

South Texas Independent School District

South Texas ISD Science Academy

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



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Total females (267)-34.68%

Total males (503)- 65.32%

Asian females (35)- 4.55%

Asian males (69)-8.96%

Black/African American males (6)-0.78%

Hispanic females (206)-26.75%

Hispanic males (381)-49.48%

Native Hawian/Pacific Islander male (1)-0.13%

Two or more races females (4) 0.52%

Two or more races males (7) 0.91%

White females (22)-2.86%

White males (39)-5.06 %

Demographics Strengths

Problem Statements Identifying Demographics Needs

Problem Statement 1: 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.

Student Academic Achievement

Student Academic Achievement Summary

AP Participation-2018-389, 2019-410

of Exams Taken-2018-1313, 2019-1,333

of Students with score 3 or higher-2018-268 (69%), 2019-261 (64%)

% of Seniors passing at least one AP exam 2018-78.9%, 2019-72.7%

SAT

YEAR	SCIENCE ACADEMY		NATIONAL		TEXAS	
2018-2019						
2017-2018	1234		1068		1032	
2016-2017	1247		1070		1019	
2015-2016	1148	**1679	1006	**1490	956	**1410
2014-2015	1182	*1736	1006	*1490	956	*1410

ACT

YEAR	SCIENCE ACADEMY	NATIONAL	TEXAS
2018-2019			
2017-2018	25.5	20.8	20.6
2016-2017	25.7	21	20.7
2015-2016	26.1	20.8	20.6
2014-2015	25.9	21.0	20.9

EOC STAAR Data

2019-Overall-A-94 out of 100

2018-Overall-A-97 out of 100

Student achievement-97 out of 100

School progress-95 out of 100

Closing the Gaps-88 out of 100 (how well different populations of students in a district are performing)

Subject	Approaches %	Meets %	Masters %
English I	93	86	32
English II	97	92	33
Algebra	83	62	38
Biology	97	76	42
US History	99	95	75

PLTW EOC Data

Students who attained AP Weight in PLTW Classes

Pltw Course	Teacher	Number of students tested	Number of students received credit	Percentage
Digital Electronics	N. Houston	136	59	43%
	R. Rodriguez	89	27	30%
DE Totals		225	86	38%
Aerospace Engineering	J. Konecny	30	19	63%
Civil -CEA	D. Coalson	100	10	10%
Computer Integrated - CIM	J. Konecny	28	14	50%

Students who attained AP Weight in PLTW Classes

Environmental Sus	A. Cortez	20	11	55%
Human Body Systems- HBS	J. Lamas	63	20	32%
Principles of Biomedical-PBS	E.Pacheco	143	72	50%
Intro to Eng- IED	J. Konecny	43	19	44%
	R. Rodriguez	43	21	49%
	H. Stout	138	76	55%
IED Totals		224	116	52%
Principal of Engineering -POE	G. McGee	111	52	47%
	G. Valdez	48	28	58%
POE- Totals		159	80	50%
AP Comp-CSA	D. Wood	92	43	47%
Computer Sci Principles- CSP	F. Grimaldo	146	95	65%
	D. Wood	80	68	85%
CSP Totals		226	163	72%





EARLY INTERVENTION SYSTEM 2018-19 Overall Distribution-78

Grade level	Failed 1 or none	Failed 2	Failed 3 or more
9th-12th-# of students	39	4	35
	50%	5%	45%

Student Academic Achievement Strengths

All 7 State EOC Distinctions attained:

Academic Achievement in Science

Top 25% Comparative Academic Growth

Academic Achievement in Mathematics

Post-Secondary Readiness

Academic Achievement in ELA Reading

Top 25% Comparative Closing the Gaps

Academic Achievement in Social Studies

School Profile Data:

- Ranked 3rd in Texas for “High Schools with the Best Teachers” *Niche* (2019)
- Ranked 13th in Texas for “Best Public High Schools” *Niche* (2019)

- Ranked 21st in Texas for “Best High Schools” *U.S. News and World Reports* (2019)
- Ranked 151st in the nation for “Best High Schools” *U.S. News and World Reports* (2019)
- Selected by the Educational Results Partnership and the Institute for Productivity in Education as a 2019 Texas Honor Roll Star School

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The Algebra 1 STAAR EOC Approaches scores are not in the 90 or above bracket. **Root Cause:** There is a small number of students taking the exams and students are struggling with Reporting category 2.

