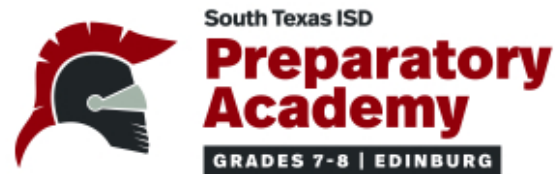


South Texas Independent School District

South Texas ISD Preparatory Academy

2023-2024 Campus Improvement Plan



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

Table of Contents

- Comprehensive Needs Assessment 3
 - Demographics 3
 - Student Learning 4
 - School Processes & Programs 5
 - Perceptions 6
- Priority Problem Statements 7
- Comprehensive Needs Assessment Data Documentation 8
- Goals 10
 - Goal 1: By June 2024, ELAR Scores will be at 100/90/80 11
 - Goal 2: By June 2024, Math STAAR Scores will be at 100/85/60 12
 - Goal 3: By June 2024, Biology Scores will be at 100/95/80 13
 - Goal 4: By June 2024, 8th Grade Social Studies STAAR Scores will be at 95/70/50 14
 - Goal 5: By June 2023, English Language Learners and Special Education students will increase their STAAR performance by 5% at the Approaches, Meets, and Masters levels. 16
 - Goal 6: Develop a campus Technology plan to meet the needs of instruction for all students. 18
 - Goal 7: Recruit, develop, and retain highly qualified teachers and staff and to increase the percentage of teachers with more than five years of experience. 19
 - Goal 8: Engage families and the community to support student achievement and enhance campus and district goals. 21
 - Goal 9: Develop a comprehensive campus attendance plan to ensure overall district compliance with federal and state accountability guidelines. 24

Comprehensive Needs Assessment

Demographics

Demographics Summary

Since its inception in 2008, South Texas ISD Preparatory Academy has focused on serving the educational needs of students in a low socio-economic, tri-county area in the southmost of Rio Grande Valley (RGV) of Texas, tip affording seventh and eighth graders the experience “of engaging and challenging curriculum,” as stated in its mission statement. The district stretches over three counties, Cameron, Hidalgo and Willacy, and overlaps 28 other school districts, an area of 3,643 miles. South Texas Preparatory Academy offers grades 6th-8th. Students complete an online enrollment form and is one a first come first serve basis. Our limitation to enrollment is the number of seats available for each grade level.

Demographics Strengths

639 Students Total

6th - 165

7th -162

8th-312

Females-344

Males-295

Ethnic Distribution

Hispanic- 498 students **77.93%**

American Indian- 13 students **2.03%**

Asian- 82 students **12.83%**

Black- 14 students **2.19%**

White 32 students **5.01%**

Native Hawaiian 0

Special Ed.

28 Students 4.38%

6th - 6

7th- 7

8th- 15

Emotional Disturbance 5 students **0.78%**

Learning disability 12 students **1.88%**

Speech impairment 8 students **1.25%**

Autism 10 students **1.56%**

Dyslexia 20 students **3.13%**

Economic Disadvantage

Free- 199 **31.14%**

Reduced- 77 **12.05%**

Paid- 343 **56.81%**

Migrant 2 students **.31%**

Homeless 0

At Risk 167 students **21.4%**

Emergent Bilingual 113 students **17.68%**

Gifted and Talented

6th 71 **11.11%**

7th 47 **7%**

8th- 85 **13%**

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The special population (special ed, Section 504, EB) numbers have increased over the years. **Root Cause:** More families are looking for alternative services for their children with special needs.

Problem Statement 2 (Prioritized): Student enrollment has grown over the years and Preparatory Academy has wait-lists in all grade levels. **Root Cause:** Families are looking for other options than their neighboring schools for their children.

Student Learning

Student Learning Summary

The district has reinforced that all core teachers will utilize the TEKS Resource System to ensure a vertically aligned curriculum. Over the years, Preparatory Academy has progressed to the final PLC stages, resulting in a collaborative school culture that has yielded increased student performance. The faculty has bonded, unifying our curriculum which allows for better academic support in the different areas. Teacher planning is purposeful, moving from discussing the targeted objectives and skills to sharing strategies and researched-based practices with one another. These collaborative efforts have led to highly effective teaching and successful student learning, evidenced not only by the high-ranking test results but also by the achievements of our students in and out of the classroom.

