

South Texas Independent School District
South Texas ISD World Scholars
2023-2024 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

World Scholars is an International Baccalaureate high school servicing students in grades 9-12 located in Edinburg, Texas. World Scholars services students from surrounding counties in the Rio Grande Valley, Cameron, Hidalgo, and Willacy counties. The campus offers courses in English, math, social studies, science, fine arts, CTE, physical education, and athletics. Our CTE programs range in the areas of law and public services, arts, audio/video technology and communications, business marketing and finance, hospitality and tourism, and science, technology, engineering and mathematics (STEM). The campus affords its students academic partnerships with South Texas College and the University of Texas Rio Grande Valley both virtually and in-person.

Here at World Scholars, we are diligent in preparing our students with college courses to advance them in their post secondary careers. The World Scholars graduation rate is at 100%.

The World Scholars' total enrollment for the 2022-2023 school year is 497 students. Our population consists of 277 females and 220 males. Our demographic make up is as follows: 10% special education; 14% gifted and talented; 14% emergent bilingual; 7% 504; 60% economically disadvantaged and 34% at-risk. Total amount of teachers is 42 and 10 paraprofessionals with a total faculty and staff of 72.

Demographics Strengths

Because of our diverse population at World Scholars, our students attain a global perspective which allows them to engage both socially and academically in effective, collaborative manners with their peers and the community.

Our special programs provide students with more one-to-one opportunities to close gaps in learning and to advance them in their academic career.

World Scholars parents and students choose World Scholars for its dedication to academic excellence, academic programs, and its educational preparedness for their childrens' future.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Initially, students transferring into World Scholars find it challenging to adapt to the implementation of its rigorous course curriculum. **Root Cause:** Students transferring into World Scholars have been under-identified for special needs and/or English language proficiency programs; hence, the rigorous curriculum presents academic challenges for these students in the beginning stages of their transition.

Problem Statement 2 (Prioritized): Student data (transcripts, assessment data, report cards, program placement, etc.) is often limited at the beginning of the year; therefore, extracting and analyzing for course selection, interventions and appropriate program placement can, initially, be challenging. **Root Cause:** Previous and/or home districts delay the transfer of student academic information.

Problem Statement 3 (Prioritized): Special Education and Emergent bilingual populations continue to make academic progress; World Scholars will continue to have a keen focus on their academic growth. **Root Cause:** Academic gaps exist because students enter school with varying levels of academic and instructional preparedness and rigor in curriculum.

Student Learning

Student Learning Summary

Our current overall STAAR EOC data is at 92% passing for 2021 which is a 1% increase compared to 2020. By subject we have a 92% in English Language Arts which is a 7% increase from 2020, 76% in Mathematics which is a decrease of 22%, 89% in Science which is a decrease of 2% and 95% in Social Studies which is a decrease of 4% from 2020. In our demographics categories we have the following passing rates: 90% Asian, 100% Black, 90% ECD, 79% ELL, 92% Hispanic, 100% Native, 57% SpEd, Two or More 100%, 92% White.

Student Learning Strengths

Our strengths are in the area of English Language Arts. Our greatest increase from 2020 to 2021 was in the Two or More categories which means that we hit more than one area of demographic increase.

School Processes & Programs

School Processes & Programs Summary

World Scholars provides programs in academics, sports, and extracurricular activities.

Academics: Pre-IB courses, IB courses

Sports: Flag-football, soccer, softball, basketball, volleyball

Extracurricular activities: UIL, Esports

We currently use SchoolMint to review the students that we have entering for the following school year. We are able to keep tabs on the students that are still in the process of registering, those that have withdrawn, and those that are on the waiting list. Throughout the year, we hold showcases, which we are financially accounting for in our budget,

School Processes & Programs Strengths

The dashboard on SchoolMint allows us to see which students we still need to work on and bring into our school system.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): World Scholars process and programs will continue to promote a positive school culture structured to meet the needs of all students groups and populations to achieve academic success. **Root Cause:** Instructional design and implementation have not fully addressed the diverse academic programs and student academic needs.

