

# **South Texas Independent School District**

## **South Texas ISD Health Professions**

### **2023-2024 Campus Improvement Plan**

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading  
Academic Achievement in Science  
Academic Achievement in Social Studies



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

# Mission Statement

Our mission is to foster an environment to nurture individuals academically, socially, and emotionally so that they are prepared to tackle academic challenges and become productive members of a global society.

## Vision

We aim to develop well-rounded and thoughtful students prepared to cope with a changing and globalized world.

## Core Beliefs

ACCOUNTABILITY

GRATITUDE

TRUTH

KINDNESS

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

School Population (2022 - 2023 Fall PEIMS file loaded 01/19/2023)		
	Count	Percent
Student Total	755	100%
9th Grade	196	25.96%
10th Grade	232	30.73%
11th Grade	175	23.18%
12th Grade	152	20.13%

## Student Demographics (2022 - 2023 Fall PEIMS file loaded 01/19/2023)

Count      Percent

### Gender

Female	523	69.27%
Male	232	30.73%

### Ethnicity

Hispanic-Latino	641	84.90%
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### Race

American Indian - Alaskan Native	0	0.00%
Asian	76	10.07%
Black - African American	6	0.79%
Native Hawaiian - Pacific Islander	0	0.00%
White	28	3.71%
Two-or-More	4	0.53%

## Student Programs (2022 - 2023 Fall PEIMS file loaded 01/19/2023)

Count      Percent

Dyslexia	12	1.59%
Gifted and Talented	102	13.51%
Regional Day School Program for the Deaf	0	0.00%

Section 504	28	3.71%
Special Education (SPED)	24	3.18%
<b>Bilingual/ESL</b>		
Emergent Bilingual (EB)	132	17.48%
Bilingual	0	0.00%
English as a Second Language (ESL)	125	16.56%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	0	0.00%
<b>Title I Part A</b>		
Schoolwide Program	755	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

## Special Education Services

(2022 - 2023 Fall PEIMS file loaded 01/19/2023)

### Primary Disabilities

No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	5	20.83%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	1	4.17%
Emotional disturbance	5	20.83%
Learning disability	8	33.33%
Speech impairment	0	0.00%
Autism	5	20.83%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%
<b>Instructional Settings</b>		
Speech Therapy	0	0.00%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	14	58.33%
Resource Room	10	41.67%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%

State School	0	0.00%
Residential Care	0	0.00%
Self Contained	0	0.00%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

### Staff Information (2022 - 2023 Fall

PEIMS file loaded 01/19/2023)

	Count	Percent
Administrative Support	27	30.00%
Teacher	57	63.33%
Educational Aide	6	6.67%
Auxiliary	0	0.00%

Student Demographics (2022 - 2023 Fall PEIMS file loaded 01/19/2023)		Count	Percent
<b>Gender</b>			
Female		<a href="#">523</a>	69.27%
Male		<a href="#">232</a>	30.73%
<b>Ethnicity</b>			



Student Demographics (2022 - 2023 Fall PEIMS file loaded 01/19/2023)		P er c e n t
Hispanic-Latino	<u>641</u>	84.90%
<b>Race</b>		
American Indian - Alaskan Native	0	0.00%
Asian	<u>76</u>	10.07%
Black - African American	<u>6</u>	0.79%
Native Hawaiian - Pacific Islander	0	0.00%
White	<u>28</u>	3.71%
Two-or-More	<u>4</u>	0.53%

### Demographics Strengths

Most ethnic groups are represented at our campus. Class size of 13 students per teacher provides our campus the ability to have a more individualized instruction. All student subgroups and special populations have 100% participation in our school wide programs with the ability to pursue college and career readiness opportunities.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** There is a disproportionate number of males to females in our campus. **Root Cause:** Programs of study at our campus tend to attract a greater amount of female students rather than male students.

**Problem Statement 2 (Prioritized):** Our number of emergent bilingual students has almost doubled over the past three years, and continues to rise yearly. **Root Cause:** Our demographics have changed due to open enrollment and district exposure and marketing.

# Student Learning

## Student Learning Summary

AP Exams:

Info	Enrolled	AP Exam Tested	
Course Title	#	#	%
Biology	84	58	
Environmental Science	35	22	
Chemistry	33	26	
Physics 1	18	17	
Calculus AB	69	50	
Calculus BC	3	3	1
Statistics	52	45	
English Language and Comp.	177	118	
English Literature and Comp.	149	87	
Macroeconomics	146	110	
Govt and Politics: U.S.	145	120	
U.S. History	173	105	
Psychology	101	25	
World History	70	50	

World History	70	59	
Spanish Language and Culture	23	20	
Spanish Literature and Culture	11	10	
	1,289	875	

TSI:

### Student Learning Strengths

In the closing the gaps domain summary, 100% of our Emergent Bilingual students met the criteria. In our Student Achievement domain or Federal CCMR, 100% of our students met the standard.

