff are kept informed through all means of communication. Email, in-person meetings, and district level meetings allow the staff to be informed about improvements, changes, goals, strategies, and challenges faced by the district as well as needs per campus, if necessary. Teachers align curriculum, provide real-life experience, expand on collaboration for the success of student achievement.

Programs and opportunities for students:

PLC's allow for teachers to monitor student progress and make adjustments or updates as needed to interventions. Further, changes are made to lesson plans and student progress based on data from the district mock tests that provide essential data.

Students are serviced through special programs. Students at Medical Professions are served based on their individual education need providing equitable services. During the initial year in high school, students are given a degree plan to guide their academic progress. Students are also given the tools, skills of real world experience and testing practices to prepare for post-secondary education.



Classroom management is handled through both campus and classroom expectations. There are school wide policies for levels of infractions and the respective consequences, tardy policy, and recovery of courses.

Trainings for safety procedures are provided to teachers and staff at the beginning of the school year and administration ensures that all drills are performed satisfactorily.

### **School Processes & Programs Strengths**

#### **Some of the process and programs of Strength are the following:**

Teachers conduct data conversations about the challenges and strengths of academic progress of students through data conversation forms. Areas of need are addressed during department meetings and grade-level team meetings.

Additionally, students are provided real-world scenarios through the CTE courses. The course offered to students is structured to emulate real world scenarios, as in CTE courses and testing as in post-secondary.

Another strength is the use of technology that is integrated in each course. There are also set rules for this technology use and classroom expectations for good classroom management.

Student achievement is a strong focus on campus and this is done through advisory time, tutorials, and PLC's that ensure student progress.

The counseling department also provides a strong opportunity for students. These include college visits, funding for ACT and SAT testing, special events for families to learn about post-secondary opportunities as well as partnership opportunities within the community.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** School-wide general protocols are communicated to teachers and teachers deliver the information to students which may vary from teacher to teacher. Once example is safety protocols. **Root Cause:** Students are briefed on the process of school-wide expectations by teachers but there is no specifics training, assembly, or explanation to all students on campus for a concise processes and procedures such as fire-drills.

# Perceptions

## Perceptions Summary

At South Texas ISD Medical Professions our vision is to have a dynamic partnership between schools, colleges, universities, and the private sector that addresses the need for highly skilled medical professionals. Our mission is to educate future medical professionals in the health sciences through the integration of rigorous academic, medical, and technological education. The core values we follow are those of integrity, community, respect teamwork, responsibility and perseverance. We foster a culture of respect, transparency, and data driven decision making to build trusting relationships with each other and all those we serve. (Students, parents, community members and community partnerships) The community describes our campus as a prestigious school that gives students limitless opportunities for college and career preparation with strong and challenging academic programs focused on science, health and medical fields. The community believes in STISD and recognizes our school and teachers as some of the best in the state and nation, trusting us in providing the best possible education with our various programs and certifications to lead their children to a promising future. We engage in all stakeholders by involving students, parents, staff, faculty, and our community in sharing our vision, mission, goals, strategies, and values to create a safe environment while upholding high expectations. We accomplish this task by providing a variety of services and open houses/showcases. For example, we held various COVID and flu vaccine clinics not only for our faculty and staff but also for our students and their families. Twice a year we host two open houses in the evening, mainly for students and parents. However, twice a year we open our campus to the community during our showcases. At the time of the showcases, any member of the community can tour our campus, meet our faculty and staff, and participate in our free health screenings. We also get our community involved through our clinical partners that provide external clinical rotations for our students. We meet with our clinical partners once a year through advisory committees to share our goals, values, missions, and visions, but also to receive feedback on our certification programs. Our administrators, faculty, staff, community, and partnerships with institutions build strong relationships and work together to support one another and achieve common goals that will best benefit our students and future leaders.

## Student Engagement:

The Texas Academic Performance Report shows that STISD Medical Professions has shown a positive tendency in attendance rate across all race groups, special education populations, economically disadvantaged populations, and emergent bilingual populations. This report also shows a decrease in the number of students in disciplinary placement. In the summer the school has two New-to Campus summer camps. In these camps the new students get to know the school while participating in fun, hands-on activities that give them an introduction to the many programs and certifications offered on campus. Furthermore, the school has a yearlong student mentoring program in which upper class students are assigned to incoming students (9th grade) to mentor them as they join the STISD Medical Professions campus. They mentor new students in how things are conducted in school, where to reach out for assistance in different situations, and other practical types of questions that they may have.

