

# South Texas Independent School District

## District Improvement Plan

2023-2024



*Always Innovating*

# South Texas ISD

**RIO GRANDE VALLEY | GRADES 6-12**

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

# Mission Statement

South Texas ISD nurtures the development of lifelong learners as they excel in a challenging, focused curriculum that leads to successful postsecondary education and careers.

## Vision

Our call to action:

Each student thrives in real world challenges as a visionary in a global society.

## Core Beliefs

We Believe:

- Commitment from all stakeholders play a role in student success
- Student engagement and exposure to life experiences is vital to function in a real-world setting.
- Education is key to success in life
- Learning is continuous and lifelong
- That respect of community, culture and family values equip us to acknowledge diversity in a global society.
- Collaborative relationships are important for learning.
- Schools exist to create opportunities for critical thinking and that it is essential to make teaching individualized for all diverse learners.
- That adapting to changing technological, industrial and societal structures is crucial to expanded learning.

Our Learner Outcomes:

- Each learner will consistently demonstrate courtesy, compassion and ethical values within the learning environment.
- Each learner will graduate prepared for higher education.
- Each learner will communicate in a variety of ways.
- Each learner will demonstrate academic growth every year.
- Each learner will engage in authentic career ready experiences.
- Each learner will use multiple resources, including technology, that enhance their ability to learn.
- Each learner will set comprehensive goals and develop a holistic plan annually.
- Each learner will apply critical thinking and problem solving skills within real world challenges in every course and extracurricular activity.
- Each learner will thrive in hands-on, diverse and relevant learning activities in all learning environments.
- Each learner will demonstrate the soft and hard skills to be successful in a global society.

Our Learner Profile

Resiliency:

- 
- 
- 
- 
- 
- 
- 
- 

- Flexible
- Optimistic
- Dedicated
- Self-motivated
- Persistent
- Tenacious
- Self-disciplined
- Inventive

Communicator

- 
- 
- 
- 
- 
- 
- 
- 

- Net workable
- Persuasive
- Topical (current events)
- Culturally inclusive
- Multilingual
- Collaborative
- A listener
- Confident

Problem Solving

- 
- 
- 
- 
- 
- 
- 
- 
- 

- Imaginative
- Innovative
- Open-minded
- Inquisitive
- Imaginative
- Resourceful
- A critical thinker
- Logical
- Observant

Integrity

- 
- 
- 
- 
- 
- 

- Ethical
- Respectful
- Transparent
- Honest
- Understanding
- Accountable

# Table of Contents

- Comprehensive Needs Assessment 5
  - Demographics 5
  - Student Learning 7
- Priority Problem Statements 11
- Comprehensive Needs Assessment Data Documentation 13
- Goals 16
  - Goal 1: By June 2024, student mastery achievement will increase by 10% 17
  - Goal 2: By June 2024 special education students will increase their STAAR performance by 5%. 18
  - Goal 3: Implement and monitor the district comprehensive attendance plan to ensure overall district compliance with federal and state accountability guidelines. 19
  - Goal 4: Engage families and the community to support student achievement and enhance district goals. 20
  - 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. 23
  - Goal 6: Promote district and campuses to increase student enrollment by 5%. 26
  - Goal 7: Develop a district and campus Technology plan to meet the needs of instruction. 27

# Comprehensive Needs Assessment

Revised/Approved: March 6, 2023

## Demographics

### Demographics Summary

South Texas Independent School District (STISD) serves middle school and high school students who live along the southernmost tip of Texas, the region known as the Rio Grande Valley. The district stretches over three counties, Cameron, Hidalgo and Willacy, and overlaps 28 other school districts, an area of 3,643 miles. STISD is comprised of seven magnet schools throughout the Rio Grande Valley.