Perceptions

Perceptions Summary

Teachers have stated that they would like to have more support and be given more training on the IB curriculum. They would like to be more effective in the classroom. Teachers are also searching for experience; this meaning that they would like to be placed in one course and allowed to master that course before being moved to another. This can be demoralizing because it becomes exhausting to start from ground zero each year. This will also help the students because the teachers will be more prepared.

As for climate, they ask administration to be more understanding towards the teachers. When asked how so, teachers responded with examples such as the following:

- 1) They would like the principals to get with them and create a lesson together
- 2) Have the principals teach a lesson with them so that they could have a model

In regards to IB:

- 1) Teachers would like to have IB textbooks/curriculum to follow. A scope and sequence for IB would be really effective and help teachers greatly.

We are trying to create a system in which teachers do not have to start from scratch every year. If an IB teacher leaves, they must leave behind the resources such as lesson plans. For those teachers teaching Year 1 and Year 2 in the IB program, it would be helpful to leave teachers in that course so that they can maintain the momentum and become familiar with the program.

Principals will sit with teachers of the department they are overseeing and create individual lessons periodically with the teachers and co-teach once a reporting period.

Perceptions Strengths

We have teachers that truly want to make a difference in students' lives. However, in order to do, teachers must feel confident in all that they are expected to do. Curriculum is of highest importance on a campus. If we are expected to have our students excel, the teachers must be knowledgeable in their area/content. Every campus differs in their areas of need. In this particular area, we have an expectation that our students will be able to write essays that are in depth. In order to help facilitate this, teachers are asking to have more money invested in their professional growth where IB is the primary focus. The TOK facet of IB is also another area where teachers do not feel comfortable teaching and providing feedback. There are processes that they are not familiar with. The testing is only a part of it. The strength is that we have eager teachers wanting to jump deeply into the IB curriculum; they are simply searching for more direct instruction on how to run their content area under this umbrella.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): World Scholars teachers and staff believe that student success stems from the enrollment of high achieving students as well as the high expectations set-forth by the campus as well as the accountability teachers hold for themselves. **Root Cause:** Student enrollment, student demographics and the hiring and retaining of qualified teachers.

Priority Problem Statements

Problem Statement 1: Initially, students transferring into World Scholars find it challenging to adapt to the implementation of its rigorous course curriculum.

Root Cause 1: Students transferring into World Scholars have been under-identified for special needs and/or English language proficiency programs; hence, the rigorous curriculum presents academic challenges for these students in the beginning stages of their transition.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Student data (transcripts, assessment data, report cards, program placement, etc.) is often limited at the beginning of the year; therefore, extracting and analyzing for course selection, interventions and appropriate program placement can, initially, be challenging.

Root Cause 2: Previous and/or home districts delay the transfer of student academic information.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Special Education and Emergent bilingual populations continue to make academic progress; World Scholars will continue to have a keen focus on their academic growth.

Root Cause 3: Academic gaps exist because students enter school with varying levels of academic and instructional preparedness and rigor in curriculum.

Problem Statement 3 Areas: Demographics

Problem Statement 4: World Scholars process and programs will continue to promote a positive school culture structured to meet the needs of all students groups and populations to achieve academic success.

Root Cause 4: Instructional design and implementation have not fully addressed the diverse academic programs and student academic needs.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: World Scholars teachers and staff believe that student success stems from the enrollment of high achieving students as well as the high expectations set-forth by the campus as well as the accountability teachers hold for themselves.

Root Cause 5: Student enrollment, student demographics and the hiring and retaining of qualified teachers.