Our campus received distinction designations in the following areas:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Science

Academic Achievement in Social Studies

Our campus did not receive distinctions in the following areas:

Academic Achievement in Mathematics

Top 25% Comparative Academic Growth

Top 25% Comparative Closing the Gaps

Postsecondary Readiness

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** In our Closing the Gaps Domain there is a need for overall improvement in the areas of Academic Achievement and Academic Growth

component. **Root Cause:** There is a lack of foundational skills due to attendance trends and learning loss exhibited during the pandemic.

**Problem Statement 2 (Prioritized):** Our campus did not meet the distinction designation for Academic Achievement in Mathematics. **Root Cause:** Students percentage of Meets is low, there is a deficit in student's foundational skills, intervention methods, and overall learning loss during pandemic year.

**Problem Statement 3 (Prioritized):** Our campus did not meet the distinction designation for post-secondary readiness. **Root Cause:** Student TSI meeting both ELA and Math was 27% in the prior year, percentage Meets was 64% in all subject areas, and AP participation was 53%.

**Problem Statement 4 (Prioritized):** Student mastery performance is consistently below 30% in the 2022 STAAR Results. **Root Cause:** There is a lack of focus on push to masters and implementation of rigor in student lessons. Students lacked foundational skills to prepare them for rigorous content. Administrators lacked consistency in monitoring instructional strategies.

**Problem Statement 5 (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.

# School Processes & Programs

## School Processes & Programs Summary

District curriculum and instruction department consisting of:

Chief Academic Officer (CAO)

Content coordinators (Science, Social Studies, Math)

District Special Programs Department consisting of:

Special Education Director

Bilingual Coordinator

Licensed Specialist in School Psychology (LSSP)

District Career and Technical Education Director

District Data Analytics Director

Campus Site-Based Decision Making Committee comprised of 7 staff members, 1 parent, 1 student, and 1 community member

Campus safety coordinator: Michele Guajardo

We currently offer several extracurricular and academic clubs and organizations to support student educational and social emotional growth. Programs include HOSA, BPA, UIL, TSA, NHS, NTHS, Esports, Athletics, and Chess. All students at Health Professions are given the opportunity to be successful by providing support by teachers, counselors and administrators. These supports include identifying at risk populations, providing intervention and tutorials and supporting social and emotional needs of all students. Our campus meets the college, career and military guidance and counseling through CTE programs and through college fair activities. All CTE courses include exposure to career pathways and allow students to explore and learn about the newest careers available. The certification programs at our campus have been successful in preparing students for their respective exams. The certified clinical medical assistant program has a passing rate of 69% over the past 3 years. Our certified nursing assisting program has a passing rate of 72%. The certified pharmacy technician passing rate is 50%. The emergency medical technician program has a passing rate of 87%, while the registered dental assisting program has a passing rate of 100%. In addition, our campus has produced approximately 130 certified veterinary assistants over the past 5 years. All program pass-rates are approaching or are above the national average. Currently, our campus is working on incorporating curriculum-based entrepreneurship education. New CTE programs have been added for the 2023-2024 school year: BioScience, Exercise Wellness, and a pending partnership offering LVN certification.

Instructional time is protected by embedding additional intervention time within the school day with our academic mentoring time. Additionally, every Friday teachers either have collaboration time with their content for instructional planning or offer additional tutorials. Our campus offers the new to campus camp to introduce and familiarize incoming 9th grade students. Team building is embedded in the school bell schedule allow time for students to participate in enrichment activities. Students can take college transition class and

apply for external college programs for dual enrollment. Counselors met with parents to discuss academic planning as students transition from one grade to another.

The district and campus have implemented the Texas Teacher Evaluation and Support System (T-TESS). While the system is not new to the state, it is new to our school. The curriculum and instruction department has taken the lead in providing professional development opportunities and training to expose and acclimate teachers to this evaluation system.

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

The addition of central office support staff has led to increased professional development for administrators and teachers.

New programs of study in BioScience and Exercise Wellness has led to increased interest and enrollment for the 2023-2024 school year.

Content coordinators in core area subjects have helped to align curriculum across the district.

Professional development in cooperative learning strategies and teaching of emergent bilinguals has led to increased student engagement.

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

**Problem Statement 1 (Prioritized):** Student discipline incidents have increased over the last year. **Root Cause:** Increased population of students are re-acclimating to in-person instruction and the social interactions experienced on campus post-COVID.