## Community Engagement:

STISD Medical Professions has a high level of support from our community. This support is represented in over 70 community partners. With the support of our partners, our students have a variety of real world, hands-on, volunteer opportunities (Clinicals). Our partnerships include: Altas Palmas Veterinary Clinic, Alta Vista Nursing Home, Alpine Adult Day Care, Autrey's Pharmacy Brownsville Community Health Center, Brownsville Family Dentistry, Brownsville Fire/Rescue, Brownsville Rehabilitation Services, Burke Children's Dentistry (Harlingen), CVS Pharmacy (Brownsville, McAllen & South Padre Island), Doctors Hospital at Renaissance, Dr. Asim Zamir (Pediatrician-Brownsville), Dr. Emilio Hernandez (Brownsville-Dentist), Dr. Emilio Marquez O.D., Dr. Guajardo OB/GYN, Dr. Maria Bonuel-Silverio MD, Dr. Jose Maymi (Urologist-Brownsville), Dr. Sanusi MD, Dr. Ricardo Adames (Internist-Brownsville),

Dr. Vahid Mirafzali (Pediatrician-Brownsville), Escobedo's Pharmacy (Brownsville), Fry's Prescription Pharmacy, Fox Hollow Post-Acute, LLC, Genoa Healthcare Pharmacy (Brownsville), Golden Palms, Gulf Coast Eye Institute (Brownsville & Harlingen), Harlingen Family Dentistry, Harlingen Medical Center, Harlingen Pharmacy, Izquierdo Family Dentistry, Knapp Medical Center, La Farmacia (Brownsville), La Fe Adult Day Care, Los Ebanos Family Dentistry (Brownsville), Los Fresnos Ambulance Service, Los Ebanos Family Dentistry, Martinez Dental Group (San Benito), Med-Care-McAllen, Muniz Pharmacy (Harlingen), Optic Trend, Paws-n-Claws Veterinary Clinic, Professional Dental Group (Brownsville), Professional Dental Group (Pharr), Ramos-Boyd Dentistry (Harlingen), Richard's Pharmacy, Rio Grande State Center, RGV Endodontics (Edinburg), Saenz Pharmacy (McAllen), Salinas Pharmacy (Harlingen), San Benito Medical Associates, Solara Hospital, South Texas Eye Center, Spanish Meadows Nursing Center, South Padre Island Fire Department, South Texas Emergency Care Foundation-Harlingen, Sunshine Haven, The Friendly Pharmacy (Brownsville), The Country Vet, The Eye Experts, The City of Port Isabel EMS, United Care Pharmacy (Brownsville), Valle Dental Center (Brownsville), Villarreal Dental Center (Brownsville), Valley wide Pharmacy (Brownsville), Valley Baptist Medical Center (Brownsville & Harlingen), Valley Cancer Associates, Valley Children's Clinic, Valley Community Reference Lab, Valley Regional Medical Center, Veranda Nursing Home and Rehab, Valley Grande Manor Nursing Home, Walgreens (Edinburg & Brownsville). These community partnerships allow students to attend clinicals to develop medical and clinical skills.

### **Students:**

A student survey was conducted to evaluate how students describe their school, learning environment, processes and programs that are in place, and their sense of safety and belonging. Most students surveyed stated that the processes and programs Medical Professions offers are a great opportunity, not only preparing them for the next grade level, but for college and their future careers. Clinicals have been mentioned several times as being a great learning opportunity. They commented that clinicals help them gain real world experience. Students stated that they feel safe and comfortable at school. They unanimously felt that they were being challenged. Most students surveyed stated that STISD Medical Professions educational programs and learning activities were worth their time and that they were being provided with a well-rounded education. Most are grateful that they are able to graduate with more credits than they would have received at another school.

### **Teachers:**

After being surveyed, the Professionals and Paraprofessionals described our school as Innovative, Motivating, Challenging, and Supportive. They mostly agreed/strongly agreed that they belong at school, feel safe, cared for, inspired to do work and prepared to do their jobs with materials, resources and training. Administrators make themselves available, provide positive and constructive feedback, and offer guidance. Administrators support teacher decisions regarding student discipline and value their professional opinion. Teachers are offered professional development frequently on and off campus. There is continued peer collaboration and sharing of ideas and strategies through grade level and department meetings.

### **Perceptions Strengths**

#### **The perceived strengths are the following:**

- Increase in student attendance
- Decrease in DAEP
- New student orientation summer camp and student mentoring program

- Teacher craft is valued
- respect from parents
- close working relationships among teachers
- talented teacher retention
- access to educational tools
- Community support is noted in partnership with student clinical sites
- Students get real work force experience at clinical practices
- Students feel safe and comfortable at school
- Graduation credits
- Teachers feel administrators provide positive and constructive feedback, offer guidance and support teacher decisions regarding student discipline
- Professional development is offered frequently on campus
- Professional development is offered frequently on campus
- There is peer collaboration and sharing of ideas

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** In the survey, students mentioned that they were being challenged; however, the challenge was too high, mainly due to the excessive testing and homework assignments. Students were feel grateful for being able to graduate with more credits; however, they feel that the community service 75-hour requirement to graduate is a bit much and could be waived. **Root Cause:** Action research has not been conducted by grade-level to review the time student spend for testing, homework assignment, community service, and all other requirements to be successful at Medical Professions.

**Problem Statement 2 (Prioritized):** Weekly schedules do not provide enough time for educational planning. **Root Cause:** Action research has not been conducted to review the time teachers need to complete traditional teacher duties such as lesson planning and all other areas involving curriculum, instruction, assessment, and students.

**Problem Statement 3 (Prioritized):** Teachers want to feel that their educational expertise is valued. **Root Cause:** Action research has not been conducted for a deeper investigation to formulate an understanding of specific needs that can lead to effective interventions and/or remedies.

