

South Texas Independent School District

South Texas ISD Health Professions

2019-2020

Accountability Rating: A

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

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

Vision

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

Value Statement

We Believe:

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

In addition...

WE BELIEVE that . . .

each individual is unique and has intrinsic worth.

all students have the potential to be successful learners.

hard work and perseverance are necessary to achieve full potential.

learning happens best when it is exercised as a choice.

focused teaching and learning is paramount to growth and development.

change creates opportunity.

lifelong learning is vital in a changing world.

learning is both an individual and shared responsibility.

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

others.

a safe environment is essential for learning.

understanding and respecting diverse cultures, ideas and values is

essential in a global society.

integrity is the foundation upon which to build trust.

education is an investment in community well-being.

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Comprehensive Needs Assessment

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Section 504 data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- 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
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

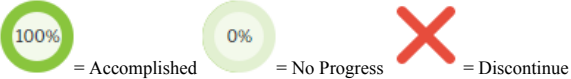
Goals

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

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

Evaluation Data Source(s) 1: Parent and student attendance at campus activities.
2020-2021 student enrollment numbers.

Summative Evaluation 1:

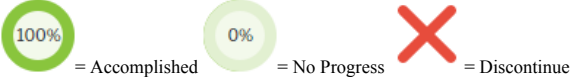
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Ensure that all communication and recruiting materials emanating from the campus includes reference to South Texas Independent School District (example: stisd.net) as our umbrella organization to include: - school/club/class paraphernalia -correspondence, -telephone greetings, -business cards, -student planners, -create a slogan which highlights our pathways (medicine, technology, engineering, etc. -Create YouTube videos highlighting the districts and campuses -Invite stakeholders to visit the STISD campuses.	2.5, 3.1, 3.2	Campus Leadership Team Faculty/Staff	There will be a demonstrated connection between STISD and Health Professions. Health Profession's successes and flagship status will be recognized as emanating from the umbrella organization of STISD.			
						

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

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

Evaluation Data Source(s) 1: STISD 2019-2020 Calendar for Collaboration.
 2019-2020 Campus Course Offerings.
 2020-2021 Campus Course Offerings.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Ensure that all existing, as well as proposed programs and partnerships, are marketable for students.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Successful completion of programs emanating from partnerships will lead to marketable skills for students.			
2) Market Health Professions and student achievement to expanding local, state, and national opportunities.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	All programs and partnerships will be marketed locally, statewide and nationally.			
3) Establish new and enhance existing networks and invite guests to campus to showcase student achievement and state of the art programs.	2.5, 2.6, 3.1, 3.2	Campus Leadership Team Faculty/Staff	All programs and partnerships will be marketed locally, statewide and nationally in an effort to increase the marketability of our students and program.			
4) Provide soft skills training for students to ensure that they are competitive in the post- secondary and professional markets.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Students will gain a competitive edge in post-secondary and professional markets.			
						

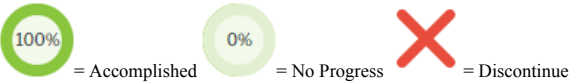
Goal 3: We will design, implement and evaluate support systems that attract and retain students.

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

Evaluation Data Source(s) 1: Parent and student attendance at campus activities.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Create Public Service announcements which inform students of intervention resources.	2.5, 2.6, 3.1	Campus Leadership Team Faculty/Staff Students	Students will be informed of intervention resources.			
2) Provide faculty/staff with training which would enable them to fully utilize the features of Infinite Campus.		Campus Leadership Team Faculty/Staff	Faculty and staff will utilize all Infinite Campus features to enhance student success.			
3) Post academic intervention resources on various campus social media.	3.1	Campus Leadership Team Faculty/Staff Students	Students will be informed of intervention resources.			
4) Host academic intervention sessions at various times of day to include parental visits to classroom.	3.1, 3.2	Campus Leadership Team Faculty/Staff	Parents and students will be informed of academic intervention resources.			
5) Provide training for faculty/staff on proactive intervention strategies.	2.6	Campus Leadership Team Faculty/Staff	Faculty/staff will be proactive in implementing intervention strategies.			
6) Provide teachers with data reflecting grade distribution every grading period.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Teachers will utilize data reflecting grade distribution to modify instruction as an intervention strategy.			
7) Use research based strategies (clearly defined learning objectives, check for understanding, differentiated instruction) as identified with formative walkthroughs to enhance student success.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	There will be an increase in student performance.			
8) Use data disaggregation software, formative collaboration, and teacher collaboration to identify and remedy student learning gaps.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Teacher will use data disaggregation software, formative collaboration, and teacher collaboration to identify and remedy student learning gaps.			

