

# South Texas Independent School District

## South Texas ISD Science Academy

### 2023-2024 Campus Improvement Plan

**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



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

# Mission Statement

## Mission Statement

South Texas ISD Science Academy offers curriculum of choice with an emphasis on science, mathematics, and engineering that fosters curiosity, open mindedness, and passion for life - long learning.

## Vision

### Vision Statement

Inspiring students to problem - solve, innovate, and transform their communities.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Total Enrollment - 764

Grade 9 - 203

Grade 10 - 223

Grade 11 - 190

Grade 12 - 148

Total females - 289

Total males - 475

Asian - 99

Black/African American - 10

Hispanic - 586

Hawaiian/Pacific Islander - 1

Two or more races - 12

White - 56

EB - 33

Migrant - 7

Economically Disadvantage - 310

GT - 167

At Risk - 135

Special Education - 30

Dyslexia - 23

## Demographics Strengths

At South Texas ISD Science Academy multiple ethnic groups are represented. The diverse population that we serve at South Texas ISD Science Academy helps build a diverse culture of perspectives. This teaches our children to be open minded individuals towards multiple cultures.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Special Education population has increased from last year. **Root Cause:** More students are being evaluated and identified with disabilities.

**Problem Statement 2 (Prioritized):** Our population decreases as students begin to enter their junior year. **Root Cause:** Families enroll their students in competitive neighboring high schools like UTRG Mathematics and Science Academy.

**Problem Statement 3 (Prioritized):** 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 Learning

## Student Learning Summary

### English I EOC

	STISD Science Academy	District	State
At Approaches (2022)	93%	89%	65%
At Approaches (2021)	93%	92%	67%
At Meets (2022)	82%	76%	47%
At Meets (2021)	86%	81%	50%
At Masters (2022)	32%	24%	11%
At Masters (2021)	26%	24%	12%

### English II EOC

	STISD Science Academy	District	State
At Approaches (2022)	96%	93%	72%
At Approaches (2021)	98%	93%	71%
At Meets (2022)	92%	84%	55%
At Meets (2021)	92%	84%	57%
At Masters (2022)	28%	19%	9%
At Masters (2021)	35%	21%	11%

### Algebra EOC

	<b>STISD Science Academy</b>	<b>District</b>	<b>State</b>
At Approaches (2022)	<b>72%</b>	92%	76%
At Approaches (2021)	<b>48%</b>	83%	73%
At Meets (2022)	<b>28%</b>	62%	43%
At Meets (2021)	<b>9%</b>	53%	41%
At Masters (2022)	<b>13%</b>	42%	27%
At Masters (2021)	<b>0%</b>	33%	23%

### **Biology EOC**

	<b>STISD Science Academy</b>	<b>District</b>	<b>State</b>
At Approaches (2022)	<b>96%</b>	97%	83%
At Approaches (2021)	<b>93%</b>	93%	82%
At Meets (2022)	<b>82%</b>	80%	55%
At Meets (2021)	<b>62%</b>	70%	55%
At Masters (2022)	<b>49%</b>	46%	21%
At Masters (2021)	<b>18%</b>	35%	22%

### **U.S. History EOC**

	<b>STISD Science Academy</b>	<b>District</b>	<b>State</b>
At Approaches (2022)	<b>99%</b>	99%	89%

	<b>STISD Science Academy</b>	<b>District</b>	<b>State</b>
At Approaches (2021)	<b>99%</b>	96%	88%
At Meets (2022)	<b>97%</b>	85%	68%
At Meets (2021)	<b>93%</b>	83%	69%
At Masters (2022)	<b>83%</b>	61%	42%
At Masters (2021)	<b>72%</b>	54%	43%

**SAT**

<b>YEAR</b>	<b>SCIENCE ACADEMY</b>	<b>DISTRICT</b>	<b>STATE</b>
2020-2021	1182	1110	1002
2019-2020	1222	1097	1019

**ACT**

<b>YEAR</b>	<b>SCIENCE ACADEMY</b>	<b>DISTRICT</b>	<b>STATE</b>
2019-2020	28.4	20.6	20.2
2020-2021	26.9	23.1	20.0

