South Texas Independent School District

South Texas ISD Medical Professions

2024-2025 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

South Texas ISD Medical Professions is a public magnet high school with open enrollment that serves Cameron, Hidalgo, and Willacy counties. The student population of 838 is predominately economically disadvantaged Hispanics with a male to female ratio of 1:2. With 76.4% of teachers being Hispanic, students benefit from learning from teachers who can relate to their unique challenges of living in a border region. Our focus of preparing competent entry-level medical professionals is supported by our Career and Technical teachers that account for twenty-seven percent of our faculty. Our college preparatory program and rigorous AP and Honors curriculum is supported by 58% of teachers who hold a Master's degree with an average of eighteen years of experience. Stakeholders of Medical Professions include students, parents, medical and culinary community partners, teachers, staff, and administration. Involvement of all stakeholders in developing and implementing the campus improvement plan has led to a plethora of accolades including being State and Nationally ranked in the last 14 years.

Mission:

The mission of South Texas ISD Medical Professions is to educate future medical professionals in the health sciences through the integration of rigorous academic, medical and technological education.

Vision:

The vision is to have a dynamic partnership between schools, colleges, universities, and the private sector that addresses the need for highly skilled medical professionals.

Core Values:

The core values we follow are those of integrity, community, respect teamwork, responsibility and perseverance. We foster a culture of respect, transparency, and data driven decision making to build trusting relationships with each other and all those we serve.

Students are attracted to Medical Professions, because of its strong college preparatory program and career interests in the health sciences. We offer a curriculum that fosters intellectual curiosity, self-direction and a passion for life-long learning. Across the four-year course sequence students are challenged with rigorous academic coursework that consists primarily of Advanced Placement (AP) and Honors classes.Medical Professions offers the Foundation Diploma with endorsements in: STEMS (science, technology, engineering and math); Public Service; Arts and Humanities andMultidisciplinary Studies. Advanced Placement classes are available in Art, Biology, Calculus, Computer Science Chemistry, Economics, Environmental Science, English(Language and Literature), Human Geography, Physics, Psychology, Spanish (Language and Literature), Statistics, U.S. Government, U.S. History, and World History. Dual enrollment courses are available in Biology, English III, English IV, and U.S. History. A typical Medical Professions senior will complete an average of ten AP classes by graduation. Integrated into the course sequence each year are health science technology classes that allow students to explore career interests in the medical field through focused coursework, preparing them for careers such as doctor, pharmacist, nurse, and medical researcher. In their senior year, students put this health science background into practice as interns at hospitals, pharmacies, doctor offices, nursing homes, hospice care, and medical labs. Students are able to earn certifications as a emergency medical technician, medical lab assistant, clinical medical assistant, phlebotomy technician, certified ophthalmic assistant, registered dental assistant, pharmacy technician and patient care technician. These certifications will provide students with experience and perspective as they pursue college and postgraduate degrees.

The core values we follow are those of integrity, community, respect teamwork, responsibility and perseverance. We foster a culture of respect, transparency, and data driven decision making to build trusting relationships with each other and all those we serve.Intervention at early stages is critical to support and guide the efforts and motivation of our student populations. Interventions can include testing, placement, tutorials, modifications, communication with parent and student as well as opportunities in activities both academic and nonacademic settings to instill perseverance and develop social-emotional strength. Supports are also available to students receiving special education services, class/testing accommodations, in-class-support, special education counseling, speech therapy and occupational therapy (based on need), and even school supplies and electronic devices. In addition, our campus offers dual enrollment classes, 11 health science certification programs that include clinical medical assistant, medical laboratory assistant, and pharmacy technician among others to prepare our students for a career path and maximize their post-secondary education.

Based on the 22-23 Fall PEIMS, the following data represents Medical Professions.

Student Demographics (2023 - 2024 Fall PEIMS)	Count	Percent
Gender		
Female	545	65.04%
Male	293	34.96%
Ethnicity		
Hispanic-Latino	796	94.99%
Race		
American Indian - Alaskan Native	2	0.24%
Asian	13	1.25%
Black - African American	2	0.24%
Native Hawaiian - Pacific Islander	0	0.00%
White	22	2.63%
Two-or-More	3	0.36%

Student Demographics (2023 - 2024 Fall PEIMS)	Count	Percent
Student Programs (2023 - 2024 Fall PEIMS)	Count	Percent
Dyslexia	37	4.42%
Gifted and Talented	57	6.80%
Section 504	59	7.04%
Special Education (SPED)	39	4.65%
Bilingual/ESL		
Emergent Bilingual (EB)	160	19.09%
Bilingual	0	0.00%
English as a Second Language (ESL)	160	19.09%
Title I Part A		
Schoolwide Program	838	100.00%
Student Indicators (2022 - 2023 Fall PEIMS)	Count	Percent
At-Risk	208	24.82%
Foster Care	0	0.00%
Migrant	3	0.36%
Economic Disadvantage		
Economic Disadvantage Total	641	76.49%
Free Meals	553	65.99%
Reduced-Price Meals	88	10.50%
Homeless and Unaccompanied Youth		
Homeless Status Total	1	0.12%
Doubled Up	1	0.12%
Not Unaccompanied Youth	1	0.12%
Is Unaccompanied Youth	0	0.00%

The following is staff data based on the 2022--2023 TAPR Report:

Staff Information	--------- Campus --------- Count/Average	Percent	District	State
Total Staff	70.3	100.0%	100.0%	100.0%
Professional Staff:	67.3	95.7%	61.2%	64.1%
Teachers	58.4	83.0%	48.4%	48.7%
Professional Support	7.0	9.9%	8.9%	10.9%
Campus Administration (School Leadership)	2.0	2.8%	3.7%	3.3%
Educational Aides:	3.0	4.3%	4.3%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	5.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0

Full-time Counselors	1.0	n/a	16.0	13,815.0
Part-time Counselors	2.0	n/a	2.0	1,240.0
Total Minority Staff:	58.9	83.7%	90.7%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.6%	11.8%
Hispanic	46.3	79.3%	78.9%	29.6%
White	9.1	15.6%	15.3%	54.9%
American Indian	1.0	1.7%	1.0%	0.3%
Asian	1.0	1.7%	3.8%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	1.7%	0.3%	1.2%
Teachers by Sex:				
Males	22.0	37.7%	42.1%	24.4%
Females	36.4	62.3%	57.9%	75.6%
Teachers by Highest Degree Held:				
No Degree	2.0	3.4%	1.6%	2.0%
Bachelors	28.0	48.0%	67.3%	72.2%
Masters	28.4	48.6%	29.9%	25.0%
Doctorate	0.0	0.0%	1.2%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	4.0	6.9%	12.7%	9.7%
1-5 Years Experience	7.2	12.3%	15.7%	26.3%
6-10 Years Experience	10.1	17.3%	17.6%	20.5%
11-20 Years Experience	20.1	34.4%	34.2%	27.2%
21-30 Years Experience	15.0	25.7%	17.6%	13.3%
Over 30 Years Experience	2.0	3.4%	2.2%	2.9%

Demographics Strengths

Medical Professions has many strengths including:

Experienced and well qualified teachers

Large number of community partners

Attraction of students due to rigorous academics and the offering of multiple entry-level medical certifications

Strong connection between students and teachers

Manageable student to teacher ratio 20:1

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): EB students EOC test scores are below state and district levels for meets grade and masters grade level.   **Root Cause:** Student language barrier hinders their translation and/or comprehension of instructional strategies.

Problem Statement 2 (Prioritized): Student chronic absenteeism rate has increased from 5.4% to 10% leading to an attendance rate of 90.6%. A decrease of 7.6%   **Root Cause:**

Students are having trouble transitioning from asynchronous learning to synchronous learning.

Problem Statement 3 (Prioritized): Community partners are focused on the healthcare field excluding our culinary pathway.   **Root Cause:** Medical Professions has moved from a predominantly health science focus to adding culinary arts as a career choice. The school's vision and mission focus on the school's previous focus on the medical field.

Problem Statement 4 (Prioritized): Based on current enrollment, there is a high female to male ratio. Female students out number male students.   **Root Cause:** The career pathways offered by Medical Professions can be perceived as being female oriented.

Problem Statement 5 (Prioritized): There is a gap in performance between all students and Special ED and EB students.   **Root Cause:** Teachers and other staff need to individualize instruction and educational plans to support the students unique needs.

Problem Statement 6 (Prioritized): Due to recent national security concerns, we need to ensure our facilities are safe and secure.   **Root Cause:** Safety and security measures not being consistently upheld.

Student Learning

Student Learning Summary

Medical Professions domains in Student Achievement, School Progress, and Closing the Gaps were all successful in the A rating, based on internal calculations. The data suggests success in maintaining or improving student performance in EOC from one year to the next although there were some gaps between all students and student groups. When it came to distinction designations, the campus received 4 of the 7 designations.

Distinction Designations attained:

Academic Achievement Science, Academic Achievement Social Studies, Top 25% Comparative: Academic Growth, Post Secondary Readiness

Data summary:

English I

Approaches 95%; SPED 75%; EB 86%

Meets 75%; SPED 33%; EB 46%

Masters 17%; SPED 8%; EB 12

English II

Approaches 91%; SPED 45%; EB 78%

Meets 78%; SPED 18%; EB 52%

Masters 14%; SPED 9%; EB 0%

Alg 1

Approaches 97%; SPED N/A%; EB 94%

Meets 56%; SPED N/A%; EB 44%

Masters 26%; SPED N/A%; EB 11%

Biology

Approaches 99%; SPED 80%; EB 95%

Meets 76%; SPED 20%; EB 67%

Masters 30%; SPED 20%; EB 29%

US History

Approaches 100%; SPED 100%; EB 98%

Meets 84%; SPED 60%; EB 71%

Master 44%; SPED 40%; EB 24%

The graduation rate exceeded state performance but not district performance.

Graduation rate:

Campus 4 yr: 98.9%; District 4 yr: 99.5%; State 4 yr: 89.7%

Campus 5 yr: 99.5; District 5 yr: 99.8; State 5 yr: 92.2%

The CCMR exceeded state and district performance.

CCMR:

Campus: 89.7%; District 90.9%; State: 70%

The dropout rate matched district performance and exceeded state performance.

Dropout Rate:

Campus: 0%; District: 0%; State: 2.2%

According to the school report card, STISD Medical Professions scored an A on Student Achievement and School Progress, and Closing the Gaps based on internal calculations.

 The general trend over a 3-to-5-year period for student performance averages a 2.1% increase from grade to grade.   There were substantial gains for student performance scores at the Grade 7 and Grade 8 level and continued to increase gradually. From subject to subject the pattern and gain were held in the same year of testing; from year to year there were no strong correlations observed. In some cases, from ELA to Mathematics, the gap was +15 points for ELA and in other cases the gap was +10 for Math. In conclusion, no strong correlation can be observed from subject-to-subject long range.

EOC Results:

EOC Eng.I: Approaches Grade Level from 92% to 89% (decreased), Meets Grade Level 81% to 76% (decreased), Masters Grade Level 24% for both years EOC Eng.II: Approaches no change 93%, Meets Grade Level (no change) 84%, Masters Grade Level 21% to 19% (decreased) EOC Algebra I: Approaches 83% to 92% (increased), Meets from 53% to 62% (increased), Masters 33% to 42% (ALL increased) EOC Biology: Approaches 93% to 97%, Meets from 70% to 80%, Masters from 35% to 46% (ALL increased) EOC U.S. History: Approaches from 96% to 99%, Meets from 83% to 85%, Masters from 54% to 61% (ALL increased)

Student Performance and Progress

Student performance on the EOC improved or stayed the same except for English I and II Meets grade level and Masters for Biology.