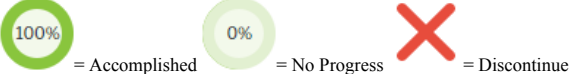
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
9) Measure effectiveness of student intervention efforts and utilize results to drive future intervention strategies.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Teachers will utilize student intervention effort results to drive future intervention strategies.			
						

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

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

Evaluation Data Source(s) 1: Use of formative assessment data to change instruction.
 2019-2020 Campus Course Offerings.
 2020-2021 Campus Course Offerings.

Summative Evaluation 1:

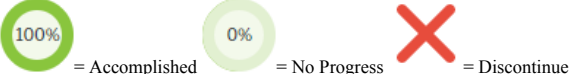
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Share examples of profound learning demonstrated by faculty and students with faculty/staff, through classroom visits, at district school visits, at District Collaborative Team meetings, and on school website.	2.4, 2.5, 2.6	Campus Leadership Team BETA Testers Faculty/Staff	Establish a common meaning for profound learning, with concrete examples.			
2) Conduct a comprehensive review of the literature to define and identify strategies that will lead to vertically and horizontally aligned curriculum, instruction, and assessment.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Faculty/staff will utilize research to vertically and horizontally align curriculum, instruction, and assessment.			
3) Teachers will develop and submit weekly Purposeful Planning Documentation which describes daily planned instructions which includes aligned instruction and differentiation in their instruction.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Faculty/staff will utilize research to vertically and horizontally align curriculum, instruction, and assessment.			
						

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

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

Evaluation Data Source(s) 2: Use of cooperative learning (Kagan strategies and others) within instruction.
Increased project-based instruction and learning.

Summative Evaluation 2:

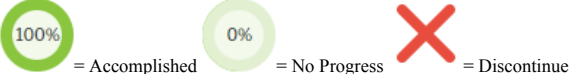
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Seek out customized professional development venues and resources. Encourage participation and mind shifts for all stakeholders.	3.1, 3.2	Campus Leadership Team BETA Testers Faculty/Staff	Attend and participate in professional development that supports profound learning.			
2) Use software applications such as TEAMS to allow for online collaboration between campus departments and campuses.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Software applications are used to allow for online collaboration between campus departments and campuses.			
3) Evaluate the effectiveness of the professional development plan and utilize the results to drive future professional development plan strategies.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Professional development vendors will be critiqued for effectiveness and future attendance.			
						

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

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

Evaluation Data Source(s) 1: STISD 2019-2020 Calendar for Collaboration.

Summative Evaluation 1:

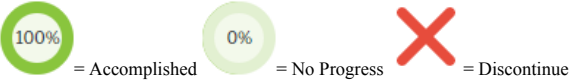
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Utilize social media to advertise and inform stakeholders and the public about inter-campus sporting and academic events.	3.1, 3.2	Campus Leadership Team Faculty/Staff Students	Contemporary communication methods will aid in the effective planning of the inter-campus events.			
2) Promote the use of social apps such as Remind, Twitter, and Instagram to communicate with stakeholders.	3.1, 3.2	Campus Leadership Team Faculty/Staff Students	Contemporary communication methods will aid in effective planning of the inter-campus events.			
3) Communicate on a continual basis with other STISD campuses to ensure that inter-campus events reflect effective planning and implementation.	2.4, 2.5, 2.6, 3.2	Campus Leadership Team Faculty/Staff Students	Effective planning and implementation of inter-campus events will assist in the development of the whole person for our students.			
4) Develop and maintain a competition program to include academic and sports competitions among our sister schools in volleyball, basketball, Battle of the Books, softball, chess, Academic UIL, soccer and flag football.	2.4, 3.1	Campus Leadership Team Faculty/Staff Students	Effective planning and implementation of inter-campus events will assist in the development of the whole person for our students.			
						

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 Source(s) 1: Annual STISD attendance data.
TSDS PEIMS summer submission data.

Summative Evaluation 1:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Be proactive in working with students who demonstrate attendance issues, including the use of signed contracts between school and home.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Attendance will be at or above 98% for staff and students as evidenced by attendance rates. Research has demonstrated that teacher quality (and resulting presence in the classroom) has the highest correlation with student achievement. Students must also be present to receive the benefits of the instruction/learning.			
						

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

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

Evaluation Data Source(s) 2: 2019-2020 STAAR Score Reports.