**Student Learning Strengths**

- Ranked 4th in Texas for “High Schools with the Best Teachers” *Niche* (2022)
- Ranked 12<sup>th</sup> in Texas for “Best Public High Schools” *Niche* (2022)
- Ranked 145th "Best Public High School in America" *Niche* (2022)



- Ranked 21<sup>st</sup> in the state of Texas for “Best High Schools” *U.S. News and World Reports* (2019)
- Ranked 151<sup>st</sup> in the nation for the "Best High School" *U.S. News and World Reports* (2019)
- 1 of 6 Project Lead The Way (PLTW) Distinguished School in the State. *Niche*(2022)
- Ranked 45<sup>th</sup> in the Newsweek “Beating the Odds 2016” which includes the top 500 high schools in the nation for low-income students
- Rated A+ by the Texas Education Agency in 2020-2021
- Selected by the Educational Results Partnership and the Institute for Productivity in Education as a 2019 Texas Honor Roll Star School.
- Named a "School to Learn From" award sponsored by Teach for America, which highlights the schools that provide excellent education for students (2018).

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** The Algebra STAAR EOC scores are significantly lower than both the district and state average **Root Cause:** The pandemic, which lead to online learning, has created a learning loss in the area of mathematics.

# School Processes & Programs

## School Processes & Programs Summary

South Texas ISD Science Academy currently offers Certifications, PLTW (Project Lead the Way) courses, athletic, and extracurricular activities for students to participate.

### Certifications

- Comp-TIA A+
- IT Fundamentals
- Auto-desk Certified Professional User (ACU) - Inventor
- Microsoft Technology Associate Intro. To Programming Using Python, HTML, or CSS
- Microsoft Technology Associate Intro. To Programming Using Java or Java Script
- Automotive Service Excellence (ASE) Entry Level
- AWS Certified Welder
- AWS D1.1 Structural Steel
- AWS D9.1 Sheet Metal

### PLTW

- Introduction to Engineering Design (IED)
- Digital Electronics (DE)
- Engineering Science (POE)
- Engineering Design and Development (EDD)
- Computer Integrated Manufacturing (CIM)
- Aerospace Engineering (AE)
- Civil Engineering and Architecture (CEA)
- Principles of Biomedical Science

### Athletic

- Volleyball
- Basketball
- Soccer
- Flag Football
- Golf
- Tennis
- ESports

### Extracurricular Activities

- UIL
- BPA
- TSA
- Chess
- Art Club
- Astronomy Club

- Cin Tech
- Drama Club
- Ecology/Recycling Club
- Engineering Club
- Freshman Class
- Girls Who Code
- Physics Club
- Robotics Club
- Science National Honor Society
- Science Club
- Solar Car
- Sophomore Class
- Student Council
- Music Club
- Yearbook
- Science Olympiad
- Skills USA
- Parent Student Teacher Organization Liaison
- Book Club
- Catalyst Club
- Computer Science Club
- Electrical Car
- Flamin' Spirits
- HYPE
- Spanish Club
- Biology Olympiad
- Mu Alpha Theta
- Senior Class

We currently use School-Mint for students from other districts to apply to our district.

Our campus also uses Infinite Campus as a program for attendance, grades, discipline, etc.

### **School Processes & Programs Strengths**

School-Mint is a program strength. It allows campuses to keep track of enrollment, application completion, offer positions to students, and communicate with prospect families. This same program allows parents to accept offers, complete applications for their children, upload documents needed for registration, and track their registration progress.

The variety of extracurricular activities offered by our campus allows the students options to choose from to participate in school activities. They have the opportunity to engage themselves in a club that allows them to express themselves.

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Students must be presented with an opportunity to obtain certification(s) in the area of technology/engineering so that our campus reflects a 10% increase in engineering certifications. **Root Cause:** Variety of programs have not been made available.

**Problem Statement 2 (Prioritized):** Student Attendance can improve. **Root Cause:** Lack of consistent implementation of tracking system, procedures, and follow up in place to improve student attendance.