School Progress for Algebra I increased from 75%-77% but the Biology progress decreased from 92%-87%.

Race/Ethnicity- comparing progress between years

Reading: There was improvement in performance by race except in Meets grade level where Hispanic students dropped from 73%-69%, White from 73%-72%, and Asian from 100%-86%.

Math: There was improvement in performance by race in all levels except in Masters where it dropped 1% from 22%-21%.

Science: There was improvement in performance by race in all levels except Masters where it dropped from 22%-21%.

SS: There was improvement in performance by race in all levels for US History.

Student Groups-comparing progress between years.

Reading: There was improvement for students who were current special ed students at all levels. Students who were labeled as Economically disadvantaged decreased at the Meets and Approaches levels but stayed the same at the Masters level. EB students had significant decreases in Approaches and Meets levels.

Math: For Algebra 1 students who were labeled Economically disadvantaged, and EB increased in performance at all levels.

Science: For students labeled Special Ed there were increases in Approaches but decreases in Meets and Masters. Economically disadvantaged and EB student's student increased in performance for all levels.

SS: For US History there were increases in performance for all student groups. The only decrease was Economically disadvantaged at the meets level.

For the different EOC there is a significant gap between all students and special pops, except in Alg 1.

Graduation:

According to the school report card, our longitudinal graduation rate is: 4 year- 94.5%, 5 year- 99.5%, 6 year- 100%. The dropout rate is 0.1%. Our students look like they are on track to graduate.

Performance for CCMR is above both state and district percentages. The SAT/ACT scores for all subjects decreased at all levels- approaches from 89% to 76%, meets 48% to 30%, and masters from 3% to 1 % when compared to the 2021 school year. The decrease was also seen at the district level but was more evident at the meets level with a decline from 63% to 49%.

Special Populations

The RDA stages students by ethnicity, special education enrollment, economically disadvantaged, and EB/EL. It is important to look at this population breakdown in our school, as

the population of special education and EB students is increasing. Living in the lower Rio Grande Valley the socioeconomic status is an integral part of grouping as most students are from Cameron County which has 26.7% of the population at poverty level. In 2022, the school's growth score for the English II STAAR exam was a 77. This is not far from the EB growth score of 75, but it is further from the special education growth score of 54. The Algebra I growth score was an 87 during 2022, which is only two points higher than the EB growth score (85) and seven points higher than the growth score for special education students (80). STISD Medical Professions offers HB4545 sections for EB students to hone their skills in the four language domains of listening, speaking, reading, and writing. The school's growth scores demonstrate little difference from that of EB students, which implies that these programs along with other interventions are aiding this subpopulation in achieving academic success. The gap is a bit wider for special education students who differed from the school's growth scores by about 20 points in English II, but seven points in Algebra I. Furthermore, EB students who must take the TELPAS exam in the spring are placed into HB4545 sections where they refine their English skills in the four domains of reading, listening, speaking, and writing. The same is true for students who have not yet mastered STAAR exams: they are likewise placed in advisory sections where they receive extra help in their academic areas of need. The data suggests that these interventions yield positive results. STISD Medical Professions has earned TEA's highest academic distinctions since they school opened. Such success is easily attributable to intervention programs like these that ensure no child is overlooked in their individual academic journeys.

Supports:

There is an array of methods to identify student needs such as: Testing Scores, Teacher communication, Feedback from parents/counselors, Feedback from feeder schools, and interviews with students. Before student specific services are determined committees, Grade-level groups, and PLC determine the best interventions and best practices to be implemented. Implementation and monitoring is crucial in the process as continuous follow-ups, ARD's, and feedback forms from teachers, parents, students, counselors, and administrators are often used. Adjustments in intervention plans are made (if needed) and follow-ups and evaluations are made after any change is made to any student specific service or intervention. Response to Intervention (RTI/MTSS) helps all students, including struggling learners. The RTI approach gives our students opportunities to learn and work at their grade level. Whole class interventions, small group interventions, and intensive interventions are always in place – depending on the circumstance of the student. During weekly team meetings, "students of concern" are discussed as well as the paths available for teachers to help students be successful in their courses. Students who need more assistance than can be offered during class instruction are mandated afterschool tutorial; if this is not successful, students are placed into a homework completion period where they have dedicated time to complete their pending assignments or seek extra help from teachers. Campus systems in place to address reteaching include identification by grade level teams, mandatory after school tutorials, and advisory with academic teachers. Our campus addresses students' needs when they are absent by offering make up work and exams during tutorials and advisory. Students that are in need of content mastery for TEKS objectives they are struggling with are offered additional opportunities thorough Edgenuity and through Sirius. Sirius is aligned with STAAR highly tested objectives and also acts as a resource for test prep. Campus allows teachers to adapt learning for each student on an individual basis and situation. Students can attend tutorials and advisory to complete missing tasks. Extended time may be given for assignment as per teacher discretion. Reaching out to parents will aid in the student completion of assignments.

Common Assessments (CA) are created and administered by the district every 9 weeks to for all EOC students. Such is done to track student progress and ensure that there is standardization across campuses in instruction, TEKS targeted, and student expectations. The assessments are created by a curriculum team that selects a set of TEKS that should be taught within a 9 week time frame, so students are best prepared for the EOC Assessments as well as experience success in the course. Through rigorous and data driven instruction, South Texas Medical Professions uses methods and instructional strategies that ensure students are prepared for the district common assessments, state exams, and that they receive a well-rounded education is provided to all students so they can excel in the course. Upon comparing STAAR EOC results and that of CA's, students showed more success and higher attendance in state assessments.

As per district policy, students are given the same number of days they are absent to make up any missing assignments or complete any missed tests. However, depending on each student's situation, we work with the students so that they can have an opportunity to successfully complete and understand the material they were absent from. Students are strongly encouraged to attend tutorials any time they miss any lessons. We also provide recorded lessons on Itslearning as well as copies of notes and assignments for them to print. The campus will address the needs of all students it serves with a focus on those labeled "At Risk" of unsuccessfully demonstrating mastery of EOC English exams. Truancy issues, homelessness, continual failing courses, emergent bilingual learners, are other situations that can give put students under the former category. Through the development of campus goals, performance objectives, teaching interventions the campus identifies is consistently and efficiently working on helping students be successful in the academic setting. The following strategies have been in place in the campus and have proven to be effective approaches in servicing our At risk population: Parent and family engagement services, parent meetings, resources / supplies provided by the school, afterschool and Saturday tutorial services, "enrichment period" (40 min of direct instruction in which a teacher clarifies academic concerns), community engagement opportunities, data analysis in order to tailor lessons and best service students.

State assessments provide the school with significant data to better identify patterns and how our students are performing in comparison to that of the state. The percentage of students

approaching, meeting, and mastering grade level on state accountability meet and exceed state average in all subjects for all student groups. The campus will continue to allocate resources and ensure that students continue to make progress in all subjects.

Student Learning Strengths

The data suggests success in maintaining or improving student performance in EOC from one year to the next. Overall, students are successful in participating in advanced classes, are meeting their graduation requirements, and are career/college/military ready when they graduate. Within the last 3-years, Dual Credit Programs have improved. Industry-Based Certifications have improved. Our annual dropout rate has decreased from the previous year.

Student needs are identified with a by the teacher and the grade level team. Most students are identified by their performance in the weeks progress. Teachers can identify students "who can't'' or "who won't" work on their course work. Students are also identified by information provided by special education department, as well as Emergent bilingual information.By discussing their observations in and out of the classroom, teachers come together to create interventions to best aid and assist in a case where a student is suffering academically. At times, corrective instruction action planning is implemented to determine root cause as to why students may not have learned the concept and create plan to reteach. All teachers create and submit weekly lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and Emergent Bilingual Learners among other student groups, and daily formative assessments along with exemplar response.

Students who qualify for special education services have an individualized education plan. This plan is derived from various sources including student interests, skills, academic strengths and weaknesses (teacher information and Full Individual Evaluation), parent information, medical information, and any other data pertinent to a student's education. Each student is assigned a special education teacher as a case manager. Coordination between the general education teachers and special education teachers is on-going. This close monitoring allows students to succeed academically.   Services provided include classroom/testing accommodations and/or modifications, in class support, speech therapy, occupational therapy, counseling, electronic devices, and school supplies, all based on individual need. Case managers are available to coordinate with the general education teachers for a student's academic success.   In addition, all interventions available to all students are available to students who receive special education services.

Each teacher at South Texas Medical Professions specific goals centered on implementing specific, targeted interventions for struggling students as well as providing challenging work for students who have met or exceeded standard. All students have access to additional help during the school day during "Enrichment period", 40 minutes a day in which a student has access to going to any teacher midway to ask for clarification on assignments/ homework help. Identified students are assigned to an EOC academic teacher for intervention during advisory. During their conference period, teachers make time to collaborate with other teachers teaching the same grade level and content area to plan instruction, design assessments, create interventions, and review data. In hopes of getting our subgroups to improve EOC performance, teachers are constantly trying new data proven strategies that can bring those subgroups up to standard. Students have an opportunity for further tutorials during advisory, after school and through our Saturday academies in April. Our Saturday academy tutorials are a hands-on experience that combines traditional mock testing with quiz games and other engaging hands-on review activities.

Continuous collaboration between our SPED, 504, LPAC committees and teachers input create beneficial accommodations for our students with regards to their EOC assessment. T here is constant communication between these committees and the teachers to provide the best services for the students under these special programs. Periodic checkpoints (6-9 weeks) must be completed to ensure that the interventions in place are appropriate and benefit students.

South Texas Medical Professions does have RTI process implemented to meet the needs of those students at risk who are not meeting the EOC State academic standards or experience any type of behavior issue that prevents them from being successful in the academic setting. Identification starts in the classroom by the general education teacher and through collaboration during grade-level team meetings and the RTI committee gathers all information, so the process moves forward and we develop intervening services. Some of these services include counseling, specialized instructional support services, mentoring services through enrichment period.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a gap in performance between all students and Special ED and EB students.   **Root Cause:** Teachers and other staff need to individualize instruction and educational plans to support the students unique needs.

Problem Statement 2 (Prioritized): Campus Data comparing district BOY assessments, mock exams, and performance on EOC for our students should be more streamlined and readily available.   **Root Cause:** Since in previous years, BOY, mock and EOC were taken on different platforms it may have prevented comparative reports from being available. The data is available at the classroom level through Eduphoria but a consolidated Campus report would be helpful to track student growth throughout the year.

Problem Statement 3 (Prioritized): More consistency is needed in using formative and summative data to drive their instruction to include non-tested subjects (electives).   **Root Cause:** More strategies are needed for non-tested subjects in order to support tested subjects.

Problem Statement 4 (Prioritized): Teachers need more training in classroom best practices to include PBL, Active Learning Framework, and various modalities in the classroom environment.   **Root Cause:** Classroom best practices need be concise in an instructional framework and purposeful training to provided aligned feedback to teachers so that they can internalize and implement the best practices.

