

South Texas Independent School District
South Texas ISD Rising Scholars Academy

2023-2024 Campus Improvement Plan
South Texas ISD



Rising Scholars
Academy

GRADES 6-8 | SAN BENITO

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

Mission Statement

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

Vision

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

Value Statement

Core Values:

Stewardship - We are entrusted and responsible for carrying out our school's mission and ensuring that student learning is our priority.

Teamwork - We work hand in hand to support one another and achieve our goals.

Results - We hold ourselves accountable for overcoming obstacles and achieving excellent results for all students.

Integrity - We act with honesty, respect, and responsibility

Community - We are unified by our shared vision, mission, commitments and culture.

Perseverance - We work hard and give 100% effort, never giving up on our goals.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

We are Rising Scholars Academy! We are the youngest school in the South Texas Independent School District, and we opened our doors in 2015. We serve students from Cameron, Willacy and Hidalgo county, and our students come from public, charter and private schools. Our campus is located in San Benito.

2022 - 2023

Enrollment: 609 (as of 1/19/23)

6th Grade: 185

7th Grade: 173

8th Grade: 251

Attendance: 97%

Ethnicity: Hispanic/Latino: 86.54%; American Indian/Alaskan Native: 0%; Asian: 4.60%; Black/African American: 0.99%; Native Hawaiian/Pacific Islander: 0%;

White: 7.39%; Two or More: 0.49%

Economically Disadvantaged: 56.65%

Special Education: 4.93%

Section 504: 7.39%

Emergent Bilingual: 18.39%

Gifted & Talented: 16.58%

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: We have seen an increase in special population of students that include SPED, Section 504, Gifted and Talented, and Emergent Bilinguals but we do not have a proper support system to meet their needs. **Root Cause:** Only our ELA department is required to be ESL certified, only core is required to receive their GT hours. It would benefit for all teachers to be certified to better serve our students.

Problem Statement 2: We do not have many parents or community members involved in school events or schoolwide decisions. **Root Cause:** There is no active PTSSO since COVID.

Problem Statement 3 (Prioritized): Emergent Bilingual population has increased 6.43% from last year (2021-2022 SY) **Root Cause:** There is a higher enrollment of students based on the home language survey and previous school records; more students have been identified as Emergent Bilinguals. This is also the first year we enroll 6th grade students.

Problem Statement 4 (Prioritized): Special Education population has nearly doubled since the 2021-2022 school year. **Root Cause:** More students are being evaluated and identified with disabilities. This is also the first year that we enroll 6th grade students.

Student Learning

Student Learning Summary

Curriculum, Instruction, and Assessment

1-Data is used to update:

Used for District Curriculum Planning

Used for Dept Curriculum Planning

Interventions

- Dept & Team

Assessments:

- Scheduling
- Depth of Knowledge
- Improve teaching strategies

2-College:

- Inquiry Based Learning (PBL)

3- Process in place for Instructional Materials:

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

Student Achievement

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

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

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

- Leadership opportunities

3- Intervention- (P 13-15)

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

Technology

1-Technology used for Assessments & Interv.

(P 18-30)

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

- Middle School Specialized Trainings
- High School Specialized Trainings

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

Assign Dept Technology Carts that can minimize issues.

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

Problem Statements Identifying Student Learning Needs

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

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

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

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

Problem Statement 5 (Prioritized): Teacher capacity and coaching feedback protocols are not consistently practiced in the school setting. **Root Cause:** Not all teachers have consistently received clear classroom expectations and goals, and onboarding instructional support.

Priority Problem Statements

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

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

Problem Statement 1 Areas: Student Learning

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

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

Problem Statement 2 Areas: Student Learning

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

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

Problem Statement 3 Areas: Student Learning

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

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

Problem Statement 4 Areas: Student Learning

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

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

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Emergent Bilingual population has increased 6.43% from last year (2021-2022 SY)

Root Cause 6: There is a higher enrollment of students based on the home language survey and previous school records; more students have been identified as Emergent Bilinguals. This is also the first year we enroll 6th grade students.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Special Education population has nearly doubled since the 2021-2022 school year.

Root Cause 7: More students are being evaluated and identified with disabilities. This is also the first year that we enroll 6th grade students.