**Problem Statement 3 (Prioritized):** Staff Attendance can improve. **Root Cause:** Lack of consistent implementation of tracking system, procedures, and follow up in place to improve staff attendance.

**Problem Statement 4 (Prioritized):** All students need to meet CCMR completion by graduation. **Root Cause:** Plan in place of who and when state and national exams are to be taken.

# Perceptions

## Perceptions Summary

A School Culture and Climate Survey was sent out and these were the responses.

### 1. Students describe attitudes, respect, relationships, belonging and support as positive at school. \*

	1	2	3	4	5	
Strongly Disagree						Strongly Agree

The majority of our staff responded with a 4.

### 2. Staff describe attitudes, respect, relationships, belonging and support as positive at work. \*

	1	2	3	4	5	
Strongly Disagree						Strongly Agree

The majority of our staff responded with a 4 or 2.

### 3. To what degree do students feel physically safe at school? \*

	1	2	3	4	5	
Very Unsafe						Very Safe

The majority of our staff responded with a 5.

### 4. Do our LGBTQ students (population) feel safe at our school? \*

	1	2	3	4	5	
Very Unsafe						Very Safe

The majority of our staff responded with a 5.

### 5. Are students satisfied with the school's culture and climate? \*

	1	2	3	4	5	
Strongly Unsatisfied						Strongly Satisfied

The majority of our staff responded with a 4.

### 6. School culture and climate positively effect students' attendance, tardies and other behaviors. \*

	1	2	3	4	5	
Strongly Disagree						Strongly Agree

The majority of our staff responded with a 5.

**7. Our school has issues with gangs, substance abuse or weapons. \***

	1	2	3	4	5	
Strongly Disagree						Strongly Agree

The majority of our staff responded with a 1.

**8. To what degree do staff feel physically safe at school? \***

	1	2	3	4	5	
Very Unsafe						Very Safe

The majority of our staff responded with a 5.

**Perceptions Strengths**

Overall our campus culture, climate, values, and beliefs are in the right path. Most of our staff agrees that, not only they, but the students feel safe in our facilities. We have absolutely no issues with gangs, substance abuse or weapons. Our positive attitudes as a campus assist in good attendance toward the students and staff. Our open mindedness from our campus as a whole for individualism has most of our staff agreeing that our LGBT community is welcomed and included in all aspects of our campus.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** New varied student populations will be attending Science Academy this year and will need differentiated instruction to meet the needs of EB, 504, and Special Education students. **Root Cause:** The population has become more diversified throughout the years and teachers lack professional development support on how to meet the needs of our sub-populations.

# Priority Problem Statements

**Problem Statement 1:** The female population is under represented at the Science Academy.

**Root Cause 1:** There is a perception (likely cultural) that STEM programs and careers are for males.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Our population decreases as students begin to enter their junior year.

**Root Cause 2:** Families enroll their students in competitive neighboring high schools like UTRG Mathematics and Science Academy.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** The Algebra STAAR EOC scores are significantly lower than both the district and state average

**Root Cause 3:** The pandemic, which lead to online learning, has created a learning loss in the area of mathematics.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Students must be presented with an opportunity to obtain certification(s) in the area of technology/engineering so that our campus reflects a 10% increase in engineering certifications.

**Root Cause 4:** Variety of programs have not been made available.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** Student Attendance can improve.

**Root Cause 5:** Lack of consistent implementation of tracking system, procedures, and follow up in place to improve student attendance.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** New varied student populations will be attending Science Academy this year and will need differentiated instruction to meet the needs of EB, 504, and Special Education students.

**Root Cause 6:** The population has become more diversified throughout the years and teachers lack professional development support on how to meet the needs of our sub-populations.

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 7:** Staff Attendance can improve.

**Root Cause 7:** Lack of consistent implementation of tracking system, procedures, and follow up in place to improve staff attendance.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** All students need to meet CCMR completion by graduation.