Problem Statement 5 (Prioritized): Increasing student achievement scores in all areas.   **Root Cause:** Students and teachers need to adapt their teaching and learning strategies to reach new levels

Problem Statement 6 (Prioritized): According to the most recent TAPR, not every student is earning a point in the qualifying areas for CCMR.   **Root Cause:** A cohesive CCMR plan needs to be implemented to include an aligned curriculum to the content and appropriate student time.

Problem Statement 7 (Prioritized): Due to recent national security concerns, we need to ensure our facilities are safe and secure.   **Root Cause:** Safety and security measures not being consistently upheld.

School Processes & Programs

School Processes & Programs Summary

STISD Medical Professions recruitment tactics are aligned with the district. The most noticeable differentiation from traditional school districts is the ability to hire teachers and personnel based on reputation. Otherwise, all typical methods of hiring are utilized by the district as a whole. Another form of retention for teachers is the incentive programs offered by the district, which include Master's stipend and nationally board-certified educators as well.

Professional practices allow teachers to hold lead positions that demand additional duties, administrative-type, to assist in creating a Professional Learning Community(PLC), either grade-level teams or department teams. PLCs allow teachers to create solutions to problems based on the specific needs of those grade level students or content areas. Further, we abide by the district and campus rules in how to manage and facilitate these needs. Additionally, teachers are required to attend mandated professional development training that is geared towards data. Overtime, we believe, the intent is to use this data understanding to focus on content specific training.

Programs and opportunities are offered to our students that will be useful in the real-world as well as post-secondary education. These include but are not limited to HST course with real-life experience and content specific infrastructure for higher education learning.

Procedures that are followed to ensure academic success include tutorials Monday through Friday, department meetings to discuss data, lesson plans that are designed via collaboration, and New Scholar Academy. This program is offered to students to ensure success and understanding of technology, course options, and day-today routine to achieve success.

Personnel policy and procedures are followed using DAA and DN through TASB. Staff are kept informed through all means of communication. Email, in-person meetings, and district level meetings allow the staff to be informed about improvements, changes, goals, strategies, and challenges faced by the district as well as needs per campus, if necessary. Teachers align curriculum, provide real-life experience, expand on collaboration for the success of student achievement.

Programs and opportunities for students:

PLC's allow for teachers to monitor student progress and make adjustments or updates as needed to interventions. Further, changes are made to lesson plans and student progress based on data from the district mock tests that provide essential data.

Students are serviced through special programs. Students at Medical Professions are served based on their indiviudal education need providing equitable services. During the initial year in high school, students are given a degree plan to guide their academic progress. Students are also given the tools, skills of real world experience and testing practices to prepare for post-secondary education.

Classroom management is handled through both campus and classroom expectations. There are school wide policies for levels of infractions and the respective consequences, tardy policy, and recovery of courses.

Trainings for safety procedures are provided to teachers and staff at the beginning of the school year and administration ensures that all drills are performed satisfactorily.

School Processes & Programs Strengths

Some of the process and programs of Strenght are the following:

- 98% of Students are career ready
- Campus continuously has high niche rankings
- Our campus reputation continues to recruit high quality educators.

Teachers conduct data conversations about the challenges and strengths of academic progress of students through data conversation forms. Areas of need are addressed during department meetings and grade-level team meetings.

Additionally, students are provided real-world scenarios through the CTE courses. The course offered to students is structured to emulate real world scenarios, as in CTE courses and testing as in post-secondary.

Another strength is the use of technology that is integrated in each course. There are also set rules for this technology use and classroom expectations for good classroom management.

Student achievement is a strong focus on campus and this is done through advisory time, tutorials, and PLC's that ensure student progress.

The counseling department also provides a strong opportunity for students. These include college visits, funding for ACT and SAT testing, special events for families to learn about post-secondary opportunities as well as partnership opportunities within the community.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Several students continue to fail 3 or more despite team and administration interventions. **Root Cause:** Students will not respond to intervention plan mainly due to lack of motivation and interest.

Problem Statement 2 (Prioritized): There is a gap in performance between all students and Special ED and EB students. **Root Cause:** Teachers and other staff need to individualize instruction and educational plans to support the students unique needs.

Problem Statement 3 (Prioritized): Due to recent national security concerns, we need to ensure our facilities are safe and secure. **Root Cause:** Safety and security measures not being consistently upheld.

Perceptions

Perceptions Summary

At South Texas ISD Medical Professions our vision is to have a dynamic partnership between schools, colleges, universities, and the private sector that addresses the need for highly skilled medical professionals. Our mission is to educate future medical professionals in the health sciences through the integration of rigorous academic, medical, and technological education. The core values we follow are those of integrity, community, respect teamwork, responsibility and perseverance. We foster a culture of respect, transparency, and data driven decision making to build trusting relationships with each other and all those we serve. (Students, parents, community members and community partnerships) The community describes our campus as a prestigious school that gives students limitless opportunities for college and career preparation with strong and challenging academic programs focused on science, health and medical fields. The community believes in STISD and recognizes our school and teachers as some of the best in the state and nation, trusting us in providing the best possible education with our various programs and certifications to lead their children to a promising future. We engage in all stakeholders by involving students, parents, staff, faculty, and our community in sharing our vision, mission, goals, strategies, and values to create a safe environment while upholding high expectations. We accomplish this task by providing a variety of services and open houses/showcases. For example, we held various COVID and flu vaccine clinics not only for our faculty and staff but also for our students and their families. Twice a year we host two open houses in the evening, mainly for students and parents. Furthermore, twice a year we open our campus to the community during our showcases. At the time of the showcases, any member of the community can tour our campus, meet our faculty and staff, and participate in our free health screenings. We also get our community involved through our clinical partners that provide external clinical rotations for our students. We meet with our clinical partners once a year through advisory committees to share our goals, values, missions, and visions, but also to receive feedback on our certification programs. Our administrators, faculty, staff, community, and partnerships with institutions build strong relationships and work together to support one another and achieve common goals that will best benefit our students and future leaders.

Student Engagement:

The Texas Academic Performance Report shows that STISD Medical Professions has shown a positive tendency in attendance rate across all race groups, special education populations, economically disadvantaged populations, and emergent bilingual populations. This report also shows a decrease in the number of students in disciplinary placement. In the summer the school has two New to Campus summer camps. In these camps the new students get to know the school while participating in fun, hands-on activities that give them an introduction to the many programs and certifications offered on campus. Furthermore, the school has a yearlong student mentoring program in which upper class students are assigned to incoming students (9th grade) to mentor them as they join the STISD Medical Professions campus. They mentor new students in how things are conducted in school, where to reach out for assistance in different situations, and other practical types of questions that they may have.

Community Engagement:

STISD Medical Professions has a high level of support from our community. This support is represented in over 70 community partners. With the support of our partners, our students have a variety of real world, hands-on, volunteer opportunities (Clinicals). Our partnerships include:Altas Palmas Veterinary Clinic, Alta Vista Nursing Home, Alpine Adult Day Care, Autreys Pharmacy Brownsville Community Health Center, Brownsville Family Dentistry, Brownsville Fire/ Rescue, Brownsville Rehabilitation Services, Burke Children's Dentistry (Harlingen), CVS Pharmacy (Brownsville, McAllen & South Padre Island), Doctors Hospital at Renaissance, Dr. Asim Zamir (Pediatrician-Brownsville), Dr. Emilio Hernandez (Brownsville-Dentist), Dr. Emilio Marquez O.D., Dr. Guajardo

OB/GYN, Dr. Maria Bonuel-Silverio MD, Dr. Jose Maymi (Urologist-Brownsville), Dr. Sanusi MD, Dr. Ricardo Adames (Internist-Brownsville), Dr. Vahid Mirafzali (Pediatrician-Brownsville), Escobedo's Pharmacy (Brownsville), Fry's Prescription Pharmacy, Fox Hollow Post-Acute, LLC, Genoa Healthcare Pharmacy (Brownsville), Golden Palms, Gulf Coast Eye Institute (Brownsville & Harlingen), Harlingen Family Dentistry, Harlingen Medical Center, Harlingen Pharmacy, Izquierdo Family Dentistry, Knapp Medical Center, La Farmacia (Brownsville), La Fe Adult Day Care, Los Ebanos Family Dentistry (Brownsville), Los Fresnos Ambulance Service, Los Ebanos Family Dentistry, Martinez Dental Group (San Benito), Med-Care-McAllen, Muniz Pharmacy (Harlingen), Optic Trend, Paws-n-Claws Veterinary Clinic, Professional Dental Group (Brownsville), Professional Dental Group (Pharr), Ramos-Boyd Dentistry (Harlingen), Richard's Pharmacy, Rio Grande State Center, RGV Endodontics (Edinburg), Saenz Pharmacy (McAllen), Salinas Pharmacy (Harlingen), San Benito Medical Associates, Solara Hospital, South Texas Eye Center, Spanish Meadows Nursing Center, South Padre Island Fire Department, South Texas Emergency Care Foundation-Harlingen, Sunshine Haven, The Friendly Pharmacy (Brownsville),The Country Vet, The Eye Experts, The City of Port Isabel EMS, United Care Pharmacy (Brownsville), Valle Dental Center (Brownsville), Villarreal Dental Center (Brownsville), Valleywide Pharmacy (Brownville), Valley Baptist Medical Center (Brownsville & Harlingen), Valley Cancer Associates, Valley Children's Clinic, Valley Community Reference Lab, Valley Regional Medical Center, Veranda Nursing Home and Rehab, Valley Grande Manor Nursing Home, Walgreens (Edinburg & Brownsville). These community partnerships allow students to attend clinicals to develop medical and clinical skills.

Community Engagement:

Parents participate in the education of their children in a variety of ways. This includes checking Infinite Campus or other apps, such as Remind, helping students with work or making sure they stay on track, and attending school events including Showcases, Meet the Teacher, Tailgates and sporting events. As a magnet school, I believe that parents' perceptions of the school's effectiveness is positive. If it wasn't, they would not choose to send their child to our campus. I think parents feel welcome here. Parents are updated about school events through the school website, Remind and Facebook. The web site provides information about enrollment, athletics, certificates offered, and student spotlights. The Facebook page and Remind include more detailed information and reminders and up to date student shout outs. Information is communicated in both English and Spanish.

Students:

A student survey was conducted to evaluate how students describe their school, learning environment, processes and programs that are in place, and their sense of safety and belonging. Most students surveyed stated that the processes and programs Medical Professions offers are a great opportunity, not only preparing them for the next grade level, but for college and their future careers. Clinicals have been mentioned several times as being a great learning opportunity. They commented that clinicals help them gain real world experience. Students stated that they feel safe and comfortable at school. They unanimously felt that they were being challenged. Most students surveyed stated that STISD Medical Professions educational programs and learning activities were worth their time and that they were being provided with a well-rounded education. Most are grateful that they are able to graduate with more credits than they would have received at another school.

Teachers:

After being surveyed, the Professionals and Paraprofessionals described our school as Innovative, Motivating, Challenging, and Supportive. They mostly agreed/strongly agreed that they belong at school, feel safe, cared for, inspired to do work and prepared to do their jobs with materials, resources and training. Administrators make themselves available, provide positive and constructive feedback, and offer guidance. Administrators support teacher decisions regarding student discipline and value their professional opinion. Teachers are offered professional development frequently on and off campus. There is continued peer collaboration and sharing of ideas and strategies through grade level and department meetings.