# Priority Problem Statements

**Problem Statement 1:** Based on current enrollment, there is a high female to male ratio. Female students outnumber male students.

**Root Cause 1:** The career pathways offered by Medical Professions can be perceived as being female oriented.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 3:** More consistency is needed in using formative and summative data to drive their instruction to include non-tested subjects (electives).

**Root Cause 3:** More strategies are needed for non-tested subjects in order to support tested subjects.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 7:** School-wide general protocols are communicated to teachers and teachers deliver the information to students which may vary from teacher to teacher. One example is safety protocols.

**Root Cause 7:** Students are briefed on the process of school-wide expectations by teachers but there is no specific training, assembly, or explanation to all students on campus for a concise process and procedures such as fire-drills.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** In the survey, students mentioned that they were being challenged; however, the challenge was too high, mainly due to the excessive testing and homework assignments. Students were not feel grateful for being able to graduate with more credits; however, they feel that the community service 75-hour requirement to graduate is a bit much and could be waived.

**Root Cause 8:** Action research has not been conducted by grade-level to review the time student spend for testing, homework assignment, community service, and all other requirements to be successful at Medical Professions.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 2:** Community partners are focused on the healthcare field excluding our culinary pathway.

**Root Cause 2:** Medical Professions has moved from a predominantly health science focus to adding culinary arts as a career choice. The school's vision and mission focus on the school's previous focus on the medical field.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 4:** Teachers need more training in classroom best practices to include PBL, Active Learning Framework, and various modalities in the classroom environment.

**Root Cause 4:** Classroom best practices need to be concise in an instructional framework and purposeful training to provide aligned feedback to teachers so that they can internalize and implement the best practices.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 9:** Weekly schedules do not provide enough time for educational planning.

**Root Cause 9:** Action research has not been conducted to review the time teachers need to complete traditional teacher duties such as lesson planning and all other areas involving

curriculum, instruction, assessment, and students.

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 5:** All core subjects show a drop from 2019 to 2021 testing data.

**Root Cause 5:** Due to the challenges of the pandemic, there was a slight decrease in all levels of achievement.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 10:** Teachers want to feel that their educational expertise is valued.

**Root Cause 10:** Action research has not been conducted for a deeper investigation to formulate an understanding of specific needs that can lead to effective interventions and/or remedies.

**Problem Statement 10 Areas:** Perceptions

**Problem Statement 6:** From 2018-2019 to 2019-2020, according to the most recent TAPR CCMR has shown a slight decrease. TSI has shown a slight decrease from the previous year.

**Root Cause 6:** A cohesive CCR plan needs to be implemented to include an aligned curriculum to the content and appropriate student time.

**Problem Statement 6 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- 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
- (STAAR) current and longitudinal results, including all versions
- 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 EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- PSAT

- Local benchmark or common assessments data

### **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, 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.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by 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
- STEM and/or STEAM data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **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
- Campus department and/or faculty meeting discussions and 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
- Other additional data

# Goals

**Goal 1:** By June 2023, student mastery achievement will increase by 10%.

**Performance Objective 1:** Student mastery achievement will increase by 10% yearly as measured by STAAR EOC to be at or above 100% approaches, 85 percent Meets and 50 percent earn Masters level on state assessments.

**Targeted or ESF High Priority**

**HB3 Goal**





**Evaluation Data Sources:** STAAR/EOC state assessments data for Spring 2023.

Strategy 1 Details	Formative Reviews		
<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. Utilize STAAR blueprints, performance level indicators, writing resources, and other materials on TEA. <b>Strategy's Expected Result/Impact:</b> Target EOC performance scores: 100% Approaches, 90% Meets, and 50-70% Masters performance levels. <b>Staff Responsible for Monitoring:</b> Principal  Assistant Principal  Team Leaders  Counselors  Teachers  <b>Schoolwide and Targeted Assistance Title I 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 <b>Problem Statements:</b> Student Learning 3 <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	Formative		
	Jan	Mar	June

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Relationship building, collaboration, peer mentoring, and focused instruction will be utilized during Advisory period and classrooms to improve STAAR/EOC scores in English 1 &amp; 2 for Emergent Bilinguals. 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>Schoolwide and Targeted Assistance Title I 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>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide teachers with opportunities for professional development activities such as Writing Across the Curriculum, PBL, Active Learning Frameworks and other modalities during Wednesday's professional development days, campus staff development days, and conferences.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student assessment results.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p>Department Leads</p> <p>Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> 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>Problem Statements:</b> Student Learning 2</p>	Formative		
	Jan	Mar	June

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> During Advisory period, provide enrichment and extension activities to increase the number of students to the Masters Level and meet AP standards. <b>Strategy's Expected Result/Impact:</b> Student scores and growth in assessments. <b>Staff Responsible for Monitoring:</b> Administration Counselors Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> 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	Formative		
	Jan	Mar	June
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Implement daily engaging learning strategies in the classroom to increase rigor, relevance and relationships such as as Writing Across the curriculum, student conversations, seed questions, and transfer learning activities that involve listening, speaking, reading, and writing. <b>Strategy's Expected Result/Impact:</b> Increase in student achievement in state and national exams. <b>Staff Responsible for Monitoring:</b> Administration Department Leaders Team Leaders  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 2	Formative		
	Jan	Mar	June
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Use a campus-wide data management system for on going formative and summative assessments to support timely data driven decisions to support positive progress by students and implement timely student supports for advancement, enrichment, and acceleration. <b>Strategy's Expected Result/Impact:</b> Increase students meeting graduation requirements such as course credits, certifications,	Formative		
	Jan	Mar	June

assessments. <b>Staff Responsible for Monitoring:</b> Principal  Assistant Principal  Instructional Technologists  Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers <b>Problem Statements:</b> Student Learning 1			
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 No Progress  Accomplished  Continue/Modify  Discontinue
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### Performance Objective 1 Problem Statements:





