

South Texas Independent School District

South Texas ISD Virtual Academy

2023-2024 Campus Improvement Plan



South Texas ISD
**Virtual
Academy**

GRADES 6-12

Board Approval Date: May 23, 2023
Public Presentation Date: May 23, 2023

Mission Statement

South Texas ISD's Virtual Academy provides ground breaking instruction paving the way for students to thrive in a changing society.

Vision

STISD Virtual Academy students are exceeding expectations as they pioneer a new direction in education, refining their skills for college and career success.

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Learning 5
 - School Processes & Programs 7
 - Perceptions 8
- Priority Problem Statements 9
- Comprehensive Needs Assessment Data Documentation 11
- Goals 12
 - Goal 1: By June 2024, student mastery achievement will increase by 5%. 13
 - Goal 2: By June 2024 special education and emergent bilingual students will increase their STAAR performance by 5%. 14
 - Goal 3: Implement and monitor a campus comprehensive attendance plan to ensure overall campus compliance. 15
 - Goal 4: Engage families and the community to support student achievement and enhance campus goals. 16
 - Goal 5: Recruit, develop, and retain highly qualified teachers and staff. 18
 - Goal 6: Promote campus to increase enrollment by 5%. 20
 - Goal 7: Develop a campus technology plan to meet the needs of virtual instruction. 21

Comprehensive Needs Assessment

Revised/Approved: March 31, 2023

Demographics

Demographics Summary

South Texas ISD Virtual Academy serves students enrolled in grades 6-12 who live in the counties of Cameron, Hidalgo, and Willacy. STISD Virtual Academy educates students in a virtual setting.

2022-2023 Student Information:

210 students:

100 Male (48%)

110 Female (52%)

Student	Total	6th	7th	8th	9th	10th
Count	210	31	56	63	35	25
Percentage	100%	15%	27%	30%	17%	12%

Ethnic Distribution:

Hispanic-Latino	118	56%
American Indian- Alaskan Native	1	0.5%
Asian	5	2%
Black/African Amer.	1	0.5%
White	84	40%
Two or More	1	0.5%
Economic Disadvantage	87	41%
Emergent Bilingual	27	13%
Gifted and Talented	29	14%

Economic Disadvantage	87	41%
Special Education	16	8%
Dyslexia	9	4%
At-Risk	64	30%
Migrant	1	0.5%

2022-2023 Virtual Academy Staff

Administrative Support	2	8%
Teacher	17	71%
Education Aide	3	13%
Auxiliary	2	8%

Demographics Strengths

As a virtual campus we are able to meet the varied needs of our students by providing a setting where students can learn from home. The Virtual Academy staff meets at the VA campus in Mercedes allowing them to work collaboratively to provide virtual educational support to all of our students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student enrollment remains consistent in the past two years with little to no growth. **Root Cause:** The STISD community may not be aware of the opportunity to attend STISD Virtual Academy.

Student Learning

Student Learning Summary

STISD Virtual Academy is in its first year as a stand alone campus. The State of Texas Assessment of Academic Readiness (STAAR) is the state required assessment used to measure student achievement and academic progress each year. As a new campus, the Virtual Academy does not have stand alone campus scores.

2022-2023 third quarter mock exam data is listed below:

English Language Arts and Reading

Grade Level	Approaches	Meets	Masters
6th	80%	33%	10%
7th	82%	44%	31%
8th	92%	58%	32%
English I	69%	60%	0%
English II	79%	55%	0%

Math

Grade Level	Approaches	Meets	Masters
6th	72%	24%	10%
7th	56%	16%	0%
8th	47%	11%	3%
Algebra I	39%	14%	4%

Science

Grade	Approaches	Meets	Masters
8th	57%	7%	2%
Biology	83%	37%	0%

Social Studies

Grade	Approaches	Meets	Masters
8th	56%	22%	6%

Student Learning Strengths

Strong attendance and minimal student discipline issues have been an area of strength.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Most students are at the approaches level in all content across grade levels. Students in special programs consistently perform below the all students population. **Root Cause:** The focus has been on assisting students to reach the approaches level. Level of questioning is at the recall level.

Problem Statement 2 (Prioritized): Campus mock scores are below the 90% Approaches, 60% Meets, and 30% masters levels in all subjects. **Root Cause:** Professional development targeting higher order thinking in a virtual setting.

Problem Statement 3 (Prioritized): There is a deficit in writing skills across the curriculum. **Root Cause:** Teachers are not implementing cross curricular writing.

Problem Statement 4 (Prioritized): Students mastery performance is consistently below 30% in the 2023 third quarter mock exams. **Root Cause:** Students lack skills to prepare them for rigorous content.

School Processes & Programs

School Processes & Programs Summary

Student attendance for the first 5 six-week period averaged at 95.74% for the 2022-2023 school year.