**Root Cause 8:** Plan in place of who and when state and national exams are to be taken.

**Problem Statement 8 Areas:** School Processes & Programs

**Problem Statement 9:** Special Education population has increased from last year.

**Root Cause 9:** More students are being evaluated and identified with disabilities.

**Problem Statement 9 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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Accountability Distinction Designations

## 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
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments 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
- 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
- Section 504 data
- Gifted and talented data
- STEM and/or STEAM data

**Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

**Parent/Community Data**

- Parent engagement rate

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices





# Goals

**Goal 1:** We will promote and market our campus to create broad based community awareness attracting families to STISD Science Academy.

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

**Evaluation Data Sources:** Parent and student attendance at campus activities.  
2022-2023 student enrollment numbers.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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> <p><b>Strategy's Expected Result/Impact:</b> Highlight strengths of the campus to promote future enrollment.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Administration</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2, 3</p> <p><b>Funding Sources:</b> Video equipment - 211 - Title I, Part A School Wide - \$1,000</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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> <p><b>Strategy's Expected Result/Impact:</b> Enhance recruitment efforts and promote Science Academy initiatives.</p> <p><b>Staff Responsible for Monitoring:</b> Social media specialist Webmaster Administration</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2, 3</p> <p><b>Funding Sources:</b> Shirts, snacks for campus events - 199 - General Fund - 3,000</p>	Formative		
	Jan	Mar	June

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Enhance community awareness of our district and campus.</p> <p><b>Staff Responsible for Monitoring:</b> Faculty Counselors Administration</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2, 3</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**





<b>Demographics</b>
<p><b>Problem Statement 2:</b> Our population decreases as students begin to enter their junior year. <b>Root Cause:</b> Families enroll their students in competitive neighboring high schools like UTRG Mathematics and Science Academy.</p>
<p><b>Problem Statement 3:</b> The female population is under represented at the Science Academy. <b>Root Cause:</b> There is a perception (likely cultural) that STEM programs and careers are for males.</p>

**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:** We will develop a range of supplemental programs that diversify and expand current program offerings.

**Evaluation Data Sources:** 2022-2023 Campus Course Offerings.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students will be supported in attending courses at the university level not offered at our campus during the school day either by physically attending STC, UTRGV, and/or OnRamps.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased opportunities for college credits not offered at the campus level.</p> <p><b>Staff Responsible for Monitoring:</b> Counseling Administration</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2</p> <p><b>Funding Sources:</b> Tuition and books for programs - 211 - Title I, Part A School Wide - 5000 - \$80,000, Textbooks - 211 - Title I, Part A School Wide - \$80,000</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase summer enrichment participation and partnerships</p> <p><b>Staff Responsible for Monitoring:</b> Administration Counseling Faculty</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2</p> <p><b>Funding Sources:</b> Tuition for programs, flights, hotel rooms, food for students, sponsor funds - 199 - General Fund - \$90,000</p>	Formative		
	Jan	Mar	June

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> The 2022-2023 P.A.E.2- Program of Academic Excellence via Externships will connect with site locations, build memorandums of understanding and procedures to build the program.</p> <p><b>Strategy's Expected Result/Impact:</b> Recruitment and retention</p> <p><b>Staff Responsible for Monitoring:</b> Program coordinator Counselors Administration</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Student Blazers, lab coats, hard hats (equipment needed for on site) - 199 - General Fund - \$6,000</p>	Formative		
	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			





**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> Our population decreases as students begin to enter their junior year. <b>Root Cause:</b> Families enroll their students in competitive neighboring high schools like UTRG Mathematics and Science Academy.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Students must be presented with an opportunity to obtain certification(s) in the area of technology/engineering so that our campus reflects a 10% increase in engineering certifications. <b>Root Cause:</b> Variety of programs have not been made available.</p>

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

**Performance Objective 1:** We will develop a system where we will plan for parental involvement meetings that engages all parents.