### 2022-2023 Student Information:

4,382 Students

2,415 [55%] Female

1,967 [45%] Male

### 2022-2023 Students by Grade:

Student	Total	6th	7th	8th	9th	10th	11th	12th
Count	4,382	384	395	632	788	796	730	657
Percentage	100%	8.76%	9.01%	14.42%	17.98%	18.07%	16.66%	14.99%

### Ethnic Distribution:

Hispanic-Latino	3,682	84.03%
American Indian - Alaskan Native	6	0.14%
Asian	286	6.53%
Black - African American	53	1.21%
Native Hawaiian - Pacific Islander	1	0.02%
White	317	7.23%
Two-or-More	37	0.84%

Economic Disadvantage	2,433	55.52%
Non Economic Disadvantage	1,949	44.48%
Emergent Bilingual (EB)	659	15.04%
Gifted and Talented	730	16.66%
Special Education (SPED)	216	4.93%
Emotional disturbance		15.28%
Learning disability		40.74%
Speech impairment		4.63%
Autism		26.85%
Dyslexia	184	4.20%
Homeless	12	0.27%
At-Risk	1,364	31.13%
Migrant	13	0.30%
Section 504	272	6.21%

**2022-2023 Staff Information:**

Administrative Support	87	13.22%
Teacher	317	48.18%
Educational Aide	25	3.80%
Auxiliary	229	34.80%

**Demographics Strengths**

All ethnic groups are represented. Class sizes remain manageable that helps to provide more individualized instruction. Students that represent all special population groups have the ability to pursue college and career readiness opportunities. All stakeholders of the district (School Board Members, Administration, Teachers, Staff & students) represent the overall

demographic makeup of our surrounding communities.

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

**Problem Statement 1 (Prioritized):** Student enrollment has grown slightly in the past two years. **Root Cause:** Families are enrolling students into home schools or their home districts.

**Problem Statement 2 (Prioritized):** Special education population has increased 32% in the last three years. **Root Cause:** More students are being evaluated and identified with disabilities.

# Student Learning

## Student Learning Summary

### 2021-2022 Student Achievement Summary

The State of Texas Assessment of Academic Readiness (STAAR) is the state required assessment used to measure student achievement and academic progress each year. Beginning in 3rd grade through high school graduation requirements, students participate with STAAR assessment in the core subject areas of reading, writing, mathematics, science, and social studies. The subject content tests taken each year varies depending on the student's grade level.

The state academic accountability system is comprised of three domains of indicators to evaluate academic performance of districts, charter schools and campuses: Student Achievement, School Progress and Closing the Gaps.

Overall Scale Score: 97

#### *STAAR Performance at Meets*

All Subjectes 72%

Reading 81%

Math 60%

Science 71%

Social Studies 72%

#### *Special Education [All Subjects]:*

Approaches 68%

Meets 42%

Masters 0%

#### *Academic Growth*

Both 84%

Reading 84%

Math 85%

CCMR: 87.2 [2020-21] lagging year

### Curriculum, Instruction, and Assessment Summary

The district has reinforced that all core teachers will utilize the TEKS Resource system to ensure a vertically aligned curriculum.

### Student Learning Strengths

#### 2022 Federal Report Card Summary

##### State ESSA Reading/ELA Goals

	<b>Goal</b>	<b>STISD</b>
2016-17	44%	76%
2017-22	44%	93%
2022-27	52%	
2027-32	62%	
2032-33	72%	

##### State ESSA Mathematics Goals

	<b>Goal</b>	<b>STISD</b>
2016-17	46%	75%
2017-22	46%	89%
2022-27	54%	
2027-32	63%	
2032-33	73%	

### Academic Growth

**Reading    Mathematics**

All Students	84%	85%
Children with disabilities	72%	80%
English Learners	84%	85%

**Graduation Rate:**

All Students	98.5%
Children with disabilities	100%
English Learners	96.7%

English Language Proficiency: 42%

School Quality: 87%

Student Success: 67%

**Average ACT Score (Composite Score)**

CLASS OF	NATIONAL	STATE	South Texas ISD
2010	21.0	20.8	22.6
2011	21.1	20.8	22.3
2012	21.1	20.8	21.7
2013	20.9	20.9	22.7
2014	20.8	20.9	21.5
2015	21.0	20.9	22.1
2016	20.8	20.6	22.5
2017	21.0	20.7	22.4
2018	20.8	20.6	22.3