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

- 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
- 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
- Observation Survey results

Student Data: Student 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

- 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
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

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
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals





Goal 1: By June 2023, student mastery achievement will increase by 10%

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

High Priority

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement a minimum of 10 walkthroughs per administrator per week to monitor and provide instructional feedback to teachers. Strategy's Expected Result/Impact: To increase instructional coaching supports for teachers; to increase student mastery Staff Responsible for Monitoring: Campus Principal; Assistant Principals</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Develop curriculum for intervention periods for all core areas. Strategy's Expected Result/Impact: To increase student achievement and growth Staff Responsible for Monitoring: Campus Principal</p> <p>Problem Statements: Demographics 2</p>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Incorporate weekly Professional Learning Communities (PLCs) to analyze student data, assess, and evaluate the instructional program and its implementation. Strategy's Expected Result/Impact: To increase student performance on local and state assessment Staff Responsible for Monitoring: Campus Principal; assistant principal; IB coordinator; department heads</p> <p>Problem Statements: Demographics 2</p>	Formative		
	Jan	Mar	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Design a data room used to track Quarter assessments (Eduphoria), CTE completers (Eduthings), CCMR (accountability) tracker, STAAR EOC.</p> <p>Strategy's Expected Result/Impact: To keep track of student/teacher data for State Accountability</p> <p>Staff Responsible for Monitoring: Campus Principal; Assistant Principals</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Jan	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Implement formative assessments aligned with common assessments to track yearlong student data sets focused on subgrouping.</p> <p>Strategy's Expected Result/Impact: To capture valid data to monitor and adjust lesson plans to enhance student mastery</p> <p>Staff Responsible for Monitoring: Campus Principal; Assistant Principals; IB Coordinator; department heads; teachers</p> <p>Problem Statements: Demographics 1, 3 - School Processes & Programs 1</p>	Formative		
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:





Demographics
<p>Problem Statement 1: Initially, students transferring into World Scholars find it challenging to adapt to the implementation of its rigorous course curriculum. Root Cause: Students transferring into World Scholars have been under-identified for special needs and/or English language proficiency programs; hence, the rigorous curriculum presents academic challenges for these students in the beginning stages of their transition.</p>
<p>Problem Statement 2: Student data (transcripts, assessment data, report cards, program placement, etc.) is often limited at the beginning of the year; therefore, extracting and analyzing for course selection, interventions and appropriate program placement can, initially, be challenging. Root Cause: Previous and/or home districts delay the transfer of student academic information.</p>
<p>Problem Statement 3: Special Education and Emergent bilingual populations continue to make academic progress; World Scholars will continue to have a keen focus on their academic growth. Root Cause: Academic gaps exist because students enter school with varying levels of academic and instructional preparedness and rigor in curriculum.</p>
School Processes & Programs
<p>Problem Statement 1: World Scholars process and programs will continue to promote a positive school culture structured to meet the needs of all students groups and populations to achieve academic success. Root Cause: Instructional design and implementation have not fully addressed the diverse academic programs and student academic needs.</p>

Goal 2: By June 2023, special education students will increase their STAAR performance by 5%.

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

High Priority

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop and implement instructional plans for all special education students based on their 2022-2023 STAAR results. Strategy's Expected Result/Impact: To increase student IEP goals attainment Staff Responsible for Monitoring: Campus Principal, Special Education Teachers, Teachers, Counselors</p> <p>Problem Statements: Demographics 2, 3</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Develop structured and individualized plans to support special education students in meeting their IEP goals. Strategy's Expected Result/Impact: Increase IEP goal attainment to impact student achievement and academic growth Staff Responsible for Monitoring: Campus Principal; Assistant Principals; Special education and general education teachers</p> <p>Problem Statements: Demographics 2, 3</p>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide more professional development opportunities for teachers and paraprofessionals focused on lesson planning, resources and tools, and the co-teaching model. Strategy's Expected Result/Impact: To provide teachers with more instructional strategies to enhance student mastery Staff Responsible for Monitoring: Campus Principal; Assistant Principals; Department Heads</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 data (transcripts, assessment data, report cards, program placement, etc.) is often limited at the beginning of the year; therefore, extracting and analyzing for course selection, interventions and appropriate program placement can, initially, be challenging. **Root Cause:** Previous and/or home districts delay the transfer of student academic information.