Summative Evaluation 2:

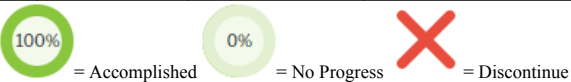
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Provide faculty and staff with disaggregated data on prior year performance.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	State assessment scores will improve and at least approach stated goals.			
2) Encourage the use of formative assessment and data disaggregation software to drive instruction.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	State assessment scores will improve and at least approach stated goals.			
3) Provide dedicated tutorials for students in the state assessment subject matter.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	State assessment scores will improve and at least approach stated goals.			
 = Accomplished  = No Progress  = Discontinue						

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

Performance Objective 3: - 90 percent of the student cohort will reach graduation completion at STISD.
 - 98 percent of STISD students will successfully complete graduation requirements and earn at least two endorsements.

Evaluation Data Source(s) 3: TSDS PEIMS graduation data.
 STISD Graduate Report.

Summative Evaluation 3:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Continue to investigate/implement new partnerships and opportunities which will keep pace with the local, state, national, and international market.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	New partnerships will be implemented which will result in our campus keeping pace with the local, state, national, and international market. As a result, the campus leaver rate will continue to decrease.			
2) Continue to provide group/individual/online counseling services and support designed to retain students in their Med High campus cohort through graduation.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Staff calendars and mail-outs will reflect group/individual/online counseling services and support designed to retain students in their Med High campus cohort through graduation.			
3) Continue reviewing, post on campus website, and distribute in written format possible endorsements through counseling audit checks and pre-registration.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	An examination of student transcripts will demonstrate that students are either working towards (underclassmen) or have earned at least two endorsements upon graduation.			
						

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

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

Evaluation Data Source(s) 4: STISD College Score Report.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Conduct a book study to include an administrator, a counselor, and SAT/ACT faculty which includes strategies on improving scores.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Students entering professional programs will be more competitive.			
2) Encourage students to review test taking strategies between test administrations.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Students entering professional programs will be more competitive.			
 = Accomplished  = No Progress  = Discontinue						

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

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




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

- Qualifying AP and IB scores will increase annually.

Evaluation Data Source(s) 5: STISD AP and IB Participation and Score Report.

Summative Evaluation 5:

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

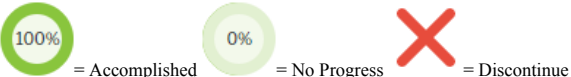
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
6) Encourage on campus and online collaboration between faculty teaching the same subject/s.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Score reports will reflect a higher percentage of AP qualifying scores. Students entering professional programs will be more competitive. At least some students will earn college credit while in high school, thus minimizing college tuition. Students will have more options in applying to universities who do not accept dual enrollment credit.			
7) Ensure that an effective monitoring system is in place to ensure that all students are registering for the college entrance exams.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Each student will have taken a college entrance exam before the end of the first semester of the year they plan to graduate, thus maximizing attempts to raise scores on the exam. Students entering professional programs will be more competitive. Students will not be hindered by cost of the exam/s.			
 = Accomplished  = No Progress  = Discontinue						

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

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

Evaluation Data Source(s) 6: STISD IEP's with ARD approval.

Summative Evaluation 6:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Implement a monitoring system that ensures that measurable goals are annually updated.	2.4, 2.5, 2.6	Campus Leadership Team District Special Education Staff Campus Special Education Staff	Students will receive instruction, and thus be able to learn, because of the utilization of strategies that meet their particular needs.			
						

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

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

Evaluation Data Source(s) 7: STISD Results Driven Accountability (RDA) -PBM Reports published by the Texas Education Agency.

Summative Evaluation 7:

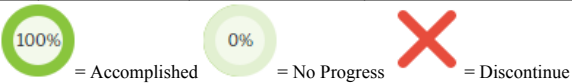
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Periodically review PBM indicators to ensure that goals are being met.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Health Professions will continue to be recognized as a premiere learning institution, as will STISD as the umbrella organization.			
 = Accomplished  = No Progress  = Discontinue						

Goal 7: STISD Instructional Protocol

Performance Objective 1: Fidelity to and implementation of STISD Instructional Protocol.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Calibrate faculty conferences by course to ensure consistency among appraisers.	2.4, 2.5, 2.6	Administration	Faculty teaching at least 50% of the 84 courses offered at Health Professions during 2019-20 will provide documentation of fidelity to and implementation of the STISD Instructional Protocol.			
2) Conduct faculty conferences by course to review pacing guides, unpacking of standards, common formative assessments, disaggregated data, and differentiated instruction.	2.4, 2.5, 2.6, 3.1	Administration	Faculty teaching at least 50% of the 84 courses offered at Health Professions during 2019-20 will provide documentation of fidelity to and implementation of the STISD Instructional Protocol.			
3) Periodically review with faculty (individually and in groups): a. STISD Instructional Protocol, b. 15 Steps to Closing the Achievement Guide.	2.4, 2.6	Administration	Faculty teaching at least 50% of the 84 courses offered at Health Professions during 2019-20 will provide documentation of fidelity to and implementation of the STISD Instructional Protocol.			
						