CLASS OF	NATIONAL	STATE	South Texas ISD
2019	20.7	20.6	21.8
2020	20.8	20.6	22.2
<b>2021</b>	<b>20.7</b>	<b>20.2</b>	<b>23.0</b>

### Curriculum, Instruction, and Assessment Strengths

Utilizing the same curriculum timeline and resources on all campuses for STAAR/EOC courses ensured a seamless transition for students. The Instructional Technology Specialist (ITS) also helps teachers with lesson planning resources, instructional methods, as well as resources to be incorporated into the teacher's classrooms.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Students supported by Special Education consistently perform 15-30 percentage points lower than all students in all tested areas. **Root Cause:** Special Education students do not perform at grade level due to their area of identified disability.

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

**Problem Statement 3 (Prioritized):** There is a deficit in writing skills across the curriculum. **Root Cause:** Few specific curriculum guides for writing and minimal opportunities for writing professional development for teachers and coaches. Teachers are not implementing cross curricular writing.

**Problem Statement 4 (Prioritized):** Student mastery performance is consistently below 20% in the 2022 STAAR Results. **Root Cause:** Students lacked foundational skills to prepare them for rigorous content. Administrators lacked consistency in monitoring instructional strategies.

# Priority Problem Statements

**Problem Statement 1:** Student enrollment has grown slightly in the past two years.

**Root Cause 1:** Families are enrolling students into home schools or their home districts.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Special education population has increased 32% in the last three years.

**Root Cause 2:** More students are being evaluated and identified with disabilities.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Students supported by Special Education consistently perform 15-30 percentage points lower than all students in all tested areas.

**Root Cause 3:** Special Education students do not perform at grade level due to their area of identified disability.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** The student assessment data reveals a steady decline in literacy across the curriculum for all students in tested areas.

**Root Cause 4:** All teachers have not consistently implemented proven literacy strategies into their lessons within all content areas.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** There is a deficit in writing skills across the curriculum.

**Root Cause 5:** Few specific curriculum guides for writing and minimal opportunities for writing professional development for teachers and coaches. Teachers are not implementing cross curricular writing.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Student mastery performance is consistently below 20% in the 2022 STAAR Results.

**Root Cause 6:** Students lacked foundational skills to prepare them for rigorous content. Administrators lacked consistency in monitoring instructional strategies.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** Student attendance was consistently at an average of 96% throughout the 2022-2023 school year, four points lower than the goal of 98%.

**Root Cause 7:** Lack of a consistent tracking system around student absences, monitored by the school leadership team and classroom teachers.

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

**Problem Statement 8:** Lack of data from stakeholders prevents an accurate measure of district culture and climate.

**Root Cause 8:** A school culture / school climate survey has not been administered at South Texas ISD.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** Recruiting and retaining high quality teachers has been a challenge across the district.

**Root Cause 9:** Limited promotion/exposure of our district, compensation plans, COVID-19.

**Problem Statement 9 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
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- 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 diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## 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
- STEM and/or STEAM data

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

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

#### **Employee Data**

- Professional learning communities (PLC) 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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PSS data

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

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

## **Support Systems and Other Data**

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

# Goals

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

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

**High Priority**

- Evaluation Data Sources:** 1. State assessment data: 2024 STAAR Results and TELPAS reports;  
 2. Campus/District data: Eduphoria data reports (checkpoint and benchmark data);  
 3. Intervention data reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students receiving intervention support will demonstrate an improvement in performance as measured by exit tickets, weekly assessments, checkpoints, benchmarks, and STAAR assessments. Intervention Progress Monitoring System will be utilized to track weekly progress of mastery towards skills.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Content Coordinator, Chief Academic Officer</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Domain 1-3 should increase. Weekly progress will be analyzed using progress monitoring system to document growth. Effective progress monitoring should capture students in need of additional support and tutorial attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Academic Officer</p> <p><b>Problem Statements:</b> Student Learning 4</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Students will demonstrate mastery of early literacy in writing and become more proficient writers and published authors. Assessment data from checkpoints and benchmarks will be analyzed within one week of each assessment. Intervention adjustments will be made based on student data to maintain a score of 70% or above.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Academic Officer</p> <p><b>Problem Statements:</b> Student Learning 2, 3</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