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
- 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
- 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
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- 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
- STEM/STEAM data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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

Goals

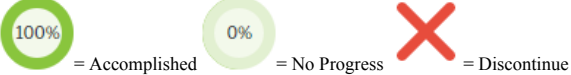
Goal 1: We will promote and market our district to create broad based community awareness attracting families to STISD.

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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
<p>ESF Levers Lever 3: Positive School Culture</p> <p>1) Two campus showcases will be hosted (one per semester) in which community members will be invited to partake in campus activities that highlight programs offered.</p>	Faculty Administration	Promotion of STISD/Science Academy facilities and showcase academic opportunities.			
Funding Sources: 199 - General Fund - 2000.00					
<p>ESF Levers Lever 3: Positive School Culture</p> <p>2) 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.</p>	Counselors Administration	Highlight strengths of the campus to promote future enrollment.			
<p>ESF Levers Lever 3: Positive School Culture</p> <p>3) 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.</p>	Social media specialist Webmaster Administration	Enhance recruitment efforts and promote Science Academy initiatives.			
Funding Sources: 199 - General Fund - 2400.00					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
<p>ESF Levers Lever 3: Positive School Culture</p> <p>4) 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.</p>	<p>Faculty Counselors Administration</p>	<p>Enhance community awareness of our district and campus.</p>			
Funding Sources: 199 - General Fund - 5000.00					
<p>ESF Levers Lever 3: Positive School Culture</p> <p>5) PTSO and administration will work collaboratively to promote the district and campus initiatives and work jointly on recruitment events (i.e., showcases).</p>	<p>Administration Counseling Stakeholders</p>	<p>Strengthen communication among parents, teachers, students and community.</p>			
<p>6) Continue to host events that engage the community and highlight campus academic endeavors (i.e., Renfest, NHS carnival, EDD and GEMS).</p>	<p>Faculty and staff Counseling Administration</p>	<p>Promote Science Academy initiatives</p> <p>Promote female engagement in STEM related curriculum and Engineering projects.</p>			
Funding Sources: 199 - General Fund - 5000.00					
<p>ESF Levers Lever 1: Strong School Leadership and Planning</p> <p>7) Schoolmint will be utilized to monitor the wait list and continue to extend invitations based on enrollment numbers.</p>	<p>Administration</p>	<p>Enhance Recruitment efforts/increased enrollment.</p>			
<p>8) Technology Student Association will host its regional competition at Science Academy. This opportunity promotes the many different clubs represented on campus and recruits future students.</p>	<p>TSA Sponsor Administration Faculty</p>	<p>Demonstrate academic prowess to fellow educators.</p>			
Funding Sources: 199 - General Fund - 2000.00					
<p>9) The Girls in Engineering and Science (GEMS) program will be expanded to ensure all students are afforded the opportunity to expand their knowledge on STEM related careers.</p>	<p>Faculty Counselors Administration</p>	<p>Increased participation of females in STEM curriculum and career awareness</p>			
Funding Sources: 199 - General Fund - 3000.00					
					

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 and Master Schedule.
 2019-2020 Campus Course Offerings.
 2020-2021 Campus Course Offerings.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
1) The Art department will offer a new course in Digital Media (Art Elective) for the 2020-21 school year.	Art Department Administration	Expand current offerings for student growth			
Funding Sources: 410 - Instructional Materials Allotment - 0.00					
2) The Math department will offer a new course in Discrete Math Problem Solving sponsored by Stanford University for 2020-21 school year.	Math department Administration	Expand current offerings for student growth.			
Funding Sources: 255 - Title II, Part A Training - 3000.00					
3) The History department will prepare to offer a new advanced course 2020-21 school year.	Administration History department	Expand current offerings for student growth			
Funding Sources: 199 - General Fund - 3000.00					
4) 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 (e.g., Linear Algebra) during the school day either by physically attending UTRGV, STC, or online.	Counseling Administration	Increased opportunities for college credits not offered at the campus level			
Funding Sources: 410 - Instructional Materials Allotment - 0.00					
5) 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.	Administration Counseling Faculty	Increase summer enrichment participation and partnerships			
Funding Sources: 199 - General Fund - 15000.00					
6) An externship program (P.A.E) for a cohort of Juniors will be implemented beginning the 2020-21 school year. Students will be going off campus to participate in an externship based on their career interest (law, medicine, engineering, business).	Administration Program coordinator Teachers	Student recruitment Increased opportunities for students			
Funding Sources: 244 - Career Technical Education - 6000.00					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June