Goal 8: We will improve student passing rate.

Performance Objective 1: Improve passing rate in individual courses.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Pre-test/formative assessments will be administered to determine students baseline.	2.4, 2.5, 2.6	Non-AP, Non-EOC, and Non-Certifying Teachers	Teachers who do not teach AP courses, End Of Course Exam courses or Certification classes will have an average of 90% student passing rate for the 2019-20 school year.			
2) Data will be disaggregated by AP teachers to purposely target areas of concern and in need of reteaching or spiraling.	2.4, 2.5, 2.6	Non-AP, Non-EOC, and Non-Certifying Teachers	Teachers who do not teach AP courses, End Of Course Exam courses or Certification classes will have an average of 90% student passing rate for the 2019-20 school year.			
3) Formative/summative assessments will be administered throughout the school year to modify and adjust instruction as needed.	2.4, 2.5, 2.6	Non-AP, Non-EOC, and Non-Certifying Teachers	Teachers who do not teach AP courses, End Of Course Exam courses or Certification classes will have an average of 90% student passing rate for the 2019-20 school year.			
4) Teachers will differentiate instruction and use best practices to assist and meet the needs of all students.	2.4, 2.5, 2.6	Non-AP, Non-EOC, and Non-Certifying Teachers	Teachers who do not teach AP courses, End Of Course Exam courses or Certification classes will have an average of 90% student passing rate for the 2019-20 school year.			
5) Instructional strategies that may be used include (but are not limited to): a. Pre/post test data b. Formative data c. Summative data d. Labs e. Journals f. Portfolios g. Timed writing samples h. Exit tickets i. Projects j. Mock exams k. Rubrics	2.4, 2.5, 2.6	Non-AP, Non-EOC, and Non-Certifying Teachers	Teachers who do not teach AP courses, End Of Course Exam courses or Certification classes will have an average of 90% student passing rate for the 2019-20 school year.			
6) Teachers will mentor and work with individual students.	2.4, 2.5, 2.6	Non-AP, Non-EOC, and Non-Certifying Teachers	Teachers who do not teach AP courses, End Of Course Exam courses or Certification classes will have an average of 90% student passing rate for the 2019-20 school year.			




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
	 = Accomplished	 = No Progress	 = Discontinue			

Goal 8: We will improve student passing rate.

Performance Objective 2: Improve certification passing rates.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Pre-test/formative assessments will be administered to determine students baseline.	2.4, 2.5, 2.6	Certificating Health Science Teachers.	Teachers who teach certification courses will have a 92% student passing rate in certification exam area.			
2) Data will be disaggregated by Health Science teachers to purposely target areas of concern and in need of reteaching or spiraling.	2.4, 2.5, 2.6	Certificating Health Science Teachers.	Teachers who teach certification courses will have a 92% student passing rate in certification exam area.			
3) Formative/summative assessments will be administered throughout the school year to modify and adjust instruction as needed.	2.4, 2.5, 2.6	Certificating Health Science Teachers.	Teachers who teach certification courses will have a 92% student passing rate in certification exam area.			
4) Teachers will differentiate instruction and use best practices to assist and meet the needs of all students.	2.4, 2.5, 2.6	Certificating Health Science Teachers.	Teachers who teach certification courses will have a 92% student passing rate in certification exam area.			
5) Instructional strategies that may be used include (but are not limited to): a. Pre/post test data b. Formative data c. Summative data d. Labs e. Journals f. Portfolios g. Timed writing samples h. Exit tickets i. Projects j. Mock exams k. Rubrics	2.4, 2.5, 2.6	Certificating Health Science Teachers.	Teachers who teach certification courses will have a 92% student passing rate in certification exam area.			
6) Teachers will mentor and work with individual students.	2.4, 2.5, 2.6	Certificating Health Science Teachers.	Teachers who teach certification courses will have a 92% student passing rate in certification exam area.			
 = Accomplished  = No Progress  = Discontinue						

Goal 8: We will improve student passing rate.