Student Learning Strengths

Preparatory Academy historically has done well in the State of Texas Assessment of Academic Readiness (STAAR) assessments at the approaches level. The school continues to plan to address the meets and masters levels for all students. The number of students enrolled in advanced coursework demonstrates our efforts to prepare our students for the rigor of high school and college. Students' numerous triumphs in the various categories at the Texas state-level Technology Student Association (TSA), Health Occupations Students of America (HOSA) and Texas Math and Science Coaches Association (TMSCA), for example, testify to our overall success. Winning multiple sweepstakes for University Interscholastic League (UIL) academic competitions further reflects our school's effectiveness.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The meets and masters levels in the STAAR test results can be improved for all sub-groups. **Root Cause:** We need to close the gap in knowledge and skills when the students skip and advance to a higher level of coursework.

School Processes & Programs

School Processes & Programs Summary

The administrative team, along with the assistance of various advisory/collaborative teams, guide school operations and monitor improvements, with the principal serving as the authority in any action regarding school management and development. Preparatory Academy's administrative team consists of the principal, two assistant principals, two counselors, and a part-time social worker. Additionally, team and department leaders and the Site-Based Decision-Making Committee (SBDM) act as advisory groups and oversee Preparatory Academy's operation and ongoing development. Recurring meetings of these groups collect, analyze, and use student data to revise curriculum and instruction, to develop intervention strategies, and to discuss common concerns. This collaborative approach maintains high interest, engagement, and rigor. The principal and/or support staff attend these reoccurring meetings and collect data. Furthermore, the principal meets every nine weeks with the Student Ambassadors—student representatives from each academic team--to discuss concerns brought forth from the student body.

Preparatory Academy administration acts proactively to update the campus improvement plan and review policies and procedures that address a variety of matters, updating regulatory documents through monthly collaboration with SBDM and department and academic teams. With the assistance of all advisory groups, the administrative team is responsible for all curricular and instructional matters, master schedule, staff development, and school operation. In addition, the principal, with the support of the assistant principals, is responsible for staff evaluation, financial matters, plant maintenance, discipline, school programs, and activities. The administrative team works in collaboration with an office staff, reviewing and revising policies and procedures concerning PEIMS, budget, and resource allocations.

Preparatory has incorporated the Restorative Discipline Circles (RD Circles) curriculum to the Spartan Academic Mentoring advisory period. Teachers are assigned to a small group of students who are mentor for two years. As a result, our curriculum has become more unified school-wide since the incorporation of RD Circles which have created stronger bonds between students and mentor teacher. The topics discussed during SAM address character development, safety, environmental awareness, relational and academic skills, and career planning. This RD circle element allows every student's voice to be heard, illustrating that they matter and are an important member of our community.

School Processes & Programs Strengths

PLC meetings have been prioritized, with teachers holding collaborative meetings weekly. Departments have designated meeting times to plan and to develop lessons according to students, formative assessment results. Teachers work collaboratively to identify students who would benefit from receiving instruction using varied approaches and different resources. During the second semester when Support Enrichment Time ends, our school transitions to class rotations specifically to provide preparation for the upcoming state assessments for all students. Teachers use this time to target specific content and test-taking strategies. These rotations have allowed for growth in the percentages of students reaching the Meets and Masters level on state assessments. If at the end of a grading period a student has not been successful, a teacher can offer an academic contract that allows another opportunity for the student to improve.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): It is becoming challenging to schedule common PLC and team meeting time during the school day. **Root Cause:** The restrictions placed into the master schedule when new courses are added (for example teachers teach different grade levels and courses).

Perceptions

Perceptions Summary

Preparatory Academy believes and treats all stakeholders as family. Because of the historical perception the community has had about the school regarding high academic achievement and a well rounded education, we hold all stakeholders to high standards by collaborating to achieve this goal.

Perceptions Strengths

Preparatory Academy has consistently been able to meet enrollment numbers.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The district serves three different counties and even though we would like to serve all enrollment requests, we are limited. **Root Cause:** The campus is limited by the building's size.