**Evaluation Data Sources:** Parent and student attendance at campus activities.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Continue to establish different types of communication channels with stakeholders via social media, newsletters (parent, nurse), parent portal and parent meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased communication with parents.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Counseling Faculty</p> <p><b>Title I:</b> 4.2</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Administration in conjunction with the social worker will hold 4 parent meetings to target Title 1 information, the parent compact, family literacy and family engagement, and HB 3 information.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase communication with parents</p> <p><b>Staff Responsible for Monitoring:</b> Administration Social worker</p> <p><b>Title I:</b> 4.2</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

**School Processes & Programs**

**Problem Statement 2:** Student Attendance can improve. **Root Cause:** Lack of consistent implementation of tracking system, procedures, and follow up in place to improve student attendance.

**Perceptions**

**Problem Statement 1:** New varied student populations will be attending Science Academy this year and will need differentiated instruction to meet the needs of EB, 504, and Special Education students. **Root Cause:** The population has become more diversified throughout the years and teachers lack professional development support on how to meet the needs of our sub-populations.







**Goal 4:** We will continue to increase percentages in all areas in our Algebra EOC.

**Performance Objective 1:** In alignment with the instruction, data driven, and observation feedback, we will build teacher capacity that will reflect in student scores.

**High Priority**

**Evaluation Data Sources:** State assessment STAAR Algebra results.  
Campus data: Eduphoria data reports.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students receiving intervention support will demonstrate an improvement in performance as measured by exit tickets, weekly assessments, checkpoints, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Algebra STAAR scores.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative		
	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Performance Objective 1 Problem Statements:**





Student Learning
<p><b>Problem Statement 1:</b> The Algebra STAAR EOC scores are significantly lower than both the district and state average <b>Root Cause:</b> The pandemic, which lead to online learning, has created a learning loss in the area of mathematics.</p>

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

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

**Evaluation Data Sources:** Athletics Participation  
Club Participation

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students will have an opportunity to participate in Athletic Team Sports and Superintendent's Cup.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased school spirit</p> <p><b>Staff Responsible for Monitoring:</b> Coaches Administration</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Students will have an opportunity to represent Science Academy in U.I.L. Academics on local, district, regional, state, and national competitions.</p> <p><b>Strategy's Expected Result/Impact:</b> Academic opportunities for growth</p> <p><b>Staff Responsible for Monitoring:</b> UIL Sponsor and coaches Administration</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2</p> <p><b>Funding Sources:</b> Hosting of the event, U.I.L dues (5,000), food for participants - 199 - General Fund - \$20,000</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Student clubs will be encouraged to hold activities for students such as music concerts, entertainment night, Java Night, pep-rallies (academic &amp; athletic).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement in social activities</p> <p><b>Staff Responsible for Monitoring:</b> Club Sponsors and students Administration</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2</p> <p><b>Funding Sources:</b> Club/Organization sponsor stipends - 199 - General Fund - \$20,000</p>	Formative		
	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Performance Objective 1 Problem Statements:**





Demographics
<p><b>Problem Statement 2:</b> Our population decreases as students begin to enter their junior year. <b>Root Cause:</b> Families enroll their students in competitive neighboring high schools like UTRG Mathematics and Science Academy.</p>

**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 Sources:** Annual STISD attendance data.  
TSDS PEIMS summer submission data.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers with excessive absences (excluding emergencies) will be addressed by their evaluator.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved teacher attendance</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Students with excessive absences will be monitored and provided assistance on how to assist with what may be the cause for the student to be absent.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased student absences</p> <p><b>Staff Responsible for Monitoring:</b> Administration PEIMS clerk</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Social worker will call parents and/or make home visits to students with three or more absences.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased student absences</p> <p><b>Staff Responsible for Monitoring:</b> Social worker Administration</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Mileage reimbursement - 211 - Title I, Part A School Wide - \$1,500</p>	Formative		
	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			





**Performance Objective 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 2:</b> Student Attendance can improve. <b>Root Cause:</b> Lack of consistent implementation of tracking system, procedures, and follow up in place to improve student attendance.</p> <p><b>Problem Statement 3:</b> Staff Attendance can improve. <b>Root Cause:</b> Lack of consistent implementation of tracking system, procedures, and follow up in place to improve staff attendance.</p>