Problem Statement 3: Special Education and Emergent bilingual populations continue to make academic progress; World Scholars will continue to have a keen focus on their academic growth. **Root Cause:** Academic gaps exist because students enter school with varying levels of academic and instructional preparedness and rigor in curriculum.

School Processes & Programs





Problem Statement 1: World Scholars process and programs will continue to promote a positive school culture structured to meet the needs of all students groups and populations to achieve academic success. **Root Cause:** Instructional design and implementation have not fully addressed the diverse academic programs and student academic needs.

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

Performance Objective 1: Students will be in compliance with the Compulsory Attendance Law, the 90% law, in order to receive credit for all classes.

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: Provide attendance reports to teachers on a weekly basis to monitor and track students attendance. Strategy's Expected Result/Impact: To increase daily attendance percentages for ADA Staff Responsible for Monitoring: Campus Administration Problem Statements: Perceptions 1</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Develop attendance committees to regularly (by quarter) evaluate student attendance and develop individualized plans of action for attendance recovery. Strategy's Expected Result/Impact: Increase average daily attendance Staff Responsible for Monitoring: Campus Administration, PEIMS Clerks, Assistant Principals Problem Statements: Perceptions 1</p>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Identify common causes for excessive absenteeism and possible mitigating factors and develop a plan of action. Strategy's Expected Result/Impact: To increase average daily attendance Staff Responsible for Monitoring: Campus Administration; Attendance clerk Problem Statements: Perceptions 1</p>	Formative		
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Perceptions





Problem Statement 1: World Scholars teachers and staff believe that student success stems from the enrollment of high achieving students as well as the high expectations set-forth by the campus as well as the accountability teachers hold for themselves. **Root Cause:** Student enrollment, student demographics and the hiring and retaining of qualified teachers.

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

Performance Objective 2: World Scholars will provide attendance incentives to encourage student average daily attendance.

High Priority

Evaluation Data Sources: Campus Attendance Reports; attendance committee meetings; parent contact logs;

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide quarterly incentives for students with perfect attendance. Strategy's Expected Result/Impact: To increase ADA Staff Responsible for Monitoring: Campus Principal; Assistant Principals; Social Worker; Counselors; Attendance clerk Problem Statements: Perceptions 1</p>	Formative		
	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:





Perceptions
<p>Problem Statement 1: World Scholars teachers and staff believe that student success stems from the enrollment of high achieving students as well as the high expectations set-forth by the campus as well as the accountability teachers hold for themselves. Root Cause: Student enrollment, student demographics and the hiring and retaining of qualified teachers.</p>

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

Performance Objective 1: Implement a campus Site Based Decision Making Committee (SBDM) to collaboratively work on campus goals

High Priority

Evaluation Data Sources: TAPR report

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop systems such as stakeholder surveys to provide input and feedback from all stakeholders, provide a campus newsletter reflecting current data and new implementation plans to meet campus goals and participate in collaborate projects focused on student success.</p> <p>Strategy's Expected Result/Impact: To increase parental involvement</p> <p>Staff Responsible for Monitoring: Campus Administration; Teachers; PSTO;</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide and promote partnership opportunities with Higher Education Systems and the local community.</p> <p>Strategy's Expected Result/Impact: To impact student achievement and opportunities</p> <p>Staff Responsible for Monitoring: Campus Principal; Assistant Principals; Counselors</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide service learning opportunities, work-based learning, and practicum course opportunities to immerse students' knowledge in meaningful and build first-hand real-world experiences.</p> <p>Strategy's Expected Result/Impact: To promote community involvement and engagement and increase student achievement</p> <p>Staff Responsible for Monitoring: Campus Administration; Community leaders; teachers</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative		
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:





School Processes & Programs
<p>Problem Statement 1: World Scholars process and programs will continue to promote a positive school culture structured to meet the needs of all students groups and populations to achieve academic success. Root Cause: Instructional design and implementation have not fully addressed the diverse academic programs and student academic needs.</p>

Perceptions

Problem Statement 1: World Scholars teachers and staff believe that student success stems from the enrollment of high achieving students as well as the high expectations set-forth by the campus as well as the accountability teachers hold for themselves. **Root Cause:** Student enrollment, student demographics and the hiring and retaining of qualified teachers.