Student Learning
<p><b>Problem Statement 1:</b> More consistency is needed in using formative and summative data to drive their instruction to include non-tested subjects (electives). <b>Root Cause:</b> More strategies are needed for non-tested subjects in order to support tested subjects.</p> <p><b>Problem Statement 2:</b> Teachers need more training in classroom best practices to include PBL, Active Learning Framework, and various modalities in the classroom environment. <b>Root Cause:</b> Classroom best practices need be concise in an instructional framework and purposeful training to provided aligned feedback to teachers so that they can internalize and implement the best practices.</p> <p><b>Problem Statement 3:</b> All core subjects show a drop from 2019 to 2021 testing data. <b>Root Cause:</b> Due to the challenges of the pandemic, there was a slight decrease in all levels of achievement.</p>

**Goal 1:** By June 2023, student mastery achievement will increase by 10%.

**Performance Objective 2:** 100 percent of students will successfully complete graduation requirements and earn at least one endorsement.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Conduct goal-setting sessions for all students. 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>Schoolwide and Targeted Assistance Title I 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>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Counselors will track and monitor the progress of all students personal graduation plans and will provide an intervention plan to support students in meet high school graduation requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> Graduation rate. Mastery of courses and assessments.</p>	Formative		
	Jan	Mar	June

<p><b>Staff Responsible for Monitoring:</b> Administrators Counselors Social Workers Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> 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>			
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

**Goal 1:** By June 2023, student mastery achievement will increase by 10%.

**Performance Objective 3:** - 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.





-100 TSIA2 participation with 85% mastery in ELAR and Math.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STISD College Score Report.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Continue the District's initiative of school day testing for SAT, TSIA2, and/or ACT examination for 2022-2023 school year. <b>Strategy's Expected Result/Impact:</b> Increase the number of students who take the TSIA2, 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. <b>Staff Responsible for Monitoring:</b> Teachers Administrators Counselors  <b>Schoolwide and Targeted Assistance Title I 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 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 4 <b>Funding Sources:</b> - 199 - General Fund, - 211 - Title I, Part A School Wide, - 204 - Title IV, Part A Student Support and Academi	Formative		
	Jan	Mar	June

 No Progress
 Accomplished
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### Performance Objective 3 Problem Statements:

Student Learning
<b>Problem Statement 4:</b> From 2018-2019 to 2019-2020, according to the most recent TAPR CCMR has shown a slight decrease. TSI has shown a slight decrease from the previous year. <b>Root Cause:</b> A cohesive CCR plan needs to be implemented to include an aligned curriculum to the content and appropriate student time.







**Goal 1:** By June 2023, student mastery achievement will increase by 10%.

**Performance Objective 4:** - Each student achieves a passing score on one or more AP, or dual credit course.

- Student participation rates on AP will increase by 10% annually.
- Qualifying AP will increase annually.

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

Strategy 1 Details	Formative Reviews		
<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>Schoolwide and Targeted Assistance Title I 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 Academic Enrichment, - 211 - Title I, Part A School Wide</p>	Formative		
	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 1:** By June 2023, student mastery achievement will increase by 10%.

**Performance Objective 5:** 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.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Continue high quality instruction and support for all students. <b>Strategy's Expected Result/Impact:</b> Results Driven Accountability (RDA) formerly State Performance-Based Monitoring (PBM) indicators are met annually. <b>Staff Responsible for Monitoring:</b> Principal  Assistant Principal  Teachers  <b>Schoolwide and Targeted Assistance Title I 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 <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	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide Emergent Bilingual student with support in language fluency, academic vocabulary development, comprehension and acquisition. <b>Strategy's Expected Result/Impact:</b> EB students improvement EOC and TELPAS scores <b>Staff Responsible for Monitoring:</b> Principals Counselors Teachers  <b>Schoolwide and Targeted Assistance Title I 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	Formative		
	Jan	Mar	June

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide SPED students with support needed to demonstrate academic growth and improvement. <b>Strategy's Expected Result/Impact:</b> students improvement EOC and meeting IEP. <b>Staff Responsible for Monitoring:</b> Administration Counselors Teachers  <b>Schoolwide and Targeted Assistance Title I 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 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Mar	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Implement a researched based programs in such areas as reading to receive specialized support, structures, and interventions needed to make progress. <b>Strategy's Expected Result/Impact:</b> Specific groups needing special support fluency and comprehension as measured by state assessments <b>Staff Responsible for Monitoring:</b> Teachers Administration  <b>Schoolwide and Targeted Assistance Title I 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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