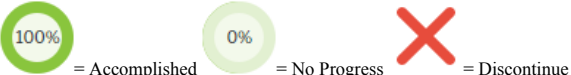
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Goal 3: We will design, implement and evaluate support systems that attract and retain students.

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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
<p>ESF Levers Lever 3: Positive School Culture 1) Through PTSO, via monthly parent newsletter and social media, parents will be invited to campus events and keep informed on new initiatives.</p>	PTSO President Administration	Increased parent awareness of campus activities.			
<p>ESF Levers Lever 3: Positive School Culture 2) Continue to establish different types of communication channels with stakeholders via social media, newsletters, "Meet the Teacher & Open House" and PTSO evening meetings to ensure parental participation.</p>	Administration Counseling Faculty	Increased communication with parents.			
					

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




Performance Objective 2: 3.2 Create a collaborative intervention system consisting of students, staff and parents.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
1) Continue utilization of interventions delineated on the pyramid of interventions to support students and improve academic performance.	Faculty Counseling Administration	Minimize failure rate Improve state/AP assessment scores			
<p style="text-align: center;">ESF Levers Lever 3: Positive School Culture</p> 2) Continue to foster the Early Identification System (EIS) sponsorship program, that addresses at-risk students who have failed 3 or more classes or who have accumulated excessive absences. Data on the success of the program will be established.	Administration Sponsors	Minimize failures, establish relationships and improve student achievement.			
	Funding Sources: 199 - General Fund - 1000.00				
3) The social worker and counselors will provide support to students during crisis to include the bereavement group.	Social worker Counselors Administration District wellness specialist	Strengthen systematic support available to students			
4) Student academic interventions will be enhanced through PAL's (Peer Assistance and Learning) by assigning student mentors to assist in tutoring.	Students PAL sponsor Counselors Administration	Empower student leaders Provide support to struggling learners			
5) Summer Camps will be offered to our prospective incoming students to facilitate transition to our campus, build relationships prior to the start of the year, and thereby increasing retainment.	Administration Sponsor Counseling Faculty	Increase retainment of incoming freshman			
	Funding Sources: 199 - General Fund - 3000.00				
6) Student voice will be considered when designing interventions, course offerings, recruitment/retainment ideas through the "Student Advisory Group" (SAG) monthly meetings and suggestion box.	Administration Student Council Sponsor/Club Counseling	Interventions systems designed with all stakeholders			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June

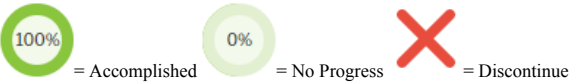
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Goal 4: We will implement and evaluate aligned curriculum, instruction, and assessments that provide real world experiences and profound learning for all students.

Performance Objective 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, student grades and standardized test scores to change instruction.
 2019-2020 Campus Course Offerings.
 2020-2021 Campus Course Offerings.

Summative Evaluation 1:

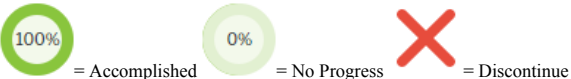
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
<p>ESF Levers Lever 5: Effective Instruction 1) Teachers will give formative assessments, analyze the data and explain how the data will impact their instructions. The process will be uploaded to TEAMS for review.</p>	Faculty Administration District Administration	Differentiated instruction and targeted instruction			
<p>ESF Levers Lever 5: Effective Instruction 2) Teachers will submit lesson plans that will include clear measurable objectives, engaging activities and assessments that inform instruction. Appraiser will provided needed feedback based on plans submitted.</p>	Faculty Administrations	Increased student engagement and aligned curriculum, instruction and assessment.			
3) Teachers will be meeting by subject groups (not just departments) to ensure instruction, activities and assessments are aligned in common subject groups.	Team leaders Faculty Administration	Increased student engagement and aligned curriculum, instruction and assessment			
4) Teachers will be provided professional development opportunities geared towards the improvement of student achievement and training in student safety (campus priority).	Faculty Administration	Improve academic proficiency Minimize student failures			
Funding Sources: 199 - General Fund - 10000.00					
5) Monthly team leader meetings will have a PLC centered focus and framework.	Team leaders Team members Administration	Enhance teaching strategies to impact instruction.			
					

