

South Texas Independent School District
South Texas ISD Rising Scholars Academy
2019-2020

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

2018-2019 Data

Enrollment: 545

Attendance: 97.4%

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

Economically Disadvantaged: 51.6%

Special Education: 3.3%

LEP: 7.2%

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

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

Student Academic Achievement

Student Academic Achievement Summary

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

	Approaches	Meets	Masters
DistrictGoal	100%	85%	50%
7th Reading	95%	78%	49%
7th Writing	95%	80%	43%
8th Reading	99%	81%	43%
8th Math	100%	79%	32%
8th US History	93%	75%	53%
EnglishI	100%	100%	72%
AlgebraI	100%	99%	84%
Biology	100%	93%	56%

Student Academic Achievement Strengths

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

Problem Statements Identifying Student Academic Achievement Needs

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

School Processes & Programs

School Processes & Programs Summary

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

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

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

Perceptions

Perceptions Summary

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

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

Core Values

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

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- 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
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8

- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- 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 rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

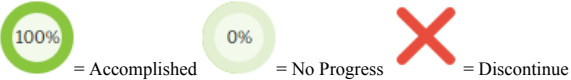
Goals

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

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

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

Summative Evaluation 1:

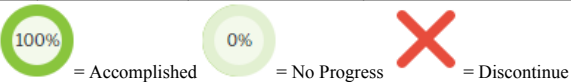
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) RSA Website will be updated weekly with new campus information and highlighting campus activities and achievements.		Administration, Webmaster	Website will be current and appealing which will attract viewers.			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 2) Use social media to promote campus activities and highlight achievements.		Administration, Webmaster	Social media will attract visitors to campus pages			
						

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
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum 1) Expand programs with existing partners UTRGV and TAMUK		Principal, assistant principal and counselors	Additional programs offered to RSA students			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum 2) Begin new partnerships with universities as Rice University and Texas A&M University for Leadership Seminars		Team leaders and club sponsors	Additional partnership and collegiate/leadership experiences for students			
						




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

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

Evaluation Data 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
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Use ongoing formative assessments to identify struggling students.</p>		Administration, Counselors, teachers	Identify struggling students and intervene early, resulting in greater retention			
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>2) Use data management program to provide timely data so that teachers can monitor students' progress.</p>		Administration, Counselors, teachers	Targeted interventions for struggling students			
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>3) Provide in-school intervention for struggling student</p>	2.4, 2.5, 2.6, 3.1, 3.2	Administration, Counselors, teachers	Students receive intervention during AIME based on their formative assessments			
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>4) Provide supports for students in improving reading comprehension and vocabulary acquisition in all courses.</p>	2.4, 2.5, 2.6	Administration, teachers	Improve academic performance of students			

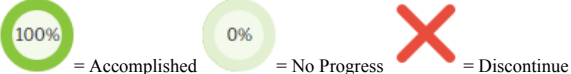
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 5) Provide students who failed a course for the quarter with a contract to recover the grade/credit.	2.4, 2.5, 2.6, 3.1, 3.2	Administration, Counselors, teachers	Students recover grade Decrease in student failures at end of year			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 6) Communicate with parents when students are struggling and update them on students' intervention plan.	2.4, 2.5, 2.6, 3.1, 3.2	Administration, Counselors, teachers	Parents are supportive of students' intervention plan.			
 = Accomplished  = No Progress  = Discontinue						

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

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

Evaluation Data Source(s) 2: Student climate survey and SEL Lesson plans

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum 1) Implement SEL lessons in Original AIME classroom weekly.	2.4, 2.5, 2.6	Administration, counselors, team leaders	Direct teaching and focus on SEL skills will result in students demonstrating appropriate social skills a majority of the time.			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum 2) Provide responsive and proactive counseling services ignorer to meet students social and emotional needs and keep parents well informed. Provide focused professional development for counselors so they can best serve students and parents.	2.4, 2.5, 2.6	Administration, Counselors	Students will be more equipped to manage difficult situations and will me more successful in class.			
						