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase use of social media platforms, campus/district website and Infinite Campus messages to parents and/or the school community</p> <p>Strategy's Expected Result/Impact: To encourage more participation and partnerships with all stakeholders</p> <p>Staff Responsible for Monitoring: Campus Principal; Assistant principals; Social Media Specialist; Webmaster</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue community events such as Tailgate, nationally recognized days (Grandparents Day, Veterans Day), Fall and Spring Campus Showcase, and monthly Recruitment event opportunities.</p> <p>Strategy's Expected Result/Impact: To increase parental and community involvement</p> <p>Staff Responsible for Monitoring: Campus Principal; assistant principals; clubs and organizations sponsors; teachers and staff</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Increase membership, support and collaboration of the campus Parent, Student, Teacher Organization (PSTO).</p> <p>Strategy's Expected Result/Impact: Increase campus involvement and support</p> <p>Staff Responsible for Monitoring: Campus principal; assistant principals; counselors; teachers; students</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Jan	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implement weekly campus updates for faculty and staff and parent newsletters via Smore.</p> <p>Strategy's Expected Result/Impact: Increase campus and community communication</p> <p>Staff Responsible for Monitoring: Campus Principal; Assistant principals</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:





School Processes & Programs

Problem Statement 1: World Scholars process and programs will continue to promote a positive school culture structured to meet the needs of all students groups and populations to achieve academic success. **Root Cause:** Instructional design and implementation have not fully addressed the diverse academic programs and student academic needs.

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

Performance Objective 1: Evaluate new to campus teacher support systems to ensure teacher recruitment, induction, and retention.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Evaluate and implement campus systems in supporting new teachers through professional development. Strategy's Expected Result/Impact: To provide tools and resources to increase student academic achievement Staff Responsible for Monitoring: Campus Principal</p> <p>Problem Statements: Demographics 3</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement campus teacher mentorship programs to provide educator support and promote retention. Strategy's Expected Result/Impact: To increase new teacher outreach and promote active engagement and involvement Staff Responsible for Monitoring: Campus Principal; Assistant Principals; Department Heads</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Incorporate social committees focused on building teachers relationships and a positive campus culture Strategy's Expected Result/Impact: To ensure teachers and staff are immersed in the campus Staff Responsible for Monitoring: Campus administration; counselors; department heads; teachers and staff</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 3: Special Education and Emergent bilingual populations continue to make academic progress; World Scholars will continue to have a keen focus on their academic growth. Root Cause: Academic gaps exist because students enter school with varying levels of academic and instructional preparedness and rigor in curriculum.</p>





Perceptions

Problem Statement 1: World Scholars teachers and staff believe that student success stems from the enrollment of high achieving students as well as the high expectations set-forth by the campus as well as the accountability teachers hold for themselves. **Root Cause:** Student enrollment, student demographics and the hiring and retaining of qualified teachers.

Goal 6: Promote student recruitment to increase enrollment by 5%.