School Processes & Programs Strengths

The Virtual Academy is able to provide a different education setting to students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student attendance is 2% percentage points below the goal of 98%. **Root Cause:** Tracking system is not available to monitor student absences.

Perceptions

Perceptions Summary

The Virtual Academy is able to provide a differentiated education setting to students in zoned to our district which encompasses three counties. The staff and students use multiple programs to facilitate learning, flexibility, collaboration, and leadership.

Perceptions Strengths

Students were allowed to voice their school perceptions through the use of the 7C's survey.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Professional development is geared towards face to face instruction. **Root Cause:** There is a lack of professional development opportunities geared towards a virtual setting.

Problem Statement 2 (Prioritized): Lack of data from stakeholders prevents an accurate measure of campus culture and climate. **Root Cause:** A school culture survey has not been administered to parents and community members.

Priority Problem Statements

Problem Statement 1: Student enrollment remains consistent in the past two years with little to no growth.

Root Cause 1: The STISD community may not be aware of the opportunity to attend STISD Virtual Academy.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Most students are at the approaches level in all content across grade levels. Students in special programs consistently perform below the all students population.

Root Cause 2: The focus has been on assisting students to reach the approaches level. Level of questioning is at the recall level.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Campus mock scores are below the 90% Approaches, 60% Meets, and 30% masters levels in all subjects.

Root Cause 3: Professional development targeting higher order thinking in a virtual setting.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a deficit in writing skills across the curriculum.

Root Cause 4: Teachers are not implementing cross curricular writing.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Students mastery performance is consistently below 30% in the 2023 third quarter mock exams.

Root Cause 5: Students lack skills to prepare them for rigorous content.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Student attendance is 2% percentage points below the goal of 98%.

Root Cause 6: Tracking system is not available to monitor student absences.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Professional development is geared towards face to face instruction.

Root Cause 7: There is a lack of professional development opportunities geared towards a virtual setting.

Problem Statement 7 Areas: Perceptions

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

Root Cause 8: A school culture survey has not been administered to parents and community members.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Male / Female performance, progress, and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Teacher/Student Ratio
- Professional development needs assessment data

Support Systems and Other Data

- Organizational structure data
- Other additional data

Goals

Goal 1: By June 2024, student mastery achievement will increase by 5%.

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

High Priority

Evaluation Data Sources: 2023 State assessment data, TELPAS reports, Campus data; Euphoria data reports; intervention data reports; Quarterly academic reports.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students receiving intervention support will demonstrate an improvement in performance as measure by exit tickets, weekly assessments, checkpoints, quarter exams, benchmarks, and STAAR assessments.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, Dean of Instruction, Principal.</p> <p>Problem Statements: Student Learning 1, 2, 4</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Increase in Domain 1-3. Student progress will be analyzed bi-weekly to document growth. Students in need of support will be identified.</p> <p>Strategy's Expected Result/Impact: Increase in student performance in Domains 1-3.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Counselor, Teachers</p> <p>Problem Statements: Student Learning 1, 2, 4</p>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students will demonstrate mastery of early literacy in writing and become more proficient writers. Assessment results from checkpoints and benchmarks will be analyzed. Interventions will be made based on student data to maintain a score of 70% or above.</p> <p>Strategy's Expected Result/Impact: Increase in student early literacy writing.</p> <p>Staff Responsible for Monitoring: Teachers, Dean of instruction, Principal</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Most students are at the approaches level in all content across grade levels. Students in special programs consistently perform below the all students population. **Root Cause:** The focus has been on assisting students to reach the approaches level. Level of questioning is at the recall level.

Problem Statement 2: Campus mock scores are below the 90% Approaches, 60% Meets, and 30% masters levels in all subjects. **Root Cause:** Professional development targeting higher order thinking in a virtual setting.

Problem Statement 3: There is a deficit in writing skills across the curriculum. **Root Cause:** Teachers are not implementing cross curricular writing.

Problem Statement 4: Students mastery performance is consistently below 30% in the 2023 third quarter mock exams. **Root Cause:** Students lack skills to prepare them for rigorous content.

Goal 2: By June 2024 special education and emergent bilingual students will increase their STAAR performance by 5%.

Performance Objective 1: In alignment with the Instructional, Data Driven, and Observation Feedback levers, teacher capacity will be built through professional development, TTESS, and coaching feedback.

Evaluation Data Sources: Intervention data, BOY, MOY, EOY, TTESS Data.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: BOY , MOY and EOY results will be analyzed to provide targeted interventions. Strategy's Expected Result/Impact: Academic growth will be tracked. Staff Responsible for Monitoring: Teachers, Dean of Instruction, Principal</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Growth will be seen on TELPAS composite results 2023. Special Education student performance will increase and achievement gaps will close when compared to other student groups. Strategy's Expected Result/Impact: Close of achievement gaps and increase in students TELPAS composite scores. Staff Responsible for Monitoring: Teachers, Dean of Instruction, Principal.</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Most students are at the approaches level in all content across grade levels. Students in special programs consistently perform below the all students population. Root Cause: The focus has been on assisting students to reach the approaches level. Level of questioning is at the recall level.</p> <p>Problem Statement 2: Campus mock scores are below the 90% Approaches, 60% Meets, and 30% masters levels in all subjects. Root Cause: Professional development targeting higher order thinking in a virtual setting.</p>

Goal 3: Implement and monitor a campus comprehensive attendance plan to ensure overall campus compliance.