Perceptions Strengths

The preceived strengths are the following:

- Increase in student attendance
- Decrease in DAEP
- New student orientation summer camp and student mentoring program
- Teacher craft is valued
- respect from parents
- close working relationships among teachers
- talented teacher retention
- access to educational tools
- Community support is noted in partnership with student clinical sites
- Students get real work force experience at clinical practices
- Students feel safe and comfortable at school
- Graduation credits
- Teachers feel administrators provide positive and constructive feedback, offer guidance and support teacher decisions regarding student disciplineProfessional development is offered frequently on campus
- Professional development is offered frequently on campus
- There is peer collaboration and sharing of ideas

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Not all parents are using our means of communication, REMIND, which we use most frequently for immediate information.   **Root Cause:** Parents might not have the means, knowledge, or training in the use of communication platforms with our school such as REMIND, which we use most frequently for immediate information and only online trainings are have not been available to parents.

Problem Statement 2 (Prioritized): Due to recent national security concerns, we need to ensure our facilities are safe and secure.   **Root Cause:** Safety and security measures not being consistently upheld.

Priority Problem Statements

Problem Statement 1: Based on current enrollment, there is a high female to male ratio. Female students out number male students.

Root Cause 1: The career pathways offered by Medical Professions can be perceived as being female oriented.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Community partners are focused on the healthcare field excluding our culinary pathway.

Root Cause 2: Medical Professions has moved from a predominantly health science focus to adding culinary arts as a career choice. The school's vision and mission focus on the school's previous focus on the medical field.

Problem Statement 2 Areas: Demographics

Problem Statement 3: More consistency is needed in using formative and summative data to drive their instruction to include non-tested subjects (electives).

Root Cause 3: More strategies are needed for non-tested subjects in order to support tested subjects.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Teachers need more training in classroom best practices to include PBL, Active Learning Framework, and various modalities in the classroom environment.

Root Cause 4: Classroom best practices need be concise in an instructional framework and purposeful training to provided aligned feedback to teachers so that they can internalize and implement the best practices.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Increasing student achievement scores in all areas.

Root Cause 5: Students and teachers need to adapt their teaching and learning strategies to reach new levels

Problem Statement 5 Areas: Student Learning

Problem Statement 6: According to the most recent TAPR, not every student is earning a point in the qualifying areas for CCMR.

Root Cause 6: A cohesive CCMR plan needs to be implemented to include an aligned curriculum to the content and appropriate student time.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Not all parents are using our means of communication, REMIND, which we use most frequently for immediate information.

Root Cause 7: Parents might not have the means, knowledge, or training in the use of communication platforms with our school such as REMIND, which we use most frequently for immediate information and only online trainings are have not been available to parents.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Several students continue to fail 3 or more despite team and administration interventions.

Root Cause 8: Students will not respond to intervention plan mainly due to lack of motivation and interest.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: There is a gap in performance between all students and Special ED and EB students.

Root Cause 9: Teachers and other staff need to individualize instruction and educational plans to support the students unique needs.

Problem Statement 9 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 10: Campus Data comparing district BOY assessments, mock exams, and performance on EOC for our students should be more streamlined and readily available.

Root Cause 10: Since in previous years, BOY, mock and EOC were taken on different platforms it may have prevented comparative reports from being available. The data is available at the classroom level through Eduphoria but a consolidated Campus report would be helpful to track student growth throughout the year.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Student chronic absenteeism rate has increased from 5.4% to 10% leading to an attendance rate of 90.6%. A decrease of 7.6%

Root Cause 11: Students are having trouble transitioning from asynchronous learning to synchronous learning.

Problem Statement 11 Areas: Demographics

Problem Statement 12: EB students EOC test scores are below state and district levels for meets grade and masters grade level.

Root Cause 12: Student language barrier hinders their translation and/or comprehension of instructional strategies.

Problem Statement 12 Areas: Demographics

Problem Statement 13: Due to recent national security concerns, we need to ensure our facilities are safe and secure.

Root Cause 13: Safety and security measures not being consistently upheld.

Problem Statement 13 Areas: Demographics - Student Learning - School Processes & Programs - 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) 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 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
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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
- Pregnancy and related services 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- 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-PESS 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
- Other additional data

Goals

Goal 1: By June 2025, student mastery achievement will increase by 10%

Performance Objective 1: Student mastery achievement will increase by 10% yearly as measured by STAAR EOC to be at or above 100% approaches, 85 percent Meets and 50 percent earn Masters level on state assessments.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR/EOC state assessments data for Spring 2025.

Strategy 1 Details	Formative Reviews		
Strategy 1: STAAR/EOC: Teachers will plan and implement a comprehensive process for improving student performance, review campus and individual performance data, and use formative assessments, course blueprints/assessed curriculum. Utilize STAAR blueprints, performance level indicators, writing resources, and other materials on TEA.	**Formative**		
	Jan	**Mar**	**June**
Strategy's Expected Result/Impact: Target EOC performance scores: 100% Approaches, 85% Meets, and 50% Masters performance levels. **Staff Responsible for Monitoring:** Principal Assistant Principal Team Leaders Counselors Teachers **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 **Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A School Wide, - 224 - IDEA B, Special Education, - 244 - Career Technical Education, - 410 - Instructional Materials Allotment			

Strategy 2 Details	Formative Reviews		
Strategy 2: Relationship building, collaboration, peer mentoring, and focused instruction will be utilized during Advisory period and classrooms to improve STAAR/EOC scores in English 1 & 2 for Emergent Bilinguals. These same strategies will also be implemented to improve other STAAR/EOC scores and academic content areas.	**Formative**		
	Jan	**Mar**	**June**
Strategy's Expected Result/Impact: Number of students receiving performance target scores on Approaches, Meets, and Masters on STAAR/EOC Exams **Staff Responsible for Monitoring:** Principal Assistant Principal Team Leaders Counselors Teachers **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 **Funding Sources:** - 199 - English Language Learner, - 199 - General Fund, - 350 - English Language Learner, - 410 - Instructional Materials Allotment			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide teachers with opportunities for professional development activities such as Writing Across the Curriculum, PBL, Active Learning Frameworks and other modalities during Wednesday's professional development days, campus staff development days, and conferences.	**Formative**		
	Jan	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student assessment results. **Staff Responsible for Monitoring:** Administration Department Leads Teachers **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4 **Funding Sources:** - 199 - English Language Learner			

Strategy 4 Details	Formative Reviews		
Strategy 4: During Advisory period, provide enrichment and extension activities to increase the number of students to the Masters Level and meet AP standards.	**Formative**		
	Jan	**Mar**	**June**
Strategy's Expected Result/Impact: Student scores and growth in assessments. **Staff Responsible for Monitoring:** Administration Counselors Teachers **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 5, 6 - Student Learning 1, 2, 3, 4, 5, 6, 7 - School Processes & Programs 1, 2, 3 - Perceptions 1, 2 **Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A School Wide			

Strategy 5 Details	Formative Reviews		
Strategy 5: Implement daily engaging learning strategies in the classroom to increase rigor, relevance and relationships such as as Writing Across the curriculum, student conversations, seed questions, and transfer learning activities that involve listening, speaking, reading, and writing.	**Formative**		
	Jan	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in student achievement in state and national exams. **Staff Responsible for Monitoring:** Administration Department Leaders Team Leaders **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 4			

Strategy 6 Details	Formative Reviews		
Strategy 6: Use a campus-wide data management system for on going formative and summative assessments to support timely data driven decisions to support positive progress by students and implement timely student supports for advancement, enrichment, and acceleration.	**Formative**		
	Jan	**Mar**	**June**
Strategy's Expected Result/Impact: Increase students meeting graduation requirements such as course credits, certifications, assessments. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Technologists Teachers **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **Problem Statements:** Student Learning 3			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: EB students EOC test scores are below state and district levels for meets grade and masters grade level.   **Root Cause**: Student language barrier hinders their translation and/or comprehension of instructional strategies.
Problem Statement 5: There is a gap in performance between all students and Special ED and EB students.   **Root Cause**: Teachers and other staff need to individualize instruction and educational plans to support the students unique needs.
Problem Statement 6: Due to recent national security concerns, we need to ensure our facilities are safe and secure.   **Root Cause**: Safety and security measures not being consistently upheld.

Student Learning
Problem Statement 1: There is a gap in performance between all students and Special ED and EB students.   **Root Cause**: Teachers and other staff need to individualize instruction and educational plans to support the students unique needs.
Problem Statement 2: Campus Data comparing district BOY assessments, mock exams, and performance on EOC for our students should be more streamlined and readily available.   **Root Cause**: Since in previous years, BOY, mock and EOC were taken on different platforms it may have prevented comparative reports from being available. The data is available at the classroom level through Eduphoria but a consolidated Campus report would be helpful to track student growth throughout the year.
Problem Statement 3: More consistency is needed in using formative and summative data to drive their instruction to include non-tested subjects (electives).   **Root Cause**: More strategies are needed for non-tested subjects in order to support tested subjects.
Problem Statement 4: Teachers need more training in classroom best practices to include PBL, Active Learning Framework, and various modalities in the classroom environment. **Root Cause**: Classroom best practices need be concise in an instructional framework and purposeful training to provided aligned feedback to teachers so that they can internalize and implement the best practices.
Problem Statement 5: Increasing student achievement scores in all areas.   **Root Cause**: Students and teachers need to adapt their teaching and learning strategies to reach new levels
Problem Statement 6: According to the most recent TAPR, not every student is earning a point in the qualifying areas for CCMR.   **Root Cause**: A cohesive CCMR plan needs to be implemented to include an aligned curriculum to the content and appropriate student time.
Problem Statement 7: Due to recent national security concerns, we need to ensure our facilities are safe and secure.   **Root Cause**: Safety and security measures not being consistently upheld.

School Processes & Programs
Problem Statement 1: Several students continue to fail 3 or more despite team and administration interventions.   **Root Cause**: Students will not respond to intervention plan mainly due to lack of motivation and interest.
Problem Statement 2: There is a gap in performance between all students and Special ED and EB students.   **Root Cause**: Teachers and other staff need to individualize instruction and educational plans to support the students unique needs.
Problem Statement 3: Due to recent national security concerns, we need to ensure our facilities are safe and secure.   **Root Cause**: Safety and security measures not being consistently upheld.

Perceptions
Problem Statement 1: Not all parents are using our means of communication, REMIND, which we use most frequently for immediate information.   **Root Cause**: Parents might not have the means, knowledge, or training in the use of communication platforms with our school such as REMIND, which we use most frequently for immediate information and only online trainings are have not been available to parents.
Problem Statement 2: Due to recent national security concerns, we need to ensure our facilities are safe and secure.   **Root Cause**: Safety and security measures not being consistently upheld.

Goal 1: By June 2025, student mastery achievement will increase by 10%

Performance Objective 2: 100 percent of students will successfully complete graduation requirements and earn at least one endorsement.

    Evaluation Data Sources: TSDS PEIMS graduation data.
STISD Graduate Report.