**Goal 1:** By June 2023, student mastery achievement will increase by 10%.





**Performance Objective 6:** All teachers will utilize academic and real-world data to evaluate and revise curricular content, instruction, and assessment to provide real-world experiences, learning opportunities, and individual student educational plans.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** The teacher use of Teacher Data Conversation Forms, HEATMAPs, and WAGs.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> During department meetings, teachers will collaborate to develop common assessments, lesson plans, analyze data, model instructional strategies, and intervention student supports.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in WAGs, increase in assessment scores, and certifications.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p>Assistant Principal Department Leaders</p> <p>Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I 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>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</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> Department Leaders HST Teachers Students</p> <p><b>Schoolwide and Targeted Assistance Title I 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>	Formative		
	Jan	Mar	June

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Implement a schedule for peer-observations so teachers can learn and share best practices in teaching and learning thus increasing instructional strategies tools and to be able to collaborate during department planning meetings to make instructional and curricular decisions throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Evidence of common planning and use of strategies during walkthroughs and observations; Peer-observations schedule</p> <p><b>Staff Responsible for Monitoring:</b> Administration Department Leaders Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I 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>	Formative		
	Jan	Mar	June
<div> <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> </div>			

**Goal 1:** By June 2023, student mastery achievement will increase by 10%.





**Performance Objective 7:** All teachers will implement innovative student-centered lessons that promote student engagement, participation, and use of technology.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Increased project-based instruction and learning as documented on WAGs and observations.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Design and implement a campus technology plan that will support the curriculum and delivery of instruction such as a learning management system , software, and hardware such as hot spots, laptops, iPads, and software applications. <b>Strategy's Expected Result/Impact:</b> Staff and student's proficiency in the utilization of emerging technologies and increase of student engagement. <b>Staff Responsible for Monitoring:</b> Administration  Teachers  Students  Technology Specialist  Librarian  <b>Schoolwide and Targeted Assistance Title I 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	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide professional development for teachers as Project Based Learning, collaborative learning models, and active learning frameworks so that teachers are able to create engaging lessons integrating real-world experiences. <b>Strategy's Expected Result/Impact:</b> Increased academic performance in all areas.  <b>Schoolwide and Targeted Assistance Title I 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	Formative		
	Jan	Mar	June

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</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>Schoolwide and Targeted Assistance Title I 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>	Formative		
	Jan	Mar	June
<div> <div>  No Progress         </div> <div>  Accomplished         </div> <div>  Continue/Modify         </div> <div>  Discontinue         </div> </div>			

**Goal 2:** By June 2023, special education students will increase their STAAR performance by 5%.

**Performance Objective 1:** 100 percent of students with Individual Education Plans include measurable goals that are annually updated.





**Targeted or ESF High Priority**

**HB3 Goal**

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

Strategy 1 Details	Formative Reviews		
<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 in collaboration with SPED department, diagnosticians, LSSPs, teachers to ensure that students receive the appropriate services to meet their IEP. <b>Strategy's Expected Result/Impact:</b> 100 percent of students with Individual Education Plans include measurable goals, that are annually updated. <b>Staff Responsible for Monitoring:</b> Principal  Assistant Principal  Diagnostician  Special Education Teachers  <b>Schoolwide and Targeted Assistance Title I 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>Funding Sources:</b> - 199 - General Fund, - 224 - IDEA B, Special Education, - 255 - Title II, Part A Training	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> SPED department will work closely with general education teachers to ensure IEP is being followed and is meeting students' needs. <b>Strategy's Expected Result/Impact:</b> Grades, scores, progress of students meeting growth and success.	Formative		
	Jan	Mar	June



<p><b>Staff Responsible for Monitoring:</b> Administration Counselors Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I 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 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>			
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

**Goal 3:** Develop a comprehensive district attendance plan to ensure overall district compliance with federal and state accountability guidelines.

**Performance Objective 1:** We will implement structures and routines with fidelity to maintain student attendance at 95%

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Decision-ed reports, District Attendance reports, Attendance Committee meetings, attendance tracking system, Teacher daily attendance record, Parental Communication logs, district Attendance Summary documents

Strategy 1 Details	Formative Reviews		
<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 Plan. Improve student and teacher engagement and attendance through the use of innovative 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>Schoolwide and Targeted Assistance Title I 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>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide incentive socials for teachers and students to increase attendance and school culture.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Counselors</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	June

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Continue to monitor attendance, conduct team and parent meetings, and home visits. <b>Strategy's Expected Result/Impact:</b> Increase student attendance <b>Staff Responsible for Monitoring:</b> Administration Counselors Social Worker Team leaders Teachers PEIMS/Attendance Clerk  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.1, 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	Formative		
	Jan	Mar	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Students must meet attendance criteria in order to attend field trips, school events, and campus activities. <b>Strategy's Expected Result/Impact:</b> Monthly attendance rates <b>Staff Responsible for Monitoring:</b> Administration Counselors Social Worker Teachers Sponsors Attendance Clerk  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

**Goal 4:** Engage families and the community to support student achievement and enhance district goals.

**Performance Objective 1:** We will increase parent involvement by ten percentage points with a system parent involvement program that engages all parents.