Performance Objective 1: Develop a marketing plan that will promote academic and athletic programs.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Create and implement the use of a campus events calendar to communicate and promote school and community involvement. Strategy's Expected Result/Impact: To increase awareness of our newly established partnerships and programs of study Staff Responsible for Monitoring: Campus Administration, Counselors, Campus Secretary</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Clubs and organizations will engage in service projects and/or community-wide events (i.e. 5K; parades; market days; civic responsibilities). Strategy's Expected Result/Impact: To build awareness of well-roundedness in our school organization Staff Responsible for Monitoring: Campus administrators; Counselors; teachers and staff</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The World Scholars athletic program will make efforts to partner with the University of Texas Rio Grande Valley to build a well-rounded and competitive student athlete program. Strategy's Expected Result/Impact: To increase awareness of an athletic program Staff Responsible for Monitoring: Campus Principal; Coaches</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative		
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:





School Processes & Programs
<p>Problem Statement 1: World Scholars process and programs will continue to promote a positive school culture structured to meet the needs of all students groups and populations to achieve academic success. Root Cause: Instructional design and implementation have not fully addressed the diverse academic programs and student academic needs.</p>

Perceptions

Problem Statement 1: World Scholars teachers and staff believe that student success stems from the enrollment of high achieving students as well as the high expectations set-forth by the campus as well as the accountability teachers hold for themselves. **Root Cause:** Student enrollment, student demographics and the hiring and retaining of qualified teachers.

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Evaluate and implement a campus technology plan that delineates the needs of the campus. Strategy's Expected Result/Impact: To increase instructional technology use to impact student learning Staff Responsible for Monitoring: Campus administrators. Problem Statements: Demographics 1</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement a campus Instructional technology plan to meet the campus' instructional goals through digital teaching and learning tools. Strategy's Expected Result/Impact: Enhance and ensure students mastery Staff Responsible for Monitoring: Campus Principal; Assistant Principals; Instructional Technologist Problem Statements: Demographics 1, 2, 3</p>	Formative		
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:





Demographics
<p>Problem Statement 1: Initially, students transferring into World Scholars find it challenging to adapt to the implementation of its rigorous course curriculum. Root Cause: Students transferring into World Scholars have been under-identified for special needs and/or English language proficiency programs; hence, the rigorous curriculum presents academic challenges for these students in the beginning stages of their transition.</p>
<p>Problem Statement 2: Student data (transcripts, assessment data, report cards, program placement, etc.) is often limited at the beginning of the year; therefore, extracting and analyzing for course selection, interventions and appropriate program placement can, initially, be challenging. Root Cause: Previous and/or home districts delay the transfer of student academic information.</p>
<p>Problem Statement 3: Special Education and Emergent bilingual populations continue to make academic progress; World Scholars will continue to have a keen focus on their academic growth. Root Cause: Academic gaps exist because students enter school with varying levels of academic and instructional preparedness and rigor in curriculum.</p>

Goal 8: Explore career interests and plan for postsecondary and career opportunities.

Performance Objective 1: Increase CTE certifications and work-based learning partnerships

High Priority

Evaluation Data Sources: CCMR data; Eduthings reports; state accountability reports

Strategy 1 Details	Formative Reviews		
Strategy 1: To provide work-based learning experiences to CTE students Strategy's Expected Result/Impact: Increase engagement in CTE courses and completion of certifications Staff Responsible for Monitoring: Campus administration; counselors; CTE department head and teachers Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase student CTE completer status on IBCs. Strategy's Expected Result/Impact: To meet 100% completer status in 2023-2024 Staff Responsible for Monitoring: Campus administration; counselors; CTE department head and teachers Problem Statements: School Processes & Programs 1	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Encourage student participation in Career and Technical Student Organizations (CTSO) in all programs Strategy's Expected Result/Impact: To provide real-world experiences to increase post secondary career success Staff Responsible for Monitoring: Campus administration; counselors; CTE department head and teachers Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative		
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: World Scholars process and programs will continue to promote a positive school culture structured to meet the needs of all students groups and populations to achieve academic success. Root Cause: Instructional design and implementation have not fully addressed the diverse academic programs and student academic needs.

Perceptions

Problem Statement 1: World Scholars teachers and staff believe that student success stems from the enrollment of high achieving students as well as the high expectations set-forth by the campus as well as the accountability teachers hold for themselves. **Root Cause:** Student enrollment, student demographics and the hiring and retaining of qualified teachers.