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct goal-setting sessions for all students. Assist students in setting post secondary and career choice decisions. Review college and career goals using My College Options Student Survey. Follow-up support to ensure that students maintain goals needed for success at high school and beyond.	**Formative**		
	Jan	**Mar**	**June**
Strategy's Expected Result/Impact: All students and parents will be better informed about college and careers.			
Staff Responsible for Monitoring: Principal			
Assistant Principal			
Team Leaders			
Counselors			
Teachers			
Students			
Title I: 2.4 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			
Problem Statements: Student Learning 6			
Funding Sources: - 199 - General Fund, - 211 - Title I, Part A School Wide, - 255 - Title II, Part A Training			

Strategy 2 Details	**Formative Reviews**		
Strategy 2: Counselors will track and monitor the progress of all students personal graduation plans and will provide an intervention plan to support students to meet high school graduation requirements.	**Formative**		
	Jan	**Mar**	**June**
Strategy's Expected Result/Impact: Graduation rate. Mastery of courses and assessments. **Staff Responsible for Monitoring:** Administrators Counselors Social Workers Teachers **Title I:** 2.4 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 6 **Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A School Wide			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Counselors will roll out an SEL curriculum (Character Strong) monthly.	**Formative**		
	Jan	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers/students will have a better understanding on how to respond to social-emotional needs. **Staff Responsible for Monitoring:** Campus Counselors **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 6: According to the most recent TAPR, not every student is earning a point in the qualifying areas for CCMR.   **Root Cause**: A cohesive CCMR plan needs to be implemented to include an aligned curriculum to the content and appropriate student time.

School Processes & Programs
Problem Statement 1: Several students continue to fail 3 or more despite team and administration interventions.   **Root Cause**: Students will not respond to intervention plan mainly due to lack of motivation and interest.

Goal 1: By June 2025, student mastery achievement will increase by 10%

Performance Objective 3: - Each student will take a college entrance exam before the end of the first semester of the year they plan to graduate.
- 50 percent of students will attain a SAT score of 1110 or higher/ACT score of 24 or higher.
-100 TSIA2 participation with 85% mastery in ELAR and Math.

    High Priority

    HB3 Goal

    Evaluation Data Sources: STISD College Score Report.

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue the District's initiative of school day testing for SAT, TSIA2, and/or ACT examination for 2022-2023 school year.	**Formative**		
Strategy's Expected Result/Impact: Increase the number of students who take the TSIA2, SAT or ACT earlier in their high school experience. Increase the score report available to the District so that there is at least one college entrance score report on each student.	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: Teachers
Administrators
Counselors
 	
    Title I:
2.4
 - **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
    Problem Statements: Student Learning 6
    Funding Sources: - 199 - General Fund, - 211 - Title I, Part A School Wide, - 204 - Title IV, Part A Student Support and Academi			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 6: According to the most recent TAPR, not every student is earning a point in the qualifying areas for CCMR.   **Root Cause**: A cohesive CCMR plan needs to be implemented to include an aligned curriculum to the content and appropriate student time.

Goal 1: By June 2025, student mastery achievement will increase by 10%

Performance Objective 4: - Each student achieves a passing score on one or more AP, or dual credit course.
- Student participation rates on AP will increase by 10% annually.
- Qualifying AP will increase annually.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase the use of formative assessment data, effective AP resources and course sequences to tailor and focus instruction in AP courses. Support teachers through AP training. Effective instructional resources include course and exam descriptions, UWorld test banks, AP Classroom unit guides, and AP daily videos.	**Formative**		
	Jan	**Mar**	**June**
Strategy's Expected Result/Impact: Increase number of students taking AP exams and higher performance rates.			
Staff Responsible for Monitoring: Principal			
Assistant Principal			
Team Leaders			
Counselors			
Teachers			
Title I: 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Student Learning 3 **Funding Sources:** - 199 - General Fund, - 204 - Title IV, Part A Student Support and Academi, - 211 - Title I, Part A School Wide			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 3: More consistency is needed in using formative and summative data to drive their instruction to include non-tested subjects (electives). **Root Cause**: More strategies are needed for non-tested subjects in order to support tested subjects.

Goal 1: By June 2025, student mastery achievement will increase by 10%

Performance Objective 5: Results Driven Accountability (RDA) formerly State Performance-Based Monitoring (PBM) indicators are met annually.

Evaluation Data Sources: STISD Results Driven Accountability (RDA) -PBM Reports published by the Texas Education Agency.

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue high quality instruction and support for all students.	**Formative**		
Strategy's Expected Result/Impact: Results Driven Accountability (RDA) formerly State Performance-Based Monitoring (PBM) indicators are met annually.	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal			
Assistant Principal			
Teachers			
Title I: 2.5 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 5: Effective Instruction			
Problem Statements: Demographics 1			
Funding Sources: - 199 - General Fund, - 199 - State Compensatory Education, - 199 - English Language Learner, - 255 - Title II, Part A Training, - 350 - English Language Learner			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide Emergent Bilingual student with support in language fluency, academic vocabulary development, comprehension and acquisition.	**Formative**		
	Jan	**Mar**	**June**
Strategy's Expected Result/Impact: EB students improvement EOC and TELPAS scores **Staff Responsible for Monitoring:** Principals Counselors Teachers **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 5 - Student Learning 1 - School Processes & Programs 2 **Funding Sources:** - 199 - General Fund, - 199 - English Language Learner, - 255 - Title II, Part A Training, - 211 - Title I, Part A School Wide			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide SPED students with support needed to demonstrate academic growth and improvement.	**Formative**		
	Jan	**Mar**	**June**
Strategy's Expected Result/Impact: students improvement EOC and meeting IEP. **Staff Responsible for Monitoring:** Administration Counselors Teachers **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 5 - Student Learning 1 - School Processes & Programs 2 **Funding Sources:** - 199 - Special Education, - 224 - IDEA B, Special Education, - 255 - Title II, Part A Training			

Strategy 4 Details	Formative Reviews

Strategy 4: Implement a researched based programs in such areas as reading to receive specialized support, structures, and interventions needed to make progress.	Formative		
	Jan	**Mar**	**June**
Strategy's Expected Result/Impact: Specific groups needing special support fluency and comprehension as measured by state assessments **Staff Responsible for Monitoring:** Teachers Administration **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 **Funding Sources:** - 199 - General Fund, - 199 - English Language Learner, - 224 - IDEA B, Special Education, - 255 - Title II, Part A Training, - 211 - Title I, Part A School Wide, - 199 - Special Education			

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: EB students EOC test scores are below state and district levels for meets grade and masters grade level.   **Root Cause**: Student language barrier hinders their translation and/or comprehension of instructional strategies.
Problem Statement 5: There is a gap in performance between all students and Special ED and EB students.   **Root Cause**: Teachers and other staff need to individualize instruction and educational plans to support the students unique needs.

Student Learning
Problem Statement 1: There is a gap in performance between all students and Special ED and EB students.   **Root Cause**: Teachers and other staff need to individualize instruction and educational plans to support the students unique needs.

School Processes & Programs
Problem Statement 2: There is a gap in performance between all students and Special ED and EB students.   **Root Cause**: Teachers and other staff need to individualize instruction and educational plans to support the students unique needs.

Goal 1: By June 2025, student mastery achievement will increase by 10%

Performance Objective 6: All teachers will utilize academic and real-world data to evaluate and revise curricular content, instruction, and assessment to provide real-world experiences, learning opportunities, and individual student educational plans.

High Priority

HB3 Goal

Evaluation Data Sources: The teacher use of Teacher Data Conversation Forms, HEATMAPs, and WAGs.

Strategy 1 Details	Formative Reviews		
Strategy 1: During department meetings, teachers will collaborate to develop common assessments, lesson plans, analyze data, model instructional strategies, and intervention student supports.	**Formative**		
	Jan	**Mar**	**June**
Strategy's Expected Result/Impact: Improvement in WAGs, increase in assessment scores, and certifications. **Staff Responsible for Monitoring:** Principal			
Assistant Principal Department Leaders			
Teachers			
Title I: 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 5 - Student Learning 1, 5 - School Processes & Programs 2 **Funding Sources:** - 199 - General Fund, - 199 - English Language Learner, - 211 - Title I, Part A School Wide, - 224 - IDEA B, Special Education, - 255 - Title II, Part A Training			

Strategy 2 Details	Formative Reviews

	Formative		
Strategy 2: Have students complete case studies that will allow them to implement the knowledge and skills they have acquired in solving real-world critical care situations. Clinical Rotations for Medical Assisting, Ophthalmology, Phlebotomy, Dental Assisting, Pharmacy, and Emergency Medical Services (and CPR training programs). All Health Science courses incorporate learning based on real-world situations.	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased number of certifications achieved. **Staff Responsible for Monitoring:** Department Leaders HST Teachers Students **Title I:** 2.5 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Student Learning 3 **Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A School Wide, - 244 - Career Technical Education, - 255 - Title II, Part A Training			

Strategy 3 Details	Formative Reviews

	Formative		
Strategy 3: Implement a schedule for peer-observations so teachers can learn and share best practices in teaching and learning thus increasing instructional strategies tools and to be able to collaborate during department planning meetings to make instructional and curricular decisions throughout the year.	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Evidence of common planning and use of strategies during walkthroughs and observations; Peer-observations schedule **Staff Responsible for Monitoring:** Administration Department Leaders Teachers **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 5 **Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A School Wide, - 255 - Title II, Part A Training			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: EB students EOC test scores are below state and district levels for meets grade and masters grade level.   **Root Cause**: Student language barrier hinders their translation and/or comprehension of instructional strategies.
Problem Statement 3: Community partners are focused on the healthcare field excluding our culinary pathway.   **Root Cause**: Medical Professions has moved from a predominantly health science focus to adding culinary arts as a career choice. The school's vision and mission focus on the school's previous focus on the medical field.
Problem Statement 5: There is a gap in performance between all students and Special ED and EB students.   **Root Cause**: Teachers and other staff need to individualize instruction and educational plans to support the students unique needs.
Student Learning
Problem Statement 1: There is a gap in performance between all students and Special ED and EB students.   **Root Cause**: Teachers and other staff need to individualize instruction and educational plans to support the students unique needs.
Problem Statement 3: More consistency is needed in using formative and summative data to drive their instruction to include non-tested subjects (electives).   **Root Cause**: More strategies are needed for non-tested subjects in order to support tested subjects.
Problem Statement 5: Increasing student achievement scores in all areas.   **Root Cause**: Students and teachers need to adapt their teaching and learning strategies to reach new levels
School Processes & Programs
Problem Statement 2: There is a gap in performance between all students and Special ED and EB students.   **Root Cause**: Teachers and other staff need to individualize instruction and educational plans to support the students unique needs.

Goal 1: By June 2025, student mastery achievement will increase by 10%

Performance Objective 7: All teachers will implement innovative student-centered lessons that promote student engagement, participation, and use of technology.

High Priority

HB3 Goal

Evaluation Data Sources: Increased project-based instruction and learning as documented on WAGs and observations.