Performance Objective 3: Improve End-Of-Course passing rates.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Pre-test/formative assessments will be administered to determine students baseline.	2.4, 2.5, 2.6	Teachers who teach Algebra 1, Biology, English 1, English 2, and US History	Teachers who teach End-of-Course (EOC) classes will have at least a 6% average increase in the students passing rates and "Masters Level" rates on the state mandated STAAR EOC assessments.			
2) Data will be disaggregated by EOC teachers to purposely target areas of concern and in need of reteaching or spiraling.	2.4, 2.5, 2.6	Teachers who teach Algebra 1, Biology, English 1, English 2, and US History	Teachers who teach End-of-Course (EOC) classes will have at least a 6% average increase in the students passing rates and "Masters Level" rates on the state mandated STAAR EOC assessments.			
3) Formative/summative assessments will be administered throughout the school year to modify and adjust instruction as needed.	2.4, 2.5, 2.6	Teachers who teach Algebra 1, Biology, English 1, English 2, and US History	Teachers who teach End-of-Course (EOC) classes will have at least a 6% average increase in the students passing rates and "Masters Level" rates on the state mandated STAAR EOC assessments.			
4) Teachers will differentiate instruction and use best practices to assist and meet the needs of all students.	2.4, 2.5, 2.6	Teachers who teach Algebra 1, Biology, English 1, English 2, and US History	Teachers who teach End-of-Course (EOC) classes will have at least a 6% average increase in the students passing rates and "Masters Level" rates on the state mandated STAAR EOC assessments.			
5) Instructional strategies that may be used include (but are not limited to): a. Pre/post test data b. Formative data c. Summative data d. Labs e. Journals f. Portfolios g. Timed writing samples h. Exit tickets i. Projects j. Mock exams k. Rubrics	2.4, 2.5, 2.6	Teachers who teach Algebra 1, Biology, English 1, English 2, and US History	Teachers who teach End-of-Course (EOC) classes will have at least a 6% average increase in the students passing rates and "Masters Level" rates on the state mandated STAAR EOC assessments.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
6) Teachers will mentor and work with individual students.	2.4, 2.5, 2.6	Teachers who teach Algebra 1, Biology, English 1, English 2, and US History	Teachers who teach End-of-Course (EOC) classes will have at least a 6% average increase in the students passing rates and "Masters Level" rates on the state mandated STAAR EOC assessments.			




Goal 8: We will improve student passing rate.

Performance Objective 4: Improve AP test passing rates.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Pre-test/formative assessments will be administered to determine students baseline.	2.4, 2.5, 2.6	Teachers who teach AP Courses	Teachers who teach Advanced Placement (AP) courses will have at least an 8% average increase in the students passing rates.			
2) Data will be disaggregated by AP teachers to purposely target areas of concern and in need of reteaching or spiraling.	2.4, 2.5, 2.6	Teachers who teach AP Courses	Teachers who teach Advanced Placement (AP) courses will have at least an 8% average increase in the students passing rates.			
3) Formative/summative assessments will be administered throughout the school year to modify and adjust instruction as needed.	2.4, 2.5, 2.6	Teachers who teach AP Courses	Teachers who teach Advanced Placement (AP) courses will have at least an 8% average increase in the students passing rates.			
4) Teachers will differentiate instruction and use best practices to assist and meet the needs of all students.	2.4, 2.5, 2.6	Teachers who teach AP Courses	Teachers who teach Advanced Placement (AP) courses will have at least an 8% average increase in the students passing rates.			
5) Instructional strategies that may be used include (but are not limited to): a. Pre/post test data b. Formative data c. Summative data d. Labs e. Journals f. Portfolios g. Timed writing samples h. Exit tickets i. Projects j. Mock exams k. Rubrics	2.4, 2.5, 2.6	Teachers who teach AP Courses	Teachers who teach Advanced Placement (AP) courses will have at least an 8% average increase in the students passing rates.			
6) Teachers will mentor and work with individual students.	2.4, 2.5, 2.6	Teachers who teach AP Courses	Teachers who teach Advanced Placement (AP) courses will have at least an 8% average increase in the students passing rates.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
	 = Accomplished	 = No Progress	 = Discontinue			

2019-2020 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Barbara Heater	Principal
Classroom Teacher	Stephany Bauer	Classroom Teacher
Classroom Teacher	Lois Bauer	Classroom Teacher
Classroom Teacher	Ileana Garcia-Spitz	Classroom Teacher
Classroom Teacher	Yael Leal	Classroom Teacher
Classroom Teacher	Enna Lugo	Classroom Teacher
Classroom Teacher	Jennifer Mahoney	Classroom Teacher
Classroom Teacher	Robert Navarro	Classroom Teacher
Classroom Teacher	Shelly Schneider	Classroom Teacher
Non-classroom Professional	Lauren Payne	Counselor
District-level Professional	Ann Vickman	Lead Librarian
Parent	TBD TBD	Parent
Parent	TBD TBD	Parent
Student	TBD TBD	Student
Student	TBD TBD	Student