**Problem Statement 2 (Prioritized):** Teacher capacity and coaching feedback protocols are not consistently practiced in the school setting. **Root Cause:** Not all teachers have consistently implemented clear classroom expectations and goals, and there is a lack of onboarding instructional support.

# Perceptions

## Perceptions Summary

### Recruitment Strategies:

- Better marketing for student recruitment
- billboards showcasing our sports
- add sports such as Lacross
- Upgrade the campus building

### Community involvement:

- Psych doctors to come in and speak to the students about mental health/wellness
- Have financial literacy courses. Involve banks to help students open teen accounts and talk to them about balancing accounts/credit/loans
- Get police officers to come talk about drugs

### Counselor's Corner:

- Rerouces and speakers to talk about financial management in college
- Review costs of schools with students and discuss the possible plans to pay for college
- More mental health awareness/reesase opportunities

### Communication of Clubs:

- Showcase more and inform families of club opportunities we offer on campus.

## Perceptions Strengths

### The learning environment is described by stakeholders as:

Collaborative

Hands-on

Diversity in culturs, backgrounds, skills, ethnicities

Prepare our students for future health profession occupations



**School Safety:**

Security

Metal detectors

Staff on duty

Security checks

K9

Guard shack

**Instructional Support**

- Teachers receive feedback through walkthroughs

- C&I Support with curriculum

- Common planning time

- Technology Trainings weekly

**Student Support**

- Intervention during the day

- after school tutorials

**Extra curricular activities:**

- Competitive Sports

- Esports

- Clubs

- Enrichment

**SEL Needs:**

- Lessons during Academic Mentoring

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Our communities are not aware of all the opportunities that Health Professions has to offer. **Root Cause:** Lack of support in consistent

marketing and advertising of campus programs.

# Priority Problem Statements

**Problem Statement 1:** There is a disproportionate number of males to females in our campus.

**Root Cause 1:** Programs of study at our campus tend to attract a greater amount of female students rather than male students.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** In our Closing the Gaps Domain there is a need for overall improvement in the areas of Academic Achievement and Academic Growth component.

**Root Cause 2:** There is a lack of foundational skills due to attendance trends and learning loss exhibited during the pandemic.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Student mastery performance is consistently below 30% in the 2022 STAAR Results.

**Root Cause 3:** There is a lack of focus on push to masters and implementation of rigor in student lessons. 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 implemented clear classroom expectations and goals, and there is a lack of onboarding instructional support.

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

**Problem Statement 6:** Our communities are not aware of all the opportunities that Health Professions has to offer.

**Root Cause 6:** Lack of support in consistent marketing and advertising of campus programs.

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 7:** Student discipline incidents have increased over the last year.

**Root Cause 7:** Increased population of students are re-acclimating to in-person instruction and the social interactions experienced on campus post-COVID.

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

**Problem Statement 8:** Our number of emergent bilingual students has almost doubled over the past three years, and continues to rise yearly.

**Root Cause 8:** Our demographics have changed due to open enrollment and district exposure and marketing.

**Problem Statement 8 Areas:** Demographics

**Problem Statement 9:** Our campus did not meet the distinction designation for Academic Achievement in Mathematics.

**Root Cause 9:** Students percentage of Meets is low, there is a deficit in student's foundational skills, intervention methods, and overall learning loss during pandemic year.

**Problem Statement 9 Areas:** Student Learning

**Problem Statement 10:** Our campus did not meet the distinction designation for post-secondary readiness.

**Root Cause 10:** Student TSI meeting both ELA and Math was 27% in the prior year, percentage Meets was 64% in all subject areas, and AP participation was 53%.

**Problem Statement 10 Areas:** Student Learning

# 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
- 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
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

## Student Data: Assessments

- State and federally required assessment information
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- 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.

- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

#### **Student Data: Behavior and Other Indicators**

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

#### **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Equity data

#### **Parent/Community Data**

- Parent surveys and/or other feedback

#### **Support Systems and Other Data**





- Organizational structure data
- Communications data

# Goals

**Goal 1:** Student academic achievement will increase in all performance levels by 10%.

**Performance Objective 1:** Through Instructional observation and Data Driven feedback, teacher capacity will increase through coaching and professional development opportunities.