**Targeted or ESF High Priority**

**HB3 Goal**

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Increase the number of parents attending activities by our Parent Connection Program. 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/In-person. 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>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 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>	Formative		
	Jan	Mar	June

Strategy 2 Details	Formative Reviews		
<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>Schoolwide and Targeted Assistance Title I 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>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide Parent seminars and meetings such as Financial Aid fairs, Health fairs, and Career Fairs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase participation of parents in students education.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p>Counselors</p> <p>Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.1, 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>	Formative		
	Jan	Mar	June

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> By June 2023, staff and parents will participate in a survey as measured by the School Quality Survey. <b>Strategy's Expected Result/Impact:</b> Increase the engagement of families and partnerships between school and families. <b>Staff Responsible for Monitoring:</b> Administration Counselors Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

**Goal 4:** Engage families and the community to support student achievement and enhance district goals.

**Performance Objective 2:** We will increase our college and career readiness standard by ten percentage points by June of 2023 by developing the whole child, cultivating the social and emotional skills needed to thrive in a diverse and ever-changing world.

**Targeted or ESF High Priority**

**HB3 Goal**





**Evaluation Data Sources:** Student Climate Survey, CCR standard, Advisory Period SEL lessons

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement an Social Emotional Learning(SEL) curriculum during Advisory Period. <b>Strategy's Expected Result/Impact:</b> <b>Direct teaching by Mentor teacher to focus on SEL skills to increase students demonstrating appropriate social skills the majority of the time decreasing the number of behavior incidents.</b> <b>Staff Responsible for Monitoring:</b> Administration Counselors Social Workers Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5 - <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, Lever 5: Effective Instruction	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide focused professional development for staff and faculty in such areas as SEL to best serve students and parents. <b>Strategy's Expected Result/Impact:</b> Increase the knowledge of topics impacting student outcomes. <b>Staff Responsible for Monitoring:</b> Administration Counselors Social Workers Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.1, 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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Mar	June

Strategy 3 Details		Formative Reviews		
<b>Strategy 3:</b> Provide responsive and proactive counseling services in order to meet students social and emotional needs and keep parents well informed. <b>Strategy's Expected Result/Impact:</b> Students will be more equipped to manage difficult situations and will be more successful in all graduation requirements. <b>Staff Responsible for Monitoring:</b> Administration Counselors Social Workers Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 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 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative		
		Jan	Mar	June
Strategy 4 Details		Formative Reviews		
<b>Strategy 4:</b> Implement Advisory Period to support students with enrichment activities, college and career readiness activities, interventions, grade-level assemblies, and pep-rallies. <b>Strategy's Expected Result/Impact:</b> Increase the number of students meeting CCR standards. Increase school culture. Increase number of students meeting course and state assessment standards. Increase the number of parents involved in their children's education. <b>Staff Responsible for Monitoring:</b> Principal  Assistant Principal  Social Worker  Counselors  Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 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 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		Formative		
		Jan	Mar	June



Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Continue to implement Grade-Level Team meetings to support students academically, socially, and emotionally, create individualized student intervention plans to include contracts/prescription plans, advisory period, and tutorial schedules plus create a circle of support for the students by inviting parents to be part of the students educational plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease the number of students not meeting course , certification, and assessment standards. Increase the number of parents to support students educational plans.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p>Assistant Principal Team Leaders</p> <p>Social Worker</p> <p>Counselors</p> <p>Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 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 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><b>Strategy 6:</b> Implementation of a comprehensive school counseling program to include an awareness and training plan for student, faculty, and parents on suicide prevention, positive communication with peace officers, conflict resolution, violence prevention, dating violence, sexual abuse, sex trafficking, and other maltreatment of children.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase awareness of social issues</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Social Worker Wellness Counselors</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	June

Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Implement positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care to include group counseling and advisory lessons. <b>Strategy's Expected Result/Impact:</b> Decrease discipline reports <b>Staff Responsible for Monitoring:</b> Administration Counseling Dept. Team Leaders  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6, 3.1 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Mar	June
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Implement a Bullying Program to include prevention, identification, response to and reporting of bullying. <b>Strategy's Expected Result/Impact:</b> Increase the positive behaviors and interaction between students <b>Staff Responsible for Monitoring:</b> Administration Counselors Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Mar	June
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Implement an Emergency Operations plan to include drills such as lockdowns, lockouts, fire, and medical emergencies. <b>Strategy's Expected Result/Impact:</b> Increase the awareness and participation in safety protocols <b>Staff Responsible for Monitoring:</b> Administration Counselors Emergency and Safety Operations Team  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Problem Statements:</b> School Processes & Programs 1	Formative		
	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

## Performance Objective 2 Problem Statements:

School Processes & Programs
<b>Problem Statement 1:</b> School-wide general protocols are communicated to teachers and teachers deliver the information to students which may vary from teacher to teacher. Once example is safety protocols. <b>Root Cause:</b> Students are briefed on the process of school-wide expectations by teachers but there is no specifics training, assembly, or explanation to all students on campus for a concise processes and procedures such as fire-drills.