Strategy 1 Details	Formative Reviews		
Strategy 1: Design and implement a campus technology plan that will support the curriculum and delivery of instruction such as a learning management system , software, and hardware such as hot spots, laptops, iPads, and software applications. **Strategy's Expected Result/Impact:** Staff and student's proficiency in the utilization of emerging technologies and increase of student engagement. **Staff Responsible for Monitoring:** Administration Teachers Students Technology Specialist Librarian **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 5 **Funding Sources:** - 199 - General Fund, - 199 - English Language Learner, - 211 - Title I, Part A School Wide, - 255 - Title II, Part A Training, - 410 - Instructional Materials Allotment	**Formative**		
	Jan	**Mar**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide professional development for teachers as Project Based Learning, collaborative learning models, and active learning frameworks so that teachers are able to create engaging lessons integrating real-world experiences.	Formative		
	Jan	Mar	June
Strategy's Expected Result/Impact: Increased academic performance in all areas. **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4			

Strategy 3 Details	Formative Reviews		
Strategy 3: Through the use of interdisciplinary connections, HST and academic teachers will collaborate on the designing and execution of engaging lessons. The realistic scenarios and equipment allows for practice of skills and procedures until mastery. The simulation lab and virtual simulation activities will be implemented, which will allow for teamwork training while enhancing existing instruction. Simulation mannequins assist students in the development of knowledge and skills in a variety of medical procedures. Additionally, creative applications of simulation technology will allow for critical thinking that will serve students well as they embark on health career paths.	Formative		
	Jan	Mar	June
Strategy's Expected Result/Impact: Increased academic performance in all areas. **Staff Responsible for Monitoring:** HST Teachers Academic Teachers Students **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Student Learning 5 **Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A School Wide, - 244 - Career Technical Education, - 255 - Title II, Part A Training, - 410 - Instructional Materials Allotment			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: EB students EOC test scores are below state and district levels for meets grade and masters grade level. **Root Cause**: Student language barrier hinders their translation and/or comprehension of instructional strategies.
Problem Statement 3: Community partners are focused on the healthcare field excluding our culinary pathway. **Root Cause**: Medical Professions has moved from a predominantly health science focus to adding culinary arts as a career choice. The school's vision and mission focus on the school's previous focus on the medical field.

Student Learning
Problem Statement 4: Teachers need more training in classroom best practices to include PBL, Active Learning Framework, and various modalities in the classroom environment. **Root Cause**: Classroom best practices need be concise in an instructional framework and purposeful training to provided aligned feedback to teachers so that they can internalize and implement the best practices.
Problem Statement 5: Increasing student achievement scores in all areas. **Root Cause**: Students and teachers need to adapt their teaching and learning strategies to reach new levels

Goal 2: : By June 2025 special education students will increase their STAAR performance by 5%

Performance Objective 1: We will build teacher capacity for special education teachers and general education teachers in creating and supporting Individualized Education Plans (IEPs) for students.

High Priority

HB3 Goal

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue the Admission, Review, and Dismissal committees work in ensuring that each Individual Education Plan has measurable goals which are annually updated in collaboration with SPED department, diagnosticians, LSSPs, teachers to ensure that students receive the appropriate services to meet their IEP.	**Formative**		
	Jan	Mar	June
Strategy's Expected Result/Impact: 100 percent of students with Individual Education Plans include measurable goals, that are annually updated. **Staff Responsible for Monitoring:** Principal Assistant Principal Diagnostician Special Education Teachers **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Problem Statements:** Demographics 5 - Student Learning 1 - School Processes & Programs 2 **Funding Sources:** - 199 - General Fund, - 224 - IDEA B, Special Education, - 255 - Title II, Part A Training			

Strategy 2 Details	Formative Reviews		
Strategy 2: SPED department will work closely with general education teachers to ensure IEP is being followed and is meeting students' needs. Coordination day will be scheduled the week after the grade reporting period.	**Formative**		
	Jan	**Mar**	**June**
Strategy's Expected Result/Impact: Grades, scores, progress of students meeting growth and success. **Staff Responsible for Monitoring:** Administration Counselors Teachers **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 5 - Student Learning 1 - School Processes & Programs 2 **Funding Sources:** - 199 - Special Education, - 224 - IDEA B, Special Education			

Strategy 3 Details	Formative Reviews		
Strategy 3: Training for Special Education teachers to be more in tune with instructional needs and demands in the areas of reading and math.	**Formative**		
	Jan	**Mar**	**June**
Strategy's Expected Result/Impact: Special Education teachers will be able to provide better support for the students in math and reading. **Staff Responsible for Monitoring:** Administrators **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 5 - Student Learning 1 - School Processes & Programs 2 **Funding Sources:** - 199 - Special Education, - 224 - IDEA B, Special Education			

Strategy 4 Details	Formative Reviews		
Strategy 4: Training for general education teachers in during the ARD process and how to best advocate for your students.	Formative		
Strategy's Expected Result/Impact: General Education teachers will understand their purpose and role and contribute more in the decisions during the ARD Meetings.	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 5 - Student Learning 1 - School Processes & Programs 2 **Funding Sources:** - 199 - General Fund, - 224 - IDEA B, Special Education			

0% No Progress   100% Accomplished   ⟶ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 5: There is a gap in performance between all students and Special ED and EB students.   **Root Cause**: Teachers and other staff need to individualize instruction and educational plans to support the students unique needs.

Student Learning
Problem Statement 1: There is a gap in performance between all students and Special ED and EB students.   **Root Cause**: Teachers and other staff need to individualize instruction and educational plans to support the students unique needs.

School Processes & Programs
Problem Statement 2: There is a gap in performance between all students and Special ED and EB students.   **Root Cause**: Teachers and other staff need to individualize instruction and educational plans to support the students unique needs.

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

HB3 Goal

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		
Strategy 1: School attendance is both a right and a responsibility. Medical Professions is an active partner with students and parents in the task of ensuring that all students meet or exceed learning standards. Because Medical Professions recognizes that consistent school attendance, academic success and school completion have a positive correlation, the campus will develop, review, and if necessary, revise a Comprehensive Student Attendance Plan. Improve student and teacher engagement and attendance through the use of innovative instruction as well as cooperative learning strategies, project based learning, and real-world experiences.	**Formative**		
	Jan	**Mar**	**June**
Strategy's Expected Result/Impact: When attendance rate improves with goal of meeting or exceeding 98 percent for all student groups. **Staff Responsible for Monitoring:** Principal Assistant Principal Social Worker Teachers **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Perceptions 1 **Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A School Wide			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide incentive socials for teachers and students to increase attendance and school culture.	**Formative**		
Strategy's Expected Result/Impact: Increase attendance.	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration Counselors **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Student Learning 5 **Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A School Wide			

Strategy 3 Details	Formative Reviews		
Strategy 3: Continue to monitor attendance, conduct team and parent meetings, and home visits.	**Formative**		
Strategy's Expected Result/Impact: Increase student attendance	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration Counselors Social Worker Team leaders Teachers PEIMS/Attendance Clerk **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Student Learning 5 - School Processes & Programs 1 **Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A School Wide			

Strategy 4 Details	Formative Reviews		
Strategy 4: Students must meet attendance criteria in order to attend field trips, school events, and campus activities.	**Formative**		
Strategy's Expected Result/Impact: Monthly attendance rates	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration Counselors Social Worker Teachers Sponsors Attendance Clerk **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Student Learning 5 - School Processes & Programs 1 **Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A School Wide			

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Student chronic absenteeism rate has increased from 5.4% to 10% leading to an attendance rate of 90.6%. A decrease of 7.6%   **Root Cause**: Students are having trouble transitioning from asynchronous learning to synchronous learning.

Student Learning
Problem Statement 5: Increasing student achievement scores in all areas.   **Root Cause**: Students and teachers need to adapt their teaching and learning strategies to reach new levels

School Processes & Programs
Problem Statement 1: Several students continue to fail 3 or more despite team and administration interventions.   **Root Cause**: Students will not respond to intervention plan mainly due to lack of motivation and interest.

Perceptions
Problem Statement 1: Not all parents are using our means of communication, REMIND, which we use most frequently for immediate information.   **Root Cause**: Parents might not have the means, knowledge, or training in the use of communication platforms with our school such as REMIND, which we use most frequently for immediate information and only online trainings are have not been available to parents.

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

Performance Objective 1: We will increase parent involvement by ten percentage points with a system parent involvement program that engages all parents.

    High Priority

    HB3 Goal

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase the number of parents attending activities by our Parent Connection Program. The Parent Connection program encourages parents to participate in the educational, social and emotional development of their son or daughter. Further, it helps parents create a support and networking system with each other. All meetings are held in English and Spanish, with topics that relate to adolescents and/or families, Family Literacy, and Parent/Family Engagement. The STISD Parent Connection Meeting will be held virtually via the Zoom platform/In-person. Topics for the meeting are presented by STISD Staff and guest speakers.	**Formative**		
	Jan	**Mar**	**June**

Strategy's Expected Result/Impact: Increase in parent participation at meetings.
    Staff Responsible for Monitoring: Principal
 	
    Assistant Principal
 	
    Social Worker
 	
    Counselors
 	
    Teachers
 	
    Title I:
    4.1
    - TEA Priorities:
    Connect high school to career and college
    - ESF Levers:
    Lever 3: Positive School Culture
    Problem Statements: Perceptions 1
    Funding Sources: - 199 - General Fund, - 211 - Title I, Part A School Wide, - 212 - Title I, Part C Migrant			

Strategy 2 Details	Formative Reviews		
Strategy 2: Medical Professions website and social media (Facebook, Instagram, Canvas, and Remind) provides parents, students and the community information about campus and district resources. With this connection to the campus, they will be able to view information related to the educational opportunities at Medical Professions. Internet access improves communication among teachers, parents and students leading to greater academic performance.	Formative		
	Jan	**Mar**	**June**
Strategy's Expected Result/Impact: Parents, students and the community will be provided real time information about Medical Professions. **Staff Responsible for Monitoring:** Principal Assistant Principal Social Worker Counselors Teachers Students **Title I:** 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 **Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A School Wide			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide Parent seminars and meetings such as Financial Aid fairs, Health fairs, and Career Fairs.	Formative		
Strategy's Expected Result/Impact: Increase participation of parents in students education.	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration Counselors Teachers **Title I:** 4.2 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Student Learning 6 **Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A School Wide, - 255 - Title II, Part A Training			

Strategy 4 Details	Formative Reviews		
Strategy 4: By June 2025, staff and parents will participate in a survey as measured by the School Quality Survey.	Formative		
Strategy's Expected Result/Impact: Increase the engagement of families and partnerships between school and families.	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration Counselors Teachers **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 **Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A School Wide			

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 6: According to the most recent TAPR, not every student is earning a point in the qualifying areas for CCMR. **Root Cause**: A cohesive CCMR plan needs to be implemented to include an aligned curriculum to the content and appropriate student time.

Perceptions
Problem Statement 1: Not all parents are using our means of communication, REMIND, which we use most frequently for immediate information. **Root Cause**: Parents might not have the means, knowledge, or training in the use of communication platforms with our school such as REMIND, which we use most frequently for immediate information and only online trainings are have not been available to parents.

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

Performance Objective 2: We will increase our college and career readiness standard by ten percentage points by June of 2025 by developing the whole child, cultivating the social and emotional skills needed to thrive in a diverse and ever-changing world.