Problem Statement 7 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- 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 and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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
- 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

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Goals





Goal 1: By June 2024, student mastery achievement will increase by 10%

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

High Priority

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

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

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

Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 1: There is a deficit in writing skills across the curriculum Root Cause: Few specific curriculum guides for writing and minimal opportunities for writing professional development for teachers and coaches. Teachers are not implementing cross curricular writing.</p>
<p>Problem Statement 2: The student assessment data reveals a steady decline in literacy across the curriculum for all students in tested areas. Root Cause: Not all teachers have consistently implemented proven literacy strategies into their lessons within all content areas.</p>
<p>Problem Statement 3: Student mastery performance is consistently below 30% in the 2020 STAAR Results. Root Cause: Students lacked foundational skills to prepare them for rigorous content. Administrators lacked consistency in monitoring instructional strategies.</p>
<p>Problem Statement 5: Teacher capacity and coaching feedback protocols are not consistently practiced in the school setting. Root Cause: Not all teachers have consistently received clear classroom expectations and goals, and onboarding instructional support.</p>

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

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

High Priority

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: BOY, MOY, and EOY results will be analyzed to provide targeted interventions. Staff Responsible for Monitoring: Teachers, Administration, Chief Academic Officer</p> <p>Problem Statements: Demographics 4 - Student Learning 3, 4</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide our Emergent Bilingual students with technology, ESL and Sheltered Instruction activities, and Summit K-12 program to improve TELPAS Ratings. Staff Responsible for Monitoring: Teachers, Administration, Bilingual Coordinator</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2</p>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Special Education student performance will increase and achievement gaps will close when compared to other student groups. System Safeguards will be met. Monthly benchmarks and differentiation will increase by month on exit tickets, teacher assessments, campus based assessments, weekly checks, etc. Staff Responsible for Monitoring: Teachers, Special Education Teachers, Administration, Special Programs Director</p> <p>Problem Statements: Demographics 4 - Student Learning 4</p>	Formative		
	Jan	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: At risk student performance will increase and achievement gaps will close when compared to other student groups through campus based intervention strategies, MTSS, and progress monitoring. Staff Responsible for Monitoring: Teachers, Administration, Counselors, Special Education Teachers, Special Programs Director</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative		
	Jan	Mar	June
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Performance Objective 1 Problem Statements:

Demographics

Problem Statement 3: Emergent Bilingual population has increased 6.43% from last year (2021-2022 SY) **Root Cause:** There is a higher enrollment of students based on the home language survey and previous school records; more students have been identified as Emergent Bilinguals. This is also the first year we enroll 6th grade students.

Problem Statement 4: Special Education population has nearly doubled since the 2021-2022 school year. **Root Cause:** More students are being evaluated and identified with disabilities. This is also the first year that we enroll 6th grade students.

Student Learning

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





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

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

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

High Priority

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

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





Performance Objective 1 Problem Statements:

Student Learning

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

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Collaborate with the district to assist in the development of the STISD five-year strategic plan.</p> <p>Strategy's Expected Result/Impact: To engage families and students to support the district goals.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Demographics 3 - Student Learning 3, 4</p>	Formative		
	Jan	Mar	June
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Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 3: Emergent Bilingual population has increased 6.43% from last year (2021-2022 SY) Root Cause: There is a higher enrollment of students based on the home language survey and previous school records; more students have been identified as Emergent Bilinguals. This is also the first year we enroll 6th grade students.</p>
Student Learning
<p>Problem Statement 3: Student mastery performance is consistently below 30% in the 2020 STAAR Results. Root Cause: Students lacked foundational skills to prepare them for rigorous content. Administrators lacked consistency in monitoring instructional strategies.</p>
<p>Problem Statement 4: Students supported by Special Education consistently perform 15-30 percentage points lower than all students in all tested areas. Root Cause: Special Education students do not perform at grade level due to their area of identified disability.</p>