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
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Departments will create common unit plans with common formative assessments</p>	2.4, 2.5, 2.6	Department leaders, teachers and administrators	Improve students scores on common formative assessments			
<p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Teachers will create innovative student-centered lessons that promote student engagement, participation, learning experiences and the use of technology.</p>	2.4, 2.5, 2.6	Administration and teachers	Increase student achievement in STAAR			
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Departments will meet weekly to analyze assessment data and collaborate on instructional strategies.</p>	2.4, 2.5, 2.6	Department leaders, teachers and administrators	Evidence of common planning and use of strategies during walkthroughs and observations.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Schedule peer observations so teachers can learn and share best practices in teaching.	2.4, 2.5, 2.6	Department leaders, teachers and administrators	Teachers will use feedback to improve instruction.			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 5) Utilize Instructional Design Days and work days to learn new instructional strategies and plan within departments	2.4, 2.5, 2.6	Department leaders, teachers and administrators	Evidence of common planning and use of strategies during walkthroughs and observation			
 = Accomplished  = No Progress  = Discontinue						




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

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

Evaluation Data Source(s) 2: Use of cooperative learning (Kagen 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
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Conduct needs assessment to determine teacher priority areas in order to achieve campus goals.</p>	2.4, 2.5	Campus administrators	Improve teaching strategies, resulting in improved student performance.			
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>2) Plan and organize staff development based on departmental needs.</p>	2.4, 2.5	Campus administrators	Improve teaching strategies, resulting in improved student performance.			
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>3) Implement Teacher training targeting instructional strategies that improve classroom management and student engagement.</p>	2.4, 2.5	Campus administrators and department leaders	New teachers have tools needed to improve classroom environment and student learning			

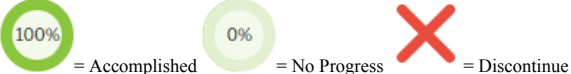
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Provide technology mini-sessions during Instructional Design days for teachers.	2.4, 2.5	Technology teachers, Instructional technology specialist and administrators	Technology teachers, Instructional technology specialist and administrators Improve teachers' use of technology tools in the classroom			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 5) Implement professional development sessions throughout the school year. Two sessions will be offered per month.	2.4, 2.5	Technology teachers, Instructional technology specialist and administrators	Provide ongoing opportunities for teachers to sharpen their skills and learn new instructional strategies			
 = Accomplished  = No Progress  = Discontinue						

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

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

Evaluation Data Source(s) 3: Increase participation and enrollment in courses

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Increase curriculum opportunities that support student development in innovative courses such as Project Lead The Way(PTLW), World Languages, and Fine Arts</p>	2.4, 2.5, 2.6	Administration and Lead teachers	Increase student enrollment and school experiences in innovative courses			
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>2) Increase the involvement of students in after-school activities related to CTE, innovative courses, and school organizations such as Robotics and NJHS.</p>	2.4, 2.5, 2.6, 3.2	Administration and teachers	Increase outlets for students to be involved in creative, problems solving, leadership and innovative experiences.			
						




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
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) RSA will participate in TCSAAL and district events such as the Superintendents Cup sport tournaments and the Battle of the Books.</p>	2.5, 2.6, 3.1, 3.2	Teachers and administrators	Social interactions for students and families and increasing school spirit			
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 2) RSA will increase opportunities for students to participate in extra-curricular activities.</p>	2.5, 2.6, 3.1, 3.2	Teachers and administrators	Students feel invested in their campus. Increase retention rates and RSA			
<p>ESF Levers Lever 3: Positive School Culture 3) Improve communication with parents regarding extra-curricular activities and students through website, social media and newsletters.</p>	2.5, 3.1, 3.2	Webmaster, teachers and administrators	Parents will encourage their children to participate in social and extra-curricular activities on campus.			
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) RSA Library will host engaging student-centers informational activities aligned to national and state library standards that are literary, technology and real world focused and promote participation via website and social media.</p>	2.4, 2.5, 2.6					

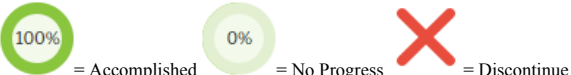
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
	 = Accomplished  = No Progress  = Discontinue					

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

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

Evaluation Data Source(s) 1: Student high school transcript at the end of the 8th grade school year.