Priority Problem Statements

Problem Statement 1: The special population (special ed, Section 504, EB) numbers have increased over the years.

Root Cause 1: More families are looking for alternative services for their children with special needs.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Student enrollment has grown over the years and Preparatory Academy has wait-lists in all grade levels.

Root Cause 2: Families are looking for other options than their neighboring schools for their children.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The meets and masters levels in the STAAR test results can be improved for all sub-groups.

Root Cause 3: We need to close the gap in knowledge and skills when the students skip and advance to a higher level of coursework.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: It is becoming challenging to schedule common PLC and team meeting time during the school day.

Root Cause 4: The restrictions placed into the master schedule when new courses are added (for example teachers teach different grade levels and courses).

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: The district serves three different counties and even though we would like to serve all enrollment requests, we are limited.

Root Cause 5: The campus is limited by the building's size.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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.
- 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
- 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
- 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement 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
- 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
- Communications data
- Study of best practices

Goals

Goal 1: By June 2024, ELAR Scores will be at 100/90/80

Performance Objective 1: Students will demonstrate mastery of early literacy in writing and become proficient writers.

Evaluation Data Sources: Summative Assessments
CBA's
Benchmarks
STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Progress monitoring done every three weeks will document student growth. The monitoring documentation will identify students in need of additional support and tutorial attendance.</p> <p>Strategy's Expected Result/Impact: Continuous Growth in ELAR by students.</p> <p>Staff Responsible for Monitoring: ELAR Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: ELAR teachers will utilize effective programs such as K12 Summit, Sirius, Writable, Lowman Resources, and Flow Reading Fluency to support the development of ELAR skills for students who need intervention.</p> <p>Strategy's Expected Result/Impact: Increase in student performance in ELAR.</p> <p>Staff Responsible for Monitoring: ELAR Teachers Assistant Principals</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative		
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The special population (special ed, Section 504, EB) numbers have increased over the years. **Root Cause:** More families are looking for alternative services for their children with special needs.





Student Learning

Problem Statement 1: The meets and masters levels in the STAAR test results can be improved for all sub-groups. **Root Cause:** We need to close the gap in knowledge and skills when the students skip and advance to a higher level of coursework.

Goal 2: By June 2024, Math STAAR Scores will be at 100/85/60

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.

Evaluation Data Sources: Walkthroughs
 Observations
 Lessons Plans
 Student Assessment Scores

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Analyze data from BOY, MOY and EOY to modify instruction and scope and sequence for all math content areas.</p> <p>Strategy's Expected Result/Impact: Differentiated instruction during lessons Increase academic performance for all students including Special Population Demographics.</p> <p>Staff Responsible for Monitoring: Math Teachers Assistant Principals Principal</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative		
	Jan	Mar	June
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



Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: The special population (special ed, Section 504, EB) numbers have increased over the years. Root Cause: More families are looking for alternative services for their children with special needs.</p>
Student Learning
<p>Problem Statement 1: The meets and masters levels in the STAAR test results can be improved for all sub-groups. Root Cause: We need to close the gap in knowledge and skills when the students skip and advance to a higher level of coursework.</p>

Goal 3: By June 2024, Biology Scores will be at 100/95/80

Performance Objective 1: Will evaluate and monitor students using campus and district assessment data.

Evaluation Data Sources: Summative Assessments
CBA's
Benchmarks

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Use Summit K12 Science Mastery and STAAR Review Program throughout the school year to address deficiencies, and Lowman Education STAAR Blitz as a review prior to STAAR</p> <p>Strategy's Expected Result/Impact: An increase of students reaching the approaches, meets and masters status on STAAR.</p> <p>Staff Responsible for Monitoring: Biology Teachers Assistant Principals Principal</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative		
	Jan	Mar	June
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Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: The special population (special ed, Section 504, EB) numbers have increased over the years. Root Cause: More families are looking for alternative services for their children with special needs.</p>
Student Learning
<p>Problem Statement 1: The meets and masters levels in the STAAR test results can be improved for all sub-groups. Root Cause: We need to close the gap in knowledge and skills when the students skip and advance to a higher level of coursework.</p>

Goal 4: By June 2024, 8th Grade Social Studies STAAR Scores will be at 95/70/50

Performance Objective 1: Students will be able to utilize the skills needed in social studies such as using maps, graphs, and charts and analyzing political cartoons.