**Student Learning**

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

**Problem Statement 3:** There is a deficit in writing skills across the curriculum. **Root Cause:** Few specific curriculum guides for writing and minimal opportunities for writing professional development for teachers and coaches. Teachers are not implementing cross curricular writing.

**Problem Statement 4:** Student mastery performance is consistently below 20% in the 2022 STAAR Results. **Root Cause:** Students lacked foundational skills to prepare them for rigorous content. Administrators lacked consistency in monitoring instructional strategies.

**Goal 2:** By June 2024 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><b>Strategy 1:</b> BOY, MOY, and EOY results will be analyzed to provide targeted interventions.  <b>Staff Responsible for Monitoring:</b> Chief Academic Officer</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Growth will be seen on TELPAS reading 2022. Special Education student performance will increase and achievement gaps will close when compared to other student groups. System Safeguards will be met. Monthly benchmarks should show increases by month on exit tickets, teacher assessments, campus based assessments, weekly checks, etc.)  <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Special Programs Director</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> Special education population has increased 32% in the last three years. <b>Root Cause:</b> More students are being evaluated and identified with disabilities.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</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.</p>

**Goal 3:** Implement and monitor the district comprehensive 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		
<b>Strategy 1:</b> Increase communication with parents of students with excessive absences. <b>Staff Responsible for Monitoring:</b> Data Analytics Director  <b>Problem Statements:</b> Demographics 1 - District Processes & Programs 1	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Attendance reports will be analyzed weekly to ensure the goal is met by June 2024. <b>Staff Responsible for Monitoring:</b> Data Analytics Director, Counselor, Attendance Committee, and Attendance Clerk  <b>Problem Statements:</b> Demographics 1 - District Processes & Programs 1	Formative		
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Student enrollment has grown slightly in the past two years. <b>Root Cause:</b> Families are enrolling students into home schools or their home districts.
District Processes & Programs
<b>Problem Statement 1:</b> Student attendance was consistently at an average of 96% throughout the 2022-2023 school year, four points lower than the goal of 98%. <b>Root Cause:</b> Lack of a consistent tracking system around student absences, monitored by the school leadership team and classroom teachers.

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

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Collaborate with an independent firm to lead and assist in the development of the STISD 5-year Strategic Plan. <b>Staff Responsible for Monitoring:</b> Superintendent  <b>Problem Statements:</b> Perceptions 1	Formative		
	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Performance Objective 1 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> Lack of data from stakeholders prevents an accurate measure of district culture and climate. <b>Root Cause:</b> A school culture / school climate survey has not been administered at South Texas ISD.

**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><b>Strategy 1:</b> Use all required methods (SIS, Website, Social Media, Messenger App) of communication to increase communication and awareness of district and campus events and news.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator for Public Relations and Marketing</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Communicate the district's key priorities including but not limited to increased academic interventions, literacy initiatives, and social-emotional learning activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase knowledge of district focus areas</p> <p><b>Staff Responsible for Monitoring:</b> Administrator for Public Relations &amp; Marketing</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Communicate unique program opportunities for students including the P-TECH Academy.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased knowledge of district programs promotes student engagement and increased enrollment.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator for Public Relations &amp; Marketing</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Continue monthly newsletter to share district information with key community leaders and post on district website for parents and others to view.</p> <p><b>Strategy's Expected Result/Impact:</b> Newsletter provides timely information to parents and community website for parents and others to view.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator for Public Relations &amp; Marketing</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 2 Problem Statements:**

**Perceptions**

**Problem Statement 1:** Lack of data from stakeholders prevents an accurate measure of district culture and climate. **Root Cause:** A school culture / school climate survey has not been administered at South Texas ISD.