Performance Objective 1: The Virtual Academy will implement structures and routines with fidelity to maintain student attendance above 95%.

High Priority

Evaluation Data Sources: Campus attendance reports, attendance committee meetings, attendance tracking system, daily attendance records, parent communication logs.

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase communication with parents of students with 5 or more absences. Staff Responsible for Monitoring: PEIMS, teachers, Dean of Instruction, Principal Problem Statements: School Processes & Programs 1	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Attendance reports will be analyzed weekly to ensure the goal is met by June 2024. Staff Responsible for Monitoring: PEIMS clerk, counselor, attendance committee, principal Problem Statements: School Processes & Programs 1	Formative		
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Student attendance is 2% percentage points below the goal of 98%. Root Cause: Tracking system is not available to monitor student absences.

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

Performance Objective 1: Engage with campus stakeholders to develop a plan to increase involvement to support student achievement.

Evaluation Data Sources: Sign in sheets, campus committees memberships

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: A survey will be sent to students, faculty and parents to measure campus culture and climate.</p> <p>Staff Responsible for Monitoring: Dean of Instruction, Counselor, Teachers, Principal.</p> <p>Problem Statements: Perceptions 2</p>	Formative		
	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 2: Lack of data from stakeholders prevents an accurate measure of campus culture and climate. Root Cause: A school culture survey has not been administered to parents and community members.</p>

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

Performance Objective 2: Increase communication with all campus stakeholders to keep them informed about district and campus events.

Strategy 1 Details	Formative Reviews		
Strategy 1: Use of all required methods of communication (SIS, Website, Social Media, Messenger App) to increase awareness of campus events and news. Staff Responsible for Monitoring: Teachers, Counselor, Dean of Instruction, Principal Problem Statements: Perceptions 2	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Communicate the campus key priorities and unique program opportunities for students. Staff Responsible for Monitoring: Teachers, Counselor, Dean of Instruction, Principal Problem Statements: Perceptions 2	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Continue monthly newsletter to share campus information with students, parents, and community members. Staff Responsible for Monitoring: Dean of Instruction, Teachers, Counselor, Principal Problem Statements: Perceptions 2	Formative		
	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Lack of data from stakeholders prevents an accurate measure of campus culture and climate. Root Cause: A school culture survey has not been administered to parents and community members.

Goal 5: Recruit, develop, and retain highly qualified teachers and staff.

Performance Objective 1: Provide professional development to strengthen lesson delivery and teacher support.

Strategy 1 Details	Formative Reviews		
Strategy 1: Design a stronger orientation and campus support system for new employees. Staff Responsible for Monitoring: Teachers, Dean of Instruction, Principal Problem Statements: Perceptions 1	Formative		
	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Professional development is geared towards face to face instruction. Root Cause: There is a lack of professional development opportunities geared towards a virtual setting.

Goal 5: Recruit, develop, and retain highly qualified teachers and staff.

Performance Objective 2: Participate in the Teacher Incentive Allotment (TIA) to support teacher recruitment and retention.

Evaluation Data Sources: District TIA application

Strategy 1 Details	Formative Reviews		
Strategy 1: Participate in committees to review and make recommendations to the district TIA application. Problem Statements: Perceptions 2	Formative		
	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Lack of data from stakeholders prevents an accurate measure of campus culture and climate. Root Cause: A school culture survey has not been administered to parents and community members.

Goal 6: Promote campus to increase enrollment by 5%.

Performance Objective 1: Collaborate with the marketing department to share information with the community regarding the Virtual Academy.

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop a marketing plan to share information with the community regarding the Virtual Academy and the various opportunities for students. Problem Statements: Demographics 1	Formative		
	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Student enrollment remains consistent in the past two years with little to no growth. Root Cause: The STISD community may not be aware of the opportunity to attend STISD Virtual Academy.

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

Performance Objective 1: Evaluate campus technology for effectiveness and compliance with the district's technology 5-year plan.

Strategy 1 Details	Formative Reviews		
Strategy 1: Evaluate and update technology equipment as needed.	Formative		
Problem Statements: Demographics 1 - Perceptions 1	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Student enrollment remains consistent in the past two years with little to no growth. Root Cause: The STISD community may not be aware of the opportunity to attend STISD Virtual Academy.
Perceptions
Problem Statement 1: Professional development is geared towards face to face instruction. Root Cause: There is a lack of professional development opportunities geared towards a virtual setting.