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:

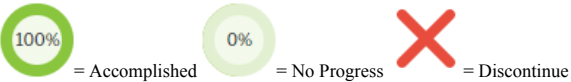
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
ESF Levers Lever 5: Effective Instruction 1) Teachers will integrate cooperative learning strategies, such as Kagan, in their lessons when appropriate and will be evidenced in their lesson plans and walk-through visits.	Faculty Administration	Increased student engagement			
ESF Levers Lever 5: Effective Instruction 2) Instructional Design Days will incorporate continued professional development that incorporates aspects of the district learning institute.	Administration Faculty	Increased student performance as evidenced by passing rates, State/AP assessments			
3) Departments will incorporate multidisciplinary lessons in their curriculum that will allow them to integrate the use of the innovation lab.	Faculty Administration	Expanding lessons to include real-world 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:

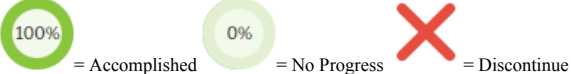
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
ESF Levers Lever 3: Positive School Culture 1) Students will have an opportunity to participate in 2019-2020 Superintendent's Cup (e.g., volleyball, basketball, chess, etc).	Coaches Administration	Increased school spirit			
	Funding Sources: 199 - General Fund - 2000.00				
2) Students will have an opportunity to participate in U.I.L. Academics based on their interests.	UIL Sponsor and coaches Administration	Academic opportunities for growth			
	Funding Sources: 199 - General Fund - 3000.00				
3) Student clubs will be encouraged to hold social activities that interest our students such as music concerts, nerf wars, entertainment night, Java Night, pep-rallies (academic & athletic) and other social occasions.	Club Sponsors and students Administration	Increased student engagement in social activities			
4) Participation in the variety of clubs offered at The Science Academy will be fostered by promoting membership through a beginning of year rally (KOM).	KOM Sponsor Club Sponsors and members Administration	Grow student involvement in campus events Student recruitment			
					

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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
1) Administration will track teacher absences and address excessive absences with individual teachers.	Administration Faculty	Decreased teacher absences.			
2) Teachers with perfect attendance for the month will receive treats.	Administration	Improved teacher attendance			
Funding Sources: 199 - General Fund - 1000.00					
3) Students with three or more absences will be required to recover hours outside of class time to include the attendance of Saturday school.	Administration PEIMS clerk	Decreased student absences			
4) Social worker will call parents of students with three or more absences.	Social worker Administration	Decreased student absences			
					

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:

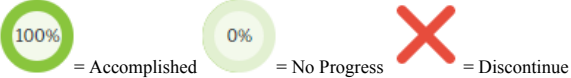
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
1) Teachers that teach EOC state exam courses will give "mock exams" on DMAC, MasteryConnect or other data analysis tools and analyze the data and adjust instruction to close the gaps of individual students.	Faculty Administration	Increased "Mastery" performance on EOC exams			
2) Teachers will spiral in EOC STAAR question on each of their summative assessments.	Teachers Administration	Increased "Mastery" performance on EOC exams.			
 = 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.
 - 99 percent of STISD students will successfully complete graduation requirements and earn at least one endorsement.