Summative Evaluation 1:

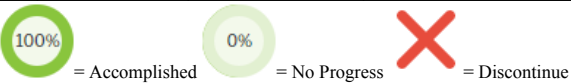
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) 2 year course sequence revised in order to provide students the opportunities to take 2 high school courses in 7th grade and 5 high school courses in 8th grade.</p>	2.4, 2.5, 2.6	Counselors and administrators	8th grade transcripts indicate student earned 3 high school credits			
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Counselors monitor and track students' courses and credits</p>	2.4, 2.5, 2.6	Counselors	Passing grades in high school courses and passing EOC exams			
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Students receive instructional support needed to be successful in high school courses.</p>	2.4, 2.5, 2.6	Teachers and administrators	Passing grades in high school courses and passing EOC exams			
						

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

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

Evaluation Data Source(s) 2: Annual STISD attendance data.
TSDS PEIMS summer submission data.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) Monitor daily attendance and contact parents of absent students	2.5	PEIMS clerk, social worker, administrators, nurse and teachers	Weekly attendance rate is 98% or higher .			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 2) Provide quarterly incentives to students with perfect attendance.	2.5	All staff	Monthly attendance rates are 98% or higher			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 3) Social worker makes home visits to students whose parents we cannot contact	2.5	Social Worker and administrators	Monthly attendance rate is 98% or higher			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 4) Provide incentives to teachers with perfect attendance quarterly, at semester and yearly.	2.5	Administrators	Teacher attendance is 98% or higher			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 5) Students must meet attendance criteria in order to attend end of year field trip.	2.5, 2.6	Team leaders, teachers and administrators	Monthly attendance rates are 98% or higher			
						




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

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

Evaluation Data Source(s) 3: 2019-2020 STAAR Score Reports.

Summative Evaluation 3:

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

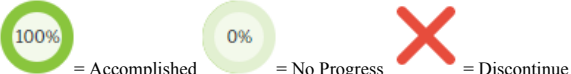
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Formative assessment data is used to monitor student achievement and focus intervention strategies.	2.4, 2.5, 2.6	Teachers and instructional technology specialist	Continuous improvement and growth on common formative assessments			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 5) RSA Library will support extended learning opportunities for staff and students by providing professional learning opportunities and activities	2.4, 2.5, 2.6	Administration, librarian, library staff	Increase student and staff knowledge.			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 6) RSA Library will support academic goals of students and teachers by utilizing multiple resources as WAGS, YAGS and data and providing print and digital resources aligned to those goals.	2.4, 2.5, 2.6	Administration, Librarian, Library Staff	Growth on academic goals			
 = Accomplished  = No Progress  = Discontinue						

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

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

Evaluation Data Source(s) 4: STISD IEP's with ARD approval.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum 1) Conduct all ARD meetings in a timely manner, and work closely with SPED teacher and diagnostician to ensure students receive appropriate services.	2.4, 2.5, 2.6, 3.2	Principal, SPED teacher and diagnostician	ARD's completed and locked within required time frame.			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) SPED teacher works closely with general education teachers to ensure IEP is being followed and is meeting students' needs.	2.4, 2.5, 2.6, 3.2	Principal, SPED teacher and diagnostician	Grades, scores and progress of SPED students indicate growth and progress			
						

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

Performance Objective 5: Results Driven Accountability (RDA) formerly State Performance-Based Monitoring (PBM) indicators are met annually.

Evaluation Data Source(s) 5: STISD Results Driven Accountability (RDA) -PBM Reports published by the Texas Education Agency.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Provide ELL students with support in language fluency, academic vocabulary development, comprehension and acquisition.</p>	2.4, 2.5, 2.6, 3.2	Teachers and administrators	ELL students will improve STAAR scores and TELPAS ratings			
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>2) Provide SPED students with support needed to demonstrate academic growth and improvement.</p>	2.4, 2.5, 2.6, 3.2	Teachers and administrators	SPED students will improve grades and STAAR scores			
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>3) Implement a research-based reading program to ensure struggling readers receive the specialized support, structures and interventions needed to make progress.</p>	2.4, 2.5, 2.6	Teachers and administrators	ELL, SPED and struggling readers will improve reading fluency and comprehension measured by growth in corrective reading program			