High Priority

HB3 Goal

Evaluation Data Sources: Student Climate Survey, CCR standard, Advisory Period SEL lessons

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement an Social Emotional Learning(SEL) curriculum during Advisory Period.	**Formative**		
Strategy's Expected Result/Impact: Direct teaching by Mentor teacher to focus on SEL skills to increase students demonstrating appropriate social skills the majority of the time decreasing the number of behavior incidents.	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration Counselors Social Workers Teachers **Title I:** 2.5 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 **Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A School Wide			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide focused professional development for staff and faculty in such areas as SEL to best serve students and parents.	**Formative**		
Strategy's Expected Result/Impact: Increase the knowledge of topics impacting student outcomes.	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration Counselors Social Workers Teachers **Title I:** 2.5 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 **Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A School Wide, - 255 - Title II, Part A Training			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide responsive and proactive counseling services in order to meet students social and emotional needs and keep parents well informed.	**Formative**		
	Jan	**Mar**	**June**
Strategy's Expected Result/Impact: Students will be more equipped to manage difficult situations and will be more successful in all graduation requirements. **Staff Responsible for Monitoring:** Administration Counselors Social Workers Teachers **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 2 **Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A School Wide, - 255 - Title II, Part A Training			

Strategy 4 Details	Formative Reviews		
	Formative		
Strategy 4: Implement Advisory Period to support students with enrichment activities, college and career readiness activities, interventions, grade-level assemblies, and pep-rallies.	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase the number of students meeting CCR standards. Increase school culture. Increase number of students meeting course and state assessment standards. Increase the number of parents involved in their children's education. **Staff Responsible for Monitoring:** Principal Assistant Principal Social Worker Counselors Teachers **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 **Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A School Wide, - 255 - Title II, Part A Training			

Strategy 5 Details	Formative Reviews		
Strategy 5: Continue to implement Grade-Level Team meetings to support students academically, socially, and emotionally, create individualized student intervention plans to include contracts/prescription plans, advisory period, and tutorial schedules plus create a circle of support for the students by inviting parents to be part of the students educational plans.	**Formative**		
	Jan	**Mar**	**June**
Strategy's Expected Result/Impact: Decrease the number of students not meeting course , certification, and assessment standards. Increase the number of parents to support students educational plans. **Staff Responsible for Monitoring:** Principal Assistant Principal Team Leaders Social Worker Counselors Teachers **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 **Funding Sources:** - 199 - General Fund, - 255 - Title II, Part A Training, - 211 - Title I, Part A School Wide, - 199 - English Language Learner			

Strategy 6 Details	Formative Reviews		
Strategy 6: Implementation of a comprehensive school counseling program to include an awareness and training plan for student, faculty, and parents on suicide prevention, positive communication with peace officers, conflict resolution, violence prevention, dating violence, sexual abuse, sex trafficking, and other maltreatment of children.	**Formative**		
	Jan	**Mar**	**June**
Strategy's Expected Result/Impact: Increase awareness of social issues **Staff Responsible for Monitoring:** Counselors Social Worker Wellness Counselors **Title I:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2			

Strategy 7 Details	Formative Reviews		
Strategy 7: Implement positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care to include group counseling and advisory lessons.	Formative		
Strategy's Expected Result/Impact: Decrease discipline reports	Jan	Mar	June
Staff Responsible for Monitoring: Administration Counseling Dept. Team Leaders **Title I:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 **Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A School Wide, - 255 - Title II, Part A Training			

Strategy 8 Details	Formative Reviews		
Strategy 8: Implement a Bullying Program to include prevention, identification, response to and reporting of bullying.	Formative		
Strategy's Expected Result/Impact: Increase the positive behaviors and interaction between students	Jan	Mar	June
Staff Responsible for Monitoring: Administration Counselors Teachers **Title I:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 **Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A School Wide, - 255 - Title II, Part A Training			

Strategy 9 Details	Formative Reviews		
Strategy 9: Implement an Emergency Operations plan to include drills such as lockdowns, lockouts, fire, and medical emergencies.	Formative		
Strategy's Expected Result/Impact: Increase the awareness and participation in safety protocols	Jan	Mar	June
Staff Responsible for Monitoring: Administration Counselors Emergency and Safety Operations Team **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 6 - Student Learning 7 - School Processes & Programs 3 - Perceptions 2 **Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A School Wide, - 255 - Title II, Part A Training			

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: EB students EOC test scores are below state and district levels for meets grade and masters grade level.   **Root Cause**: Student language barrier hinders their translation and/or comprehension of instructional strategies.
Problem Statement 2: Student chronic absenteeism rate has increased from 5.4% to 10% leading to an attendance rate of 90.6%. A decrease of 7.6%   **Root Cause**: Students are having trouble transitioning from asynchronous learning to synchronous learning.
Problem Statement 6: Due to recent national security concerns, we need to ensure our facilities are safe and secure.   **Root Cause**: Safety and security measures not being consistently upheld.

Student Learning
Problem Statement 7: Due to recent national security concerns, we need to ensure our facilities are safe and secure.   **Root Cause**: Safety and security measures not being consistently upheld.

School Processes & Programs
Problem Statement 3: Due to recent national security concerns, we need to ensure our facilities are safe and secure.   **Root Cause**: Safety and security measures not being consistently upheld.

Perceptions
Problem Statement 2: Due to recent national security concerns, we need to ensure our facilities are safe and secure.   **Root Cause**: Safety and security measures not being consistently upheld.

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

Performance Objective 3: We will increase by ten percentage points the range of supplemental programs that diversify and expand current program offerings and increase the number of partnerships, as well as develop new ones, that support and enrich all of our students.

> **High Priority**

> **HB3 Goal**

> **Evaluation Data Sources:** STISD 2024-2025 Calendar and
> 2024-2025 Campus Course Offerings.

Strategy 1 Details	Formative Reviews		

Strategy 1: Expand summer institute partners such as Baylor College of Medicine, Texas A&M, University of Houston, and other in-state and out-of-state Institutes of Higher Educations(IHEs).
 	
    Strategy's Expected Result/Impact: Additional programs offered to students
 	
    Staff Responsible for Monitoring: Department and Department Leaders
Counselors
Administration
 	
    Title I:
2.5
 - TEA Priorities:
Connect high school to career and college
 - ESF Levers:
Lever 3: Positive School Culture
    Problem Statements: Student Learning 6
	Formative		

	Jan	**Mar**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: Expand on collegiate leadership, academic, social, and motivational experiences for specific targeted groups such as Kickoff Mentors and students at-risk of not graduating.	Formative		
	Jan	**Mar**	**June**
Strategy's Expected Result/Impact: Increase students' experiences. Increase college and career readiness indicator. **Staff Responsible for Monitoring:** Department and Department Leaders Teachers Counselors Administration **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2			

Strategy 3 Details	Formative Reviews		
Strategy 3: Increase innovative courses and opportunities in the areas specific career pathways, enrichment opportunities during the school day, extended day, and weekends such as TCSAAL, UIL, sports, academic and leadership academies, school organizations, character development, school clubs, and school trips.	Formative		
	Jan	**Mar**	**June**
Strategy's Expected Result/Impact: Increase outlets for students to be involved in creative, problem solving, leadership, character development, and innovative experiences. **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: EB students EOC test scores are below state and district levels for meets grade and masters grade level. **Root Cause**: Student language barrier hinders their translation and/or comprehension of instructional strategies.

Demographics
Problem Statement 2: Student chronic absenteeism rate has increased from 5.4% to 10% leading to an attendance rate of 90.6%. A decrease of 7.6%   **Root Cause**: Students are having trouble transitioning from asynchronous learning to synchronous learning.

Student Learning
Problem Statement 6: According to the most recent TAPR, not every student is earning a point in the qualifying areas for CCMR.   **Root Cause**: A cohesive CCMR plan needs to be implemented to include an aligned curriculum to the content and appropriate student time.

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: Develop and retain highly qualified teachers and staff

    High Priority

    HB3 Goal

    Evaluation Data Sources: Staff Satisfaction Surveys, Teacher and staff turn over rates

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide Common Planning time for departments and grade-level teams.	**Formative**		
Strategy's Expected Result/Impact: Increased collaboration between and among department and grade-level teachers.	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: Administration
Team Leaders
Department Leaders
 	
    Title I:
2.5
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
    Problem Statements: Student Learning 4, 5
    Funding Sources: - 199 - General Fund, - 211 - Title I, Part A School Wide, - 255 - Title II, Part A Training			

Strategy 2 Details	Formative Reviews		
Strategy 2: Create a professional development plan based on teacher, department, and team needs.	**Formative**		
Strategy's Expected Result/Impact: Increase teacher capacity.	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration Team Leaders Department Leaders **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4, 5 **Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A School Wide, - 255 - Title II, Part A Training, - 199 - Special Education, - 199 - English Language Learner, - 212 - Title I, Part C Migrant, - 224 - IDEA B, Special Education, - 244 - Career Technical Education			

Strategy 3 Details	Formative Reviews		
Strategy 3: Increase the opportunities of social events and incentives for faculty and staff to increase and celebrate high attendance rates, increase culture, collaboration, camaraderie and trust among teams, departments and the school community.	**Formative**		
	Jan	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in school culture, teaching and learning, increase teacher and student attendance **Staff Responsible for Monitoring:** Administration Counseling Department Team Leaders Department Leaders **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Student Learning 5 **Funding Sources:** - 199 - General Fund			

Strategy 4 Details	Formative Reviews		
Strategy 4: Support teachers and staff through job-embedded professional development, conferences, coaching, and mentoring to increase teacher and staff capacity in meeting all students services, needs, and learning.	**Formative**		
	Jan	**Mar**	**June**
Strategy's Expected Result/Impact: Develop and retain highly qualified teachers and staff to increase the percentage of teachers with more than five years of experience to support student learning. **Staff Responsible for Monitoring:** Administration Team Leaders Department Leaders **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4, 5 **Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A School Wide, - 255 - Title II, Part A Training			

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Student chronic absenteeism rate has increased from 5.4% to 10% leading to an attendance rate of 90.6%. A decrease of 7.6%   **Root Cause**: Students are having trouble transitioning from asynchronous learning to synchronous learning.

Student Learning
Problem Statement 4: Teachers need more training in classroom best practices to include PBL, Active Learning Framework, and various modalities in the classroom environment. **Root Cause**: Classroom best practices need be concise in an instructional framework and purposeful training to provided aligned feedback to teachers so that they can internalize and implement the best practices.
Problem Statement 5: Increasing student achievement scores in all areas.   **Root Cause**: Students and teachers need to adapt their teaching and learning strategies to reach new levels

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

Performance Objective 1: We will meet 100% enrollment by the beginning of the academic school year by expanding multiple platforms school-wide to attract and engage future STISD Medical Professions families.

    High Priority

    HB3 Goal

    Evaluation Data Sources: Parent and student attendance at campus activities.
2024-2025 student enrollment numbers.