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

Summative Evaluation 3:




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
1) Counselors will continue to meet with individual students to make sure they are following the cohort and provide interventions as needed.	Counselors Administration Faculty	Students' lacking credit will be remediated so that they graduate with cohort			
2) Administration will ensure the parents of students that are falling behind their cohort are contacted and met with through the "Student Review Team" process (SRT).	Counselors Administration	Students lacking credit will have a support system to include parent involvement			
					

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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
1) All 11th grade students will take the SAT assessment on campus during a school day in the Spring semester so that participation is maximized.	Counseling Administration	100 percent of Juniors will have attempted a college entrance exam			
Funding Sources: 199 - General Fund - 25000.00					
2) Path College Career course will be mandated for all Juniors. The course will provide SAT review sessions, afford students with a blueprint of the assessment and allow students an opportunity to take practice SAT assessments.	Course instructor Administration	Higher percentage of students attaining 1110 or higher on SAT.			
3) Khan Academy (in partnership with College Board) prep materials will be utilized in the Path College Transition class for student training. UWorld SAT/ACT prep material will also be considered as a resource.	Course instructor Administration	Higher percentage of students attaining 1110 or higher on SAT.			
4) The campus TSI Instructor will ensure our students are TSI complete for any students that are not exempt.	Counseling TSI Instructor Administration				
 = Accomplished  = No Progress  = Discontinue					

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

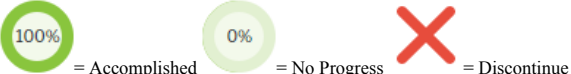
Performance Objective 5: - Each student achieves a passing score on one or more AP, IB, or dual credit course while enrolled at STISD.

- 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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
1) 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.	AP Teachers Administration	Increase number of students attaining a qualifying score of 3 or higher			
2) Teachers will utilize AP resources such as Albert.io, UWorld and AP classroom to help prepare students for AP exams.	Faculty Administration	Improved qualifying AP scores			
3) Teachers will spiral in AP level questioning on all formative and summative assessments and reteach as necessary.	Faculty Administration	Improved qualifying AP scores			
					

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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
1) Administration will meet with the SPED department monthly to ensure that individual student plans are regularly evaluated and goals are updated.	SPED department Administration	Compliance on all IEP deadlines and requirements			
2) The Special Education Department will provide targeted professional development to all teachers through the department collaboration time.	Administration SPED department Faculty	Improved implementation of student's IEP			
 = Accomplished  = No Progress  = Discontinue					

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

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

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

Summative Evaluation 7:

2019-2020 Site Based Decision Making Team

Committee Role	Name	Position
Classroom Teacher	Dale Coalson	
Classroom Teacher	Loretta McGee	
Classroom Teacher	Ana Cortez	
Classroom Teacher	Andrew Cortez	
Classroom Teacher	Selena Overton	
Classroom Teacher	Mardonnia Silva	
Classroom Teacher	Mark Orta	
Classroom Teacher	Michele Rodriguez	
Classroom Teacher	Joseph Wilson	
Classroom Teacher	Dafne Carapia	
Non-classroom Professional	Sylvia Gamboa	
Non-classroom Professional	Maria Nevares	
Student	Nick Leines	
Student	Haythan El-Zaim	
Parent	Carla Hughes	
Parent	Benito Sanchez	
Community Representative	Pamela Salazar	
Community Representative	Olufemi Alabi	
Business Representative	Cris Hernandez	
Business Representative	Luis Madrigal	
Administrator	Lorena Madrigal	
Administrator	Irma Castillo	

Committee Role	Name	Position
Administrator	Lydia Gonzalez	

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$2,000.00
1	1	3			\$2,400.00
1	1	4			\$5,000.00
1	1	6			\$5,000.00
1	1	8			\$2,000.00
1	1	9		3000	\$3,000.00
2	1	3			\$3,000.00
2	1	5			\$15,000.00
3	2	2			\$1,000.00
3	2	5			\$3,000.00
4	1	4			\$10,000.00
5	1	1			\$2,000.00
5	1	2			\$3,000.00
6	1	2			\$1,000.00
6	4	1			\$25,000.00
Sub-Total					\$82,400.00
244 - Career Technical Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6			\$6,000.00
Sub-Total					\$6,000.00

255 - Title II, Part A Training					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$3,000.00
Sub-Total					\$3,000.00
410 - Instructional Materials Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1		5000	\$0.00
2	1	4		5000	\$0.00
Sub-Total					\$0.00
Grand Total					\$91,400.00