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

**Performance Objective 2:** STISD students earn Meets and Masters level will increase on state assessments.

**Evaluation Data Sources:** 2023-2024 TAPR reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers that teach EOC state exam courses will give "mock exams" on Eduphoria or other data analysis tools and analyze the data and adjust instruction to close the gaps of individual students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased "Mastery" performance on EOC exams</p> <p><b>Staff Responsible for Monitoring:</b> Faculty Administration</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers teaching a course tied to a state assessment will spiral in EOC STAAR questions on their lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased "Mastery" performance on EOC exams.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administration</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Consumables for testing resources - 199 - General Fund - \$3,000</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> The Algebra STAAR EOC scores are significantly lower than both the district and state average <b>Root Cause:</b> The pandemic, which lead to online learning, has created a learning loss in the area of mathematics.</p>

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

**Performance Objective 3:** - Each student will take a college entrance exam (TSI) before the end of the first semester, if not have taken it already or has passed it.

**Evaluation Data Sources:** STISD College Score Report.  
CCMR tracking data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All 11th grade students will take the SAT assessment on campus during a school day in the Spring semester so that participation is maximized.</p> <p><b>Strategy's Expected Result/Impact:</b> 100 percent of Juniors will have attempted a college entrance exam</p> <p><b>Staff Responsible for Monitoring:</b> Counseling Administration</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 4</p> <p><b>Funding Sources:</b> - 199 - General Fund - \$20,000</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> All students will take the TSI assessment on campus during a school day so that participation is maximized.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in CCMR points achieved by students.</p> <p><b>Staff Responsible for Monitoring:</b> counselors administrators</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 4</p>	Formative		
	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Performance Objective 3 Problem Statements:**

<b>School Processes &amp; Programs</b>
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<b>Problem Statement 4:</b> All students need to meet CCMR completion by graduation. <b>Root Cause:</b> Plan in place of who and when state and national exams are to be taken.
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**Goal 6:** Student achievement will be exemplary as demonstrated through multiple measures.

**Performance Objective 4:** Each student achieves a passing score on one or more AP or dual credit course while enrolled at STISD.

**Evaluation Data Sources:** STISD AP Participation and Score Report.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of students attaining a qualifying score of 3 or higher</p> <p><b>Staff Responsible for Monitoring:</b> AP Teachers Administration</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 4</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will utilize AP resources such as AP classroom and UWorld to help prepare students for AP exams.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved qualifying AP scores</p> <p><b>Staff Responsible for Monitoring:</b> Faculty Administration</p> <p><b>Title I:</b> 2.6</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 4</p>	Formative		
	Jan	Mar	June

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers will spiral in AP level questioning on all formative and summative assessments and reteach as necessary.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved qualifying AP scores</p> <p><b>Staff Responsible for Monitoring:</b> Faculty Administration</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 4</p> <p><b>Funding Sources:</b> AP teacher training - 397 - Advanced Placement - \$10,000</p>	Formative		
	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			





**Performance Objective 4 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 4:</b> All students need to meet CCMR completion by graduation. <b>Root Cause:</b> Plan in place of who and when state and national exams are to be taken.</p>

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

**Performance Objective 5:** 100 percent of students with Individual Education Plans include measurable goals that are annually updated.

**Evaluation Data Sources:** STISD IEP's with ARD approval.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Administration will meet with the SPED department monthly to ensure that individual student plans are regularly evaluated and goals are updated.</p> <p><b>Strategy's Expected Result/Impact:</b> Compliance on all IEP deadlines and requirements</p> <p><b>Staff Responsible for Monitoring:</b> SPED department Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1</p> <p><b>Funding Sources:</b> SPED related service and evaluations - 224 - IDEA B, Special Education - \$100,000</p>	Formative		
	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Performance Objective 5 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Special Education population has increased from last year. <b>Root Cause:</b> More students are being evaluated and identified with disabilities.</p>
Perceptions
<p><b>Problem Statement 1:</b> New varied student populations will be attending Science Academy this year and will need differentiated instruction to meet the needs of EB, 504, and Special Education students. <b>Root Cause:</b> The population has become more diversified throughout the years and teachers lack professional development support on how to meet the needs of our sub-populations.</p>