**Evaluation Data Sources:** T-Tess Observations

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop a model for teacher peer observations and collaboration across all content areas. <b>Strategy's Expected Result/Impact:</b> Teacher will build the capacity for instructional coaching Teachers will share and implement best teaching practices <b>Staff Responsible for Monitoring:</b> Campus administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> School Processes & Programs 2	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Develop a calendar for professional development opportunities in the core areas of instruction with a specific focus on items aligned to state assessments and CCMR. <b>Strategy's Expected Result/Impact:</b> Teachers will acquire instructional skills and pedagogical strategies to increase student engagement and performance on state assessments and CCMR indicators. <b>Staff Responsible for Monitoring:</b> Campus administration, teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 1, 4	Formative		
	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			





## Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> In our Closing the Gaps Domain there is a need for overall improvement in the areas of Academic Achievement and Academic Growth component. <b>Root Cause:</b> There is a lack of foundational skills due to attendance trends and learning loss exhibited during the pandemic.
<b>Problem Statement 4:</b> Student mastery performance is consistently below 30% in the 2022 STAAR Results. <b>Root Cause:</b> There is a lack of focus on push to masters and implementation of rigor in student lessons. Students lacked foundational skills to prepare them for rigorous content. Administrators lacked consistency in monitoring instructional strategies.
School Processes & Programs
<b>Problem Statement 2:</b> Teacher capacity and coaching feedback protocols are not consistently practiced in the school setting. <b>Root Cause:</b> Not all teachers have consistently implemented clear classroom expectations and goals, and there is a lack of onboarding instructional support.



**Goal 2:** STAAR performance will increase by 5% for all student groups.

**Performance Objective 1:** Increase focused intervention strategies for our population subgroups.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Use student data to plan and populate intervention classes for our student groups.  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2, 4, 5	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Develop calendar of instructional camps to take place throughout the school year that would target our student groups.  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 5	Formative		
	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> Our number of emergent bilingual students has almost doubled over the past three years, and continues to rise yearly. <b>Root Cause:</b> Our demographics have changed due to open enrollment and district exposure and marketing.
Student Learning
<b>Problem Statement 1:</b> In our Closing the Gaps Domain there is a need for overall improvement in the areas of Academic Achievement and Academic Growth component. <b>Root Cause:</b> There is a lack of foundational skills due to attendance trends and learning loss exhibited during the pandemic.

## Student Learning

**Problem Statement 2:** Our campus did not meet the distinction designation for Academic Achievement in Mathematics. **Root Cause:** Students percentage of Meets is low, there is a deficit in student's foundational skills, intervention methods, and overall learning loss during pandemic year.





**Problem Statement 3:** Our campus did not meet the distinction designation for post-secondary readiness. **Root Cause:** Student TSI meeting both ELA and Math was 27% in the prior year, percentage Meets was 64% in all subject areas, and AP participation was 53%.

**Problem Statement 4:** Student mastery performance is consistently below 30% in the 2022 STAAR Results. **Root Cause:** There is a lack of focus on push to masters and implementation of rigor in student lessons. Students lacked foundational skills to prepare them for rigorous content. Administrators lacked consistency in monitoring instructional strategies.

**Problem Statement 5:** 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 demographics plan to maximize enrollment across all demographics.

**Performance Objective 1:** Establish a campus recruitment committee to support the marketing and advertisement strategies to continue to increase enrollment.





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop and deploy climate and interest surveys to assess the need of our students and communities.  <b>Title I:</b> 4.1, 4.2 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1 - Perceptions 1	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Establish partnerships in the Mid-Valley area and participate in community events.  <b>Title I:</b> 4.1 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1 - Perceptions 1	Formative		
	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> There is a disproportionate number of males to females in our campus. <b>Root Cause:</b> Programs of study at our campus tend to attract a greater amount of female students rather than male students.
Perceptions
<b>Problem Statement 1:</b> Our communities are not aware of all the opportunities that Health Professions has to offer. <b>Root Cause:</b> Lack of support in consistent marketing and advertising of campus programs.

**Goal 3:** Develop a comprehensive demographics plan to maximize enrollment across all demographics.

**Performance Objective 2:** Promote current programs of study offered at the campus within our career and technology education fields.





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Evaluate our animal science program to provide modern instructional resources and promote job growth in the field of agricultural science.  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> Demographics 1 - Perceptions 1	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Collaborate with district marketing department to promote new Bio-science and LVN pathways.  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> Demographics 1 - Perceptions 1	Formative		
	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> There is a disproportionate number of males to females in our campus. <b>Root Cause:</b> Programs of study at our campus tend to attract a greater amount of female students rather than male students.
Perceptions
<b>Problem Statement 1:</b> Our communities are not aware of all the opportunities that Health Professions has to offer. <b>Root Cause:</b> Lack of support in consistent marketing and advertising of campus programs.