Evaluation Data Sources: CBA's
Benchmarks
Summative Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will reinforce social studies skills by teaching students map, graph, and chart skills including writing assignments within their lessons</p> <p>Strategy's Expected Result/Impact: Students will be able to analyze and answer questions from maps, charts, graphs, and political cartoons.</p> <p>Staff Responsible for Monitoring: Social Studies Teachers Assistant Principals</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1</p>	Formative		
	Jan	Mar	June
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Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: The special population (special ed, Section 504, EB) numbers have increased over the years. Root Cause: More families are looking for alternative services for their children with special needs.</p>
Student Learning
<p>Problem Statement 1: The meets and masters levels in the STAAR test results can be improved for all sub-groups. Root Cause: We need to close the gap in knowledge and skills when the students skip and advance to a higher level of coursework.</p>
Perceptions
<p>Problem Statement 1: The district serves three different counties and even though we would like to serve all enrollment requests, we are limited. Root Cause: The campus is limited by the building's size.</p>

Goal 4: By June 2024, 8th Grade Social Studies STAAR Scores will be at 95/70/50

Performance Objective 2: Students will be able to reach the Meets level on the 8th grade Social Studies STAAR Exam

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Use Lowman's resources to enhance knowledge of course content, for example, STAAR Blitz, warm-ups, lessons, and assignments that are offered by Lowman's. The Department will also utilize online programs such as Quizizz, Blooket, and Kahoot to help retention of history content.</p> <p>Strategy's Expected Result/Impact: Increase student performance: Approaches, Meets & Masters</p> <p>Staff Responsible for Monitoring: Social Studies Teachers Assistant Principal</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative		
	Jan	Mar	June
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Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: The special population (special ed, Section 504, EB) numbers have increased over the years. Root Cause: More families are looking for alternative services for their children with special needs.</p>
Student Learning
<p>Problem Statement 1: The meets and masters levels in the STAAR test results can be improved for all sub-groups. Root Cause: We need to close the gap in knowledge and skills when the students skip and advance to a higher level of coursework.</p>





Goal 5: By June 2023, English Language Learners and Special Education students will increase their STAAR performance by 5% at the Approaches, Meets, and Masters levels.

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: Intervention data, BOY, MOY, EOY

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: BOY, MOY, and EOY results will be analyzed to provide targeted interventions</p> <p>Strategy's Expected Result/Impact: Special education students' results will reflect a five percent increase in STAAR.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Special Education staff Content Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Special education performance will increase and achievement gaps will close when compared to other student groups. Gains are expected each month through teacher assessments and common assessments.</p> <p>Strategy's Expected Result/Impact: Special education students will increase STAAR performance by five percent</p> <p>Staff Responsible for Monitoring: Content Teachers Special education Staff Principal Assistant Principal</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative		
	Jan	Mar	June





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Growth will be seen on each tested portion of TELPAS in 2023-24 by ensuring a rigorous curriculum and instruction in all classes and opportunities for all ELL students to attend specific tutorials.</p> <p>Strategy's Expected Result/Impact: TELPAS performance will increase and achievement gaps will close</p> <p>Staff Responsible for Monitoring: Content teachers Elective teachers Principals Assistant Principals</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative		
	Jan	Mar	June
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Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: The special population (special ed, Section 504, EB) numbers have increased over the years. Root Cause: More families are looking for alternative services for their children with special needs.</p>
Student Learning
<p>Problem Statement 1: The meets and masters levels in the STAAR test results can be improved for all sub-groups. Root Cause: We need to close the gap in knowledge and skills when the students skip and advance to a higher level of coursework.</p>

Goal 6: Develop a campus Technology plan to meet the needs of instruction for all students.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Evaluate yearly and update technology infrastructures at Preparatory Academy to ensure all classrooms have the technology needed for all students.</p> <p>Strategy's Expected Result/Impact: All teachers and students will have access to technology for instruction.</p> <p>Staff Responsible for Monitoring: Campus Technician Principal</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2</p>	Formative		
	Jan	Mar	June
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Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Student enrollment has grown over the years and Preparatory Academy has wait-lists in all grade levels. Root Cause: Families are looking for other options than their neighboring schools for their children.</p>