**Goal 4:** Engage families and the community to support student achievement and enhance district goals.





**Performance Objective 3:** We will increase by ten percentage points the range of supplemental programs that diversify and expand current program offerings and increase the number of partnerships, as well as develop new ones, that support and enrich all of our students.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STISD 2022-2023 Calendar and 2022-2023 Campus Course Offerings.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Expand summer institute partners such as Baylor College of Medicine, Texas A&M, University of Houston, and other in-state and out-of-state Institutes of Higher Educations(IHEs). <b>Strategy's Expected Result/Impact:</b> Additional programs offered to students <b>Staff Responsible for Monitoring:</b> Department and Department Leaders Counselors Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Expand on collegiate leadership, academic, social, and motivational experiences for specific targeted groups such as Kickoff Mentors and students at-risk of not graduating. <b>Strategy's Expected Result/Impact:</b> Increase students' experiences. Increase college and career readiness indicator. <b>Staff Responsible for Monitoring:</b> Department and Department Leaders Teachers Counselors Administration  <b>Schoolwide and Targeted Assistance Title I 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	Formative		
	Jan	Mar	June

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Increase innovative courses and opportunities in the areas specific career pathways, enrichment opportunities during the school day, extended day, and weekends such as TCSAAL, UIL, sports, academic and leadership academies, school organizations, character development, school clubs, and school trips. <b>Strategy's Expected Result/Impact:</b> Increase outlets for students to be involved in creative, problem solving, leadership, character development, and innovative experiences.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 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 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 5:** Recruit, develop, and retain highly qualified teachers and staff and to increase the percentage of teachers with more than five years of experience.





**Performance Objective 1:** Develop and retain highly qualified teachers and staff

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Staff Satisfaction Surveys, Teacher and staff turn over rates

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide Common Planning time for departments and grade-level teams. <b>Strategy's Expected Result/Impact:</b> Increased collaboration between and among department and grade-level teachers. <b>Staff Responsible for Monitoring:</b> Administration Team Leaders Department Leaders  <b>Schoolwide and Targeted Assistance Title I 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, Improve low-performing schools - <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 <b>Problem Statements:</b> Perceptions 2, 3	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Create a professional development plan based on teacher, department, and team needs. <b>Strategy's Expected Result/Impact:</b> Increase teacher capacity. <b>Staff Responsible for Monitoring:</b> Administration Team Leaders Department Leaders  <b>Schoolwide and Targeted Assistance Title I 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, Improve low-performing schools - <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 <b>Problem Statements:</b> Student Learning 1, 2, 3, 4 - Perceptions 2, 3	Formative		
	Jan	Mar	June

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Increase the opportunities of social events and incentives for faculty and staff to increase and celebrate high attendance rates, increase culture, collaboration, camaraderie and trust among teams, departments and the school community. <b>Strategy's Expected Result/Impact:</b> Increase in school culture, teaching and learning, increase teacher and student attendance <b>Staff Responsible for Monitoring:</b> Administration Counseling Department Team Leaders Department Leaders  <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 <b>Problem Statements:</b> Perceptions 2, 3	Formative		
	Jan	Mar	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Support teachers and staff through job-embedded professional development, conferences, coaching, and mentoring to increase teacher and staff capacity in meeting all students services, needs, and learning. <b>Strategy's Expected Result/Impact:</b> Develop and retain highly qualified teachers and staff to increase the percentage of teachers with more than five years of experience to support student learning. <b>Staff Responsible for Monitoring:</b> Administration Team Leaders Department Leaders  <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, Lever 5: Effective Instruction	Formative		
	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

### Performance Objective 1 Problem Statements:

Student Learning
<p><b>Problem Statement 1:</b> More consistency is needed in using formative and summative data to drive their instruction to include non-tested subjects (electives). <b>Root Cause:</b> More strategies are needed for non-tested subjects in order to support tested subjects.</p> <p><b>Problem Statement 2:</b> Teachers need more training in classroom best practices to include PBL, Active Learning Framework, and various modalities in the classroom environment. <b>Root Cause:</b> Classroom best practices need be concise in an instructional framework and purposeful training to provided aligned feedback to teachers so that they can internalize and implement the best practices.</p> <p><b>Problem Statement 3:</b> All core subjects show a drop from 2019 to 2021 testing data. <b>Root Cause:</b> Due to the challenges of the pandemic, there was a slight decrease in all levels of achievement.</p> <p><b>Problem Statement 4:</b> From 2018-2019 to 2019-2020, according to the most recent TAPR CCMR has shown a slight decrease. TSI has shown a slight decrease from the previous year. <b>Root Cause:</b> A cohesive CCR plan needs to be implemented to include an aligned curriculum to the content and appropriate student time.</p>

### Perceptions

**Problem Statement 2:** Weekly schedules do not provide enough time for educational planning. **Root Cause:** Action research has not been conducted to review the time teachers need to complete traditional teacher duties such as lesson planning and all other areas involving curriculum, instruction, assessment, and students.

**Problem Statement 3:** Teachers want to feel that their educational expertise is valued. **Root Cause:** Action research has not been conducted for a deeper investigation to formulate an understanding of specific needs that can lead to effective interventions and/or remedies.