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

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

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Continue to implement recommendations from the 2020 TASB Staffing Study. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Human Resources  <b>Problem Statements:</b> Perceptions 2	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Evaluate and implement changes to current hiring processes to ensure the hiring of highly qualified candidates. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Human Resources  <b>Problem Statements:</b> Perceptions 2	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Design a stronger orientation process for new hires and differentiate for employees based on roles including written "Need to Knows" to ensure employees are knowledgeable and prepared to serve in the role for which they are employed. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Human Resources  <b>Problem Statements:</b> Perceptions 2	Formative		
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

Perceptions
<b>Problem Statement 2:</b> Recruiting and retaining high quality teachers has been a challenge across the district. <b>Root Cause:</b> Limited promotion/exposure of our district, compensation plans, COVID-19.

**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 2:** Obtain the Teacher Incentive Allotment (TIA) to support teacher recruitment, induction, and retention.

**Evaluation Data Sources:** Approval of TIA Application.

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop committees to review and make recommendations on TIA	<b>Formative</b>		
<b>Problem Statements:</b> Perceptions 2	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 2 Problem Statements:**

<b>Perceptions</b>
<b>Problem Statement 2:</b> Recruiting and retaining high quality teachers has been a challenge across the district. <b>Root Cause:</b> Limited promotion/exposure of our district, compensation plans, COVID-19.

**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 3:** Develop a plan to recruit, induct, and retain special education teachers.

**Evaluation Data Sources:** Special education student enrollment trends. Special education teachers mobility trends.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop a support system that will help special education teachers master their content area certification.  <b>Problem Statements:</b> Perceptions 2	Formative		
	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Performance Objective 3 Problem Statements:**

<b>Perceptions</b>
<b>Problem Statement 2:</b> Recruiting and retaining high quality teachers has been a challenge across the district. <b>Root Cause:</b> Limited promotion/exposure of our district, compensation plans, COVID-19.

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

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

**Evaluation Data Sources:** 2024-2025 enrollment reports, new to district parent surveys, marketing reports.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop short videos and CTE course catalogs that highlight each campus programs. <b>Staff Responsible for Monitoring:</b> Administrator for Public Relations & Marketing  <b>Problem Statements:</b> Demographics 1 - Perceptions 1	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Collaborate with campuses to develop materials to promote higher education partnerships and opportunities. <b>Staff Responsible for Monitoring:</b> Administrator for Public Relations & Marketing  <b>Problem Statements:</b> Demographics 1 - Perceptions 1	Formative		
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Student enrollment has grown slightly in the past two years. <b>Root Cause:</b> Families are enrolling students into home schools or their home districts.
Perceptions
<b>Problem Statement 1:</b> Lack of data from stakeholders prevents an accurate measure of district culture and climate. <b>Root Cause:</b> A school culture / school climate survey has not been administered at South Texas ISD.

**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		
<b>Strategy 1:</b> Evaluate and update technology infrastructures at each campus. <b>Staff Responsible for Monitoring:</b> CTE Director  <b>Problem Statements:</b> Student Learning 4	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Improve connectivity at campuses and transportation. <b>Staff Responsible for Monitoring:</b> CTE Director  <b>Problem Statements:</b> Perceptions 2	Formative		
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

Student Learning
<b>Problem Statement 4:</b> Student mastery performance is consistently below 20% in the 2022 STAAR Results. <b>Root Cause:</b> Students lacked foundational skills to prepare them for rigorous content. Administrators lacked consistency in monitoring instructional strategies.
Perceptions
<b>Problem Statement 2:</b> Recruiting and retaining high quality teachers has been a challenge across the district. <b>Root Cause:</b> Limited promotion/exposure of our district, compensation plans, COVID-19.