Goal 7: 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: Assist teachers with professional development to continue to improve their delivery of instruction to all students.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Preparatory Academy will assign an experienced mentor to all new to campus teachers.</p> <p>Strategy's Expected Result/Impact: Support teachers on the job Increase teacher retention</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 1</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will have the opportunity to attend professional development throughout the year and summer. Professional development will also be embedded into department meetings.</p> <p>Strategy's Expected Result/Impact: Increase of teacher retention and increase of student STAAR scores.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Student enrollment has grown over the years and Preparatory Academy has wait-lists in all grade levels. **Root Cause:** Families are looking for other options than their neighboring schools for their children.

Student Learning





Problem Statement 1: The meets and masters levels in the STAAR test results can be improved for all sub-groups. **Root Cause:** We need to close the gap in knowledge and skills when the students skip and advance to a higher level of coursework.

School Processes & Programs

Problem Statement 1: It is becoming challenging to schedule common PLC and team meeting time during the school day. **Root Cause:** The restrictions placed into the master schedule when new courses are added (for example teachers teach different grade levels and courses).

Goal 8: Engage families and the community to support student achievement and enhance campus and 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: Student Learning 1</p>	Formative		
	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: The meets and masters levels in the STAAR test results can be improved for all sub-groups. Root Cause: We need to close the gap in knowledge and skills when the students skip and advance to a higher level of coursework.</p>

Goal 8: Engage families and the community to support student achievement and enhance campus and 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: Use all available methods of communication to increase communication and awareness of campus and district events and news (Parent Portal, Website, Social Media, Remind, campus display screens, and Marquee)</p> <p>Strategy's Expected Result/Impact: Families and the community will receive immediate relevant information about Preparatory Academy events.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Webmaster Social Media Specialist</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Communicate the campus priority including but not limited to increased academic interventions, literacy initiatives and social emotional learning activities</p> <p>Strategy's Expected Result/Impact: Increase knowledge of campus focus areas</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Jan	Mar	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Preparatory Academy will provide interventions for struggling students while implementing advancement opportunities such as high school credit courses and credit by exam.</p> <p>Strategy's Expected Result/Impact: Increased knowledge of campus programs, promote student engagement, and increased enrollment</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Teachers</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Jan	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Continue monthly newsletter to share campus information with parents and post on the campus website for others to view</p> <p>Strategy's Expected Result/Impact: To provide timely information to parent and community</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative		
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: The meets and masters levels in the STAAR test results can be improved for all sub-groups. Root Cause: We need to close the gap in knowledge and skills when the students skip and advance to a higher level of coursework.</p>
School Processes & Programs
<p>Problem Statement 1: It is becoming challenging to schedule common PLC and team meeting time during the school day. Root Cause: The restrictions placed into the master schedule when new courses are added (for example teachers teach different grade levels and courses).</p>





Goal 9: Develop a comprehensive campus 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: Preparatory Academy will continue to monitor attendance and will continue to contact parents of absent students</p> <p>Strategy's Expected Result/Impact: 95% or higher attendance rate</p> <p>Staff Responsible for Monitoring: PEIMS Clerk Principal Assistant Principals</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The attendance committee will review and evaluate absences monthly</p> <p>Strategy's Expected Result/Impact: To keep at least 95% attendance rate</p> <p>Staff Responsible for Monitoring: PEIMS clerk Principal Assistant Principals</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Jan	Mar	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Home visits will be made to students with excessive absences</p> <p>Strategy's Expected Result/Impact: To keep at least 95% attendance rate</p> <p>Staff Responsible for Monitoring: Social worker PEIMS Clerk Principal Assistant Principals</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: The meets and masters levels in the STAAR test results can be improved for all sub-groups. Root Cause: We need to close the gap in knowledge and skills when the students skip and advance to a higher level of coursework.</p>
School Processes & Programs
<p>Problem Statement 1: It is becoming challenging to schedule common PLC and team meeting time during the school day. Root Cause: The restrictions placed into the master schedule when new courses are added (for example teachers teach different grade levels and courses).</p>