**Goal 6:** Promote district and campuses to increase student enrollment by 5%.

**Performance Objective 1:** We will meet 100% enrollment by the beginning of the academic school year by expanding multiple platforms school-wide to attract and engage future STISD Medical Professions families.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Parent and student attendance at campus activities.  
2022-2023 student enrollment numbers.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 1) Establish opportunities for community groups and individuals to visit our campus to establish relationships with them. <b>Strategy's Expected Result/Impact:</b> Better understanding of our program offerings by the community that we serve <b>Staff Responsible for Monitoring:</b> District Public Relations Staff  Webmaster  Social Media Coordinator  Campus Instructional Technologist  Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2 - <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 <b>Funding Sources:</b> - 199 - General Fund	Formative		
	Jan	Mar	June



Strategy 2 Details		Formative Reviews		
<b>Strategy 2:</b> Conduct virtual and in-person presentations for current and future community partners to support our instructional program. <b>Strategy's Expected Result/Impact:</b> Better understanding of our program offerings by the community that we serve. Increase partnerships and enrollment. <b>Staff Responsible for Monitoring:</b> District Public Relations Staff  Webmaster  Social Media Coordinator  Teachers  Counselors  Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning		Formative		
		Jan	Mar	June
Strategy 3 Details		Formative Reviews		
<b>Strategy 3:</b> Establish recruitment visits by schools and universities interested in Medical Professions as a partner and enrollment of students. <b>Strategy's Expected Result/Impact:</b> Better understanding of our program offerings by the community that we serve. Increase partnerships and enrollment. <b>Staff Responsible for Monitoring:</b> Counselors  Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 3.1, 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		Formative		
		Jan	Mar	June

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Establish showcases and advisement seminar that include group and individual tours of the campus to educate the community about the campus and district mission. <b>Strategy's Expected Result/Impact:</b> Better understanding of our program offerings by the community that we serve. Increase partnerships and enrollment <b>Staff Responsible for Monitoring:</b> District Public Relations Staff  Webmaster  Social Media Coordinator  Teachers  Counselors  Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 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	Formative		
	Jan	Mar	June
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Develop recruitment activities to include a higher number of male students to encourage more interest by male students in the Medical Professions. <b>Strategy's Expected Result/Impact:</b> Better understanding of our program offerings by the community that we serve. Increase enrollment of male students. <b>Staff Responsible for Monitoring:</b> District Public Relations Staff  Webmaster  Social Media Coordinator  Teachers  Counselors  Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 3.1, 3.2 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Problem Statements:</b> Demographics 1	Formative		
	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Based on current enrollment, there is a high female to male ratio. Female students out number male students. <b>Root Cause:</b> The career pathways offered by Medical Professions can be perceived as being female oriented.





**Goal 6:** Promote district and campuses to increase student enrollment by 5%.

**Performance Objective 2:** Increase by ten percent the variety of social and extracurricular activities that appeal to all students.

**Targeted or ESF High Priority**

**HB3 Goal**

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Medical Professions will encourage and increase student and parent participation in district and campus extracurricular events, such as the Superintendent's Cup, Texas HOSA, UIL, Chess, Battle of the Books, PASF, and softball, soccer games, and Parent Connections meetings. <b>Strategy's Expected Result/Impact:</b> Social and community interactions <b>Staff Responsible for Monitoring:</b> Teachers and administrators  <b>Schoolwide and Targeted Assistance Title I 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 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Funding Sources:</b> - 199 - General Fund, - 244 - Career Technical Education	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Increase the opportunities for students to social activities such as enrichment days, assemblies, presentations, enrichment activities during advisory, showcases, recruitment/community service activities, and social gatherings. <b>Strategy's Expected Result/Impact:</b> Increase school culture, student connections, retention of student body. <b>Staff Responsible for Monitoring:</b> Teachers and administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 3.1, 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	Formative		
	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 7:** Develop a district and campus Technology plan to meet the needs of instruction.

**Performance Objective 1:** Evaluate and implement a district technology 5-year plan to inventory and rotate technology needs.

**Targeted or ESF High Priority**

**HB3 Goal**

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Design and implement a campus technology plan that will support the curriculum and delivery of instruction such as a learning management system , software, and hardware such as hot spots, laptops, iPads, and software applications.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff and student's proficiency in the utilization of emerging technologies and increase of student engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p>Students</p> <p>Technology Specialist</p> <p>Librarian</p> <p><b>Schoolwide and Targeted Assistance Title I 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 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>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Library will host engaging student-centered informational activities aligned to national and state library standards that are literary, technology, and real world focused to increase participation of students and families and increase circulation of texts and use of databases.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student engagement</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p>Librarian</p> <p>Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 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, Lever 4: High-Quality Curriculum</p>	Formative		
	Jan	Mar	June

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Library will support extended learning opportunities for staff and students by providing professional learning opportunities and activities. <b>Strategy's Expected Result/Impact:</b> Increase student and staff learning opportunities. <b>Staff Responsible for Monitoring:</b> Administration Librarian Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <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	Formative		
	Jan	Mar	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> 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. <b>Strategy's Expected Result/Impact:</b> Growth on academic goals <b>Staff Responsible for Monitoring:</b> Administration Librarian Teachers  <b>Schoolwide and Targeted Assistance Title I 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	Formative		
	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			