**Goal 4:** Recruit, develop, support and retain highly qualified teachers and staff.

**Performance Objective 1:** Establish a campus committee focused on developing a teacher onboarding and support system.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Use existing district and campus guides and protocols to build and deploy on-boarding system for new faculty and staff.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture <b>Problem Statements:</b> Student Learning 1, 4, 5 - School Processes & Programs 2	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Campus on-boarding committee will develop teacher mentor program to support pedagogy of new teachers, track pedagogical practices, and share resources.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 2	Formative		
	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





**Performance Objective 1 Problem Statements:**

Student Learning
<b>Problem Statement 1:</b> In our Closing the Gaps Domain there is a need for overall improvement in the areas of Academic Achievement and Academic Growth component. <b>Root Cause:</b> There is a lack of foundational skills due to attendance trends and learning loss exhibited during the pandemic.
<b>Problem Statement 4:</b> Student mastery performance is consistently below 30% in the 2022 STAAR Results. <b>Root Cause:</b> There is a lack of focus on push to masters and implementation of rigor in student lessons. Students lacked foundational skills to prepare them for rigorous content. Administrators lacked consistency in monitoring instructional strategies.
<b>Problem Statement 5:</b> Students supported by Special Education consistently perform 15-30 percentage points lower than all students in all tested areas. <b>Root Cause:</b> Special Education students do not perform at grade level due to their area of identified disability.

<b>School Processes &amp; Programs</b>
<b>Problem Statement 2:</b> Teacher capacity and coaching feedback protocols are not consistently practiced in the school setting. <b>Root Cause:</b> Not all teachers have consistently implemented clear classroom expectations and goals, and there is a lack of onboarding instructional support.

**Goal 4:** Recruit, develop, support and retain highly qualified teachers and staff.

**Performance Objective 2:** Develop campus professional development calendar where teachers can participate in, and lead, professional development trainings.





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Use student data to identify campus professional development needs and offer campus based PD throughout the academic year.  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 2	Formative		
	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Performance Objective 2 Problem Statements:**

Student Learning
<b>Problem Statement 1:</b> In our Closing the Gaps Domain there is a need for overall improvement in the areas of Academic Achievement and Academic Growth component. <b>Root Cause:</b> There is a lack of foundational skills due to attendance trends and learning loss exhibited during the pandemic.
School Processes & Programs
<b>Problem Statement 2:</b> Teacher capacity and coaching feedback protocols are not consistently practiced in the school setting. <b>Root Cause:</b> Not all teachers have consistently implemented clear classroom expectations and goals, and there is a lack of onboarding instructional support.

**Goal 5:** Implement a comprehensive social emotional learning curriculum.

**Performance Objective 1:** Implement comprehensive educational program that addresses the responsible use of technology.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Create partnerships with local law enforcement agencies to provide a series of educational and awareness sessions to students and the community of the positive and negative impacts of social media within our schools.  <b>Title I:</b> 2.5, 4.1 <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1	Formative		
	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Performance Objective 1 Problem Statements:**





School Processes & Programs
<b>Problem Statement 1:</b> Student discipline incidents have increased over the last year. <b>Root Cause:</b> Increased population of students are re-acclimating to in-person instruction and the social interactions experienced on campus post-COVID.
Perceptions
<b>Problem Statement 1:</b> Our communities are not aware of all the opportunities that Health Professions has to offer. <b>Root Cause:</b> Lack of support in consistent marketing and advertising of campus programs.



**Goal 5:** Implement a comprehensive social emotional learning curriculum.

**Performance Objective 2:** Use restorative discipline practices to guide, educate, and redirect students.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Offer opportunities for restorative discipline training to campus administrators and counselors.  <b>Title I:</b> 2.6, 4.1 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 1, 2 - Perceptions 1	Formative		
	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 2 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> Student discipline incidents have increased over the last year. <b>Root Cause:</b> Increased population of students are re-acclimating to in-person instruction and the social interactions experienced on campus post-COVID.
<b>Problem Statement 2:</b> Teacher capacity and coaching feedback protocols are not consistently practiced in the school setting. <b>Root Cause:</b> Not all teachers have consistently implemented clear classroom expectations and goals, and there is a lack of onboarding instructional support.
Perceptions
<b>Problem Statement 1:</b> Our communities are not aware of all the opportunities that Health Professions has to offer. <b>Root Cause:</b> Lack of support in consistent marketing and advertising of campus programs.

## Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Develop a model for teacher peer observations and collaboration across all content areas.
1	1	2	Develop a calendar for professional development opportunities in the core areas of instruction with a specific focus on items aligned to state assessments and CCMR.
2	1	1	Use student data to plan and populate intervention classes for our student groups.
2	1	2	Develop calendar of instructional camps to take place throughout the school year that would target our student groups.