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Rising Scholars Academy will use all available methods of communication to increase communication and awareness of campus and district events and news (Remind, Parent Portal, Parent Newsletters, Website, Social Media, Remind, campus display screens, and Marquee) Strategy's Expected Result/Impact: Increased communication with all stakeholders. Staff Responsible for Monitoring: Administration, Webmaster, Instructional Techs, Social Media Specialist, Social Worker</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Learning 3</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Rising Scholars Academy will have effective communication within the school community to ensure the campus stakeholders are informed of daily campus operations including but not limited to increased academic interventions, literacy initiatives, daily operations and social emotional learning activities through the campus weekly newsletter. Strategy's Expected Result/Impact: Increased communication as a campus; well informed stakeholders Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Learning 3, 5</p>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Rising Scholars Academy will offer comprehensive parent advisement sessions throughout the year to inform families of our campus programs, opportunities and requirements. Strategy's Expected Result/Impact: Well informed parents, students, and school community regarding campus programs and</p>	Formative		
	Jan	Mar	June

requirements.

Staff Responsible for Monitoring: Administration, Counselors, Support Staff, Teachers, Instructional Technologists, Nurse, Transportation, Nutrition

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Student Learning 3



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning





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

Problem Statement 5: Teacher capacity and coaching feedback protocols are not consistently practiced in the school setting. **Root Cause:** Not all teachers have consistently received clear classroom expectations and goals, and onboarding instructional support.

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

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Rising Scholars Academy will provide a culture camp for all new teachers providing culture, expectations, campus procedures, and team building.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 5</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Rising Scholars Academy will provide instructional support through campus-led mini sessions focused on instructional methods through modeling best practices, Teach Like A Champion strategies, and Kagan.</p> <p>Strategy's Expected Result/Impact: Increase teacher confidence, promote positive school culture, and reduce turnover rate.</p> <p>Staff Responsible for Monitoring: Administration, Lead Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 5</p>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Rising Scholars Academy will promote the teacher development through quarterly instructional rounds, and the assignment of an experienced mentor to all new to campus teachers.</p> <p>Strategy's Expected Result/Impact: Promote teacher development, and retention.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 5</p>	Formative		
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning





Problem Statement 5: Teacher capacity and coaching feedback protocols are not consistently practiced in the school setting. **Root Cause:** Not all teachers have consistently received clear classroom expectations and goals, and onboarding instructional support.

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

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Rising Scholars Academy will host showcase events to attract and engage future RSA families that focus on our programs of study, extracurricular activities, academic opportunities, campus accomplishments/recognitions, and summer initiatives.</p> <p>Staff Responsible for Monitoring: Administration, Counselors, Support Staff, Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Demographics 3, 4 - Student Learning 3</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus tours will be facilitated to educate the community about the campus and the district mission.</p> <p>Strategy's Expected Result/Impact: Community awareness of our school and district Attain and maintain the 2022-2023 enrollment numbers</p> <p>Staff Responsible for Monitoring: Administration, Counselors, Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Collaborate with the district to develop materials to promote higher education partnerships and opportunities.</p> <p>Strategy's Expected Result/Impact: Increase the quality of promoting the campus and district to the community.</p> <p>Staff Responsible for Monitoring: Administration, Counselors</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Jan	Mar	June





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Rising Scholar Academy website will be updated weekly with new campus information highlighting campus activities and achievement.</p> <p>Strategy's Expected Result/Impact: Promote the campus to maintain student enrollment.</p> <p>Staff Responsible for Monitoring: Administration, Webmaster, Social Media Specialist</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Jan	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Rising Scholars Academy will publicize on social media campus activities and will highlight school accomplishments.</p> <p>Strategy's Expected Result/Impact: Increase exposure to reach a larger market to social media.</p> <p>Staff Responsible for Monitoring: Administration, Webmaster, Social Media Specialist</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 3</p>	Formative		
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Performance Objective 1 Problem Statements:

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<p>Problem Statement 4: Special Education population has nearly doubled since the 2021-2022 school year. Root Cause: More students are being evaluated and identified with disabilities. This is also the first year that we enroll 6th grade students.</p>
Student Learning
<p>Problem Statement 3: Student mastery performance is consistently below 30% in the 2020 STAAR Results. Root Cause: Students lacked foundational skills to prepare them for rigorous content. Administrators lacked consistency in monitoring instructional strategies.</p>

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Rising Scholars Academy will evaluate and update technology infrastructures. Staff Responsible for Monitoring: Administration, Campus Technician, Instructional Tech</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Demographics 3 - Student Learning 3, 4</p>	Formative		
	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

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