Strategy 1 Details	Formative Reviews		
Strategy 1: 1) Establish opportunities for community groups and individuals to visit our campus to establish relationships with them.	**Formative**		
Strategy's Expected Result/Impact: Better understanding of our program offerings by the community that we serve	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District Public Relations Staff			
Webmaster			
Social Media Coordinator			
Campus Instructional Technologist			
Administration			
TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 3 **Funding Sources:** - 199 - General Fund			

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct virtual and in-person presentations for current and future community partners to support our instructional program.	Formative		
Strategy's Expected Result/Impact: Better understanding of our program offerings by the community that we serve. Increase partnerships and enrollment.	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District Public Relations Staff Webmaster Social Media Coordinator Teachers Counselors Administration **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 3 **Funding Sources:** - 199 - General Fund			

Strategy 3 Details	Formative Reviews		
Strategy 3: Establish recruitment visits by schools and universities interested in Medical Professions as a partner and enrollment of students.	Formative		
Strategy's Expected Result/Impact: Better understanding of our program offerings by the community that we serve. Increase partnerships and enrollment.	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselors Administration **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 3 **Funding Sources:** - 199 - General Fund			

Strategy 4 Details	Formative Reviews		
Strategy 4: Establish showcases and advisement seminar that include group and individual tours of the campus to educate the community about the campus and district mission.	Formative		
	Jan	Mar	June

Strategy's Expected Result/Impact: Better understanding of our program offerings by the community that we serve. Increase partnerships and enrollment
    Staff Responsible for Monitoring: District Public Relations Staff
 	
    Webmaster
 	
    Social Media Coordinator
 	
    Teachers
 	
    Counselors
 	
    Administration
 	
    TEA Priorities:
Connect high school to career and college
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
    Problem Statements: Demographics 3
    Funding Sources: - 199 - General Fund			

Strategy 5 Details	Formative Reviews

Strategy 5: Develop recruitment activities to include a higher number of male students to encourage more interest by male students in the Medical Professions.	Formative		
	Jan	Mar	June
Strategy's Expected Result/Impact: Better understanding of our program offerings by the community that we serve. Increase enrollment of male students.			
Staff Responsible for Monitoring: District Public Relations Staff			
Webmaster			
Social Media Coordinator			
Teachers			
Counselors			
Administration			
TEA Priorities: Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 3, 4 **Funding Sources:** - 199 - General Fund			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Community partners are focused on the healthcare field excluding our culinary pathway.   **Root Cause**: Medical Professions has moved from a predominantly health science focus to adding culinary arts as a career choice. The school's vision and mission focus on the school's previous focus on the medical field.
Problem Statement 4: Based on current enrollment, there is a high female to male ratio. Female students out number male students.   **Root Cause**: The career pathways offered by Medical Professions can be perceived as being female oriented.

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

Performance Objective 2: Increase by ten percent the variety of social and extracurricular activities that appeal to all students.

High Priority

HB3 Goal

Evaluation Data Sources: STISD district and campus website, social media, and calendar of events.

Strategy 1 Details	Formative Reviews		
Strategy 1: Medical Professions will encourage and increase student and parent participation in district and campus extracurricular events, such as , Texas HOSA, UIL, Chess, Battle of the Books, PASF, and softball, soccer games, and Parent Connections meetings.	**Formative**		

Strategy's Expected Result/Impact: Social and community interactions
    Staff Responsible for Monitoring: Teachers and administrators
 	
    Title I:
2.5
 - **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
    Problem Statements: Perceptions 1
    Funding Sources: - 199 - General Fund, - 244 - Career Technical Education
	Jan	**Mar**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: Increase the opportunities for students to social activities such as enrichment days, assemblies, presentations, enrichment activities during advisory, showcases, recruitment/community service activities, and social gatherings.	**Formative**		

Strategy's Expected Result/Impact: Increase school culture, student connections, retention of student body.
    Staff Responsible for Monitoring: Teachers and administrators
 	
    Title I:
2.5
 - **TEA Priorities:**
Connect high school to career and college
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
    Problem Statements: Demographics 3 - School Processes & Programs 1
	Jan	**Mar**	**June**

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Community partners are focused on the healthcare field excluding our culinary pathway.   **Root Cause**: Medical Professions has moved from a predominantly health science focus to adding culinary arts as a career choice. The school's vision and mission focus on the school's previous focus on the medical field.
School Processes & Programs
Problem Statement 1: Several students continue to fail 3 or more despite team and administration interventions.   **Root Cause**: Students will not respond to intervention plan mainly due to lack of motivation and interest.
Perceptions
Problem Statement 1: Not all parents are using our means of communication, REMIND, which we use most frequently for immediate information.   **Root Cause**: Parents might not have the means, knowledge, or training in the use of communication platforms with our school such as REMIND, which we use most frequently for immediate information and only online trainings are have not been available to parents.

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.

   High Priority

   HB3 Goal

Strategy 1 Details	Formative Reviews		

Strategy 1: Design and implement a campus technology plan that will support the curriculum and delivery of instruction such as a learning management system , software, and hardware such as hot spots, laptops, iPads, and software applications.
 	
    Strategy's Expected Result/Impact: Staff and student's proficiency in the utilization of emerging technologies and increase of student engagement.
    Staff Responsible for Monitoring: Teachers
 	
    Students
 	
    Technology Specialist
 	
    Librarian
 	
    TEA Priorities:
    Build a foundation of reading and math, Connect high school to career and college
    - ESF Levers:
    Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
    Problem Statements: Demographics 3 - Student Learning 4 - Perceptions 1
    Funding Sources: - 211 - Title I, Part A School Wide, - 410 - Instructional Materials Allotment, - 199 - General Fund
	Formative		

	Jan	**Mar**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: Library will host engaging student-centered informational activities aligned to national and state library standards that are literary, technology, and real world focused to increase participation of students and families and increase circulation of texts and use of databases.	**Formative**		
	Jan	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student engagement **Staff Responsible for Monitoring:** Administration Librarian Teachers **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture **Problem Statements:** Student Learning 5 **Funding Sources:** - 199 - General Fund			

Strategy 3 Details	Formative Reviews		
Strategy 3: Library will support extended learning opportunities for staff and students by providing professional learning opportunities and activities.	**Formative**		
	Jan	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student and staff learning opportunities. **Staff Responsible for Monitoring:** Administration Librarian Teachers **Title I:** 2.4, 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4, 5 **Funding Sources:** - 199 - General Fund, - 255 - Title II, Part A Training			

Strategy 4 Details	Formative Reviews

Strategy 4: Library will support academic goals of students and teachers by utilizing multiple resources as WAGS, YAGs, and data and providing print and digital resources aligned to those goals.	Formative		
	Jan	Mar	June
Strategy's Expected Result/Impact: Growth on academic goals **Staff Responsible for Monitoring:** Administration Librarian Teachers **Title I:** 2.4 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4, 5 **Funding Sources:** - 199 - General Fund			

0% No Progress   100% Accomplished   ⟶ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Community partners are focused on the healthcare field excluding our culinary pathway.   **Root Cause**: Medical Professions has moved from a predominantly health science focus to adding culinary arts as a career choice. The school's vision and mission focus on the school's previous focus on the medical field.

Student Learning
Problem Statement 4: Teachers need more training in classroom best practices to include PBL, Active Learning Framework, and various modalities in the classroom environment. **Root Cause**: Classroom best practices need be concise in an instructional framework and purposeful training to provided aligned feedback to teachers so that they can internalize and implement the best practices.
Problem Statement 5: Increasing student achievement scores in all areas.   **Root Cause**: Students and teachers need to adapt their teaching and learning strategies to reach new levels

Perceptions
Problem Statement 1: Not all parents are using our means of communication, REMIND, which we use most frequently for immediate information.   **Root Cause**: Parents might not have the means, knowledge, or training in the use of communication platforms with our school such as REMIND, which we use most frequently for immediate information and only online trainings are have not been available to parents.

2024-2025 Site Based Decision Making Team

Committee Role	Name	Position
Parent	Isabel Perales	Grade 10 Parent
Student	Alyssa Perales	Grade 10 Student
Community Representative	Arturo Rodriguez	Director of Public Health, City of Brownsville
Business Representative	Michael Campos	Administrator, Brownsville Nursing and Rehabilitation Center
Parent	Carmen Perez	Grade 11 Parent
Student	Andrea Vazquez	Student Grade 11
Parent	Ana Hinojosa	Parent Grade 12
Student	America Lerma	Student Grade 12
Parent	Roxana Martinez	Parent Grade 9
Student	Israel Martinez	Student Grade 9
Non-classroom Professional	Mayela Solana	Counselor
Classroom Teacher	Vanessa Manrrique	Team 12 Leader
Classroom Teacher	Elizabeth Carr	Team 11 Leader
Classroom Teacher	Elizabeth Arredondo	Team 10 Leader
Classroom Teacher	Anabel Aldrete	Team 9 Leader
Classroom Teacher	Elizabeth Rocha	Science Dept. Leader
Classroom Teacher	Charlie Paradise	ELR Dept. Leader
Classroom Teacher	Rene Lerma	Math Department Leader
Classroom Teacher	Francisco Vazquez	Social Studies Dept. Leader
Classroom Teacher	Hanani Vasquez	CTE Dept. Leader
Paraprofessional	Erika Vela	Special Ed. Instructional Aide
Non-classroom Professional	Candace Guillen	Social Worker
District-level Professional	Gilberto Arreola	District Instructional Technology Specialist
Administrator	Jose Lucio	Asst. Principal
Administrator	Criselda Flores	Principal

Campus Funding Summary

			199 - General Fund		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2			$0.00
1	1	4			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	3	1			$0.00
1	4	1			$0.00
1	5	1			$0.00
1	5	2			$0.00
1	5	4			$0.00
1	6	1			$0.00
1	6	2			$0.00
1	6	3			$0.00
1	7	1			$0.00
1	7	3			$0.00
2	1	1			$0.00
2	1	4			$0.00
3	1	1			$0.00
3	1	2			$0.00
3	1	3			$0.00
3	1	4			$0.00
4	1	1			$0.00
4	1	2			$0.00
4	1	3			$0.00
4	1	4			$0.00
4	2	1			$0.00

			199 - General Fund		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	2	2			$0.00
4	2	3			$0.00
4	2	4			$0.00
4	2	5			$0.00
4	2	7			$0.00
4	2	8			$0.00
4	2	9			$0.00
5	1	1			$0.00
5	1	2			$0.00
5	1	3			$0.00
5	1	4			$0.00
6	1	1			$0.00
6	1	2			$0.00
6	1	3			$0.00
6	1	4			$0.00
6	1	5			$0.00
6	2	1			$0.00
7	1	1			$0.00
7	1	2			$0.00
7	1	3			$0.00
7	1	4			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,933,442.00
				+/- Difference	$1,933,442.00

			199 - Special Education		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	3			$0.00
1	5	4			$0.00
2	1	2			$0.00
2	1	3			$0.00

199 - Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$66,997.00
				+/- Difference	$66,997.00

199 - English Language Learner

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			$0.00
1	1	3			$0.00
1	5	1			$0.00
1	5	2			$0.00
1	5	4			$0.00
1	6	1			$0.00
1	7	1			$0.00
4	2	5			$0.00
5	1	2			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$47,867.00
				+/- Difference	$47,867.00

211 - Title I, Part A School Wide

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$0.00
1	1	4			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	3	1			$0.00
1	4	1			$0.00
1	5	2			$0.00
1	5	4			$0.00
1	6	1			$0.00
1	6	2			$0.00

211 - Title I, Part A School Wide

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	3			$0.00
1	7	1			$0.00
1	7	3			$0.00
3	1	1			$0.00
3	1	2			$0.00
3	1	3			$0.00
3	1	4			$0.00
4	1	1			$0.00
4	1	2			$0.00
4	1	3			$0.00
4	1	4			$0.00
4	2	1			$0.00
4	2	2			$0.00
4	2	3			$0.00
4	2	4			$0.00
4	2	5			$0.00
4	2	7			$0.00
4	2	8			$0.00
4	2	9			$0.00
5	1	1			$0.00
5	1	2			$0.00
5	1	4			$0.00
7	1	1			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$274,307.00
				+/- Difference	$274,307.00

212 - Title I, Part C Migrant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			$0.00
5	1	2			$0.00

212 - Title I, Part C Migrant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$4,132.00
				+/- Difference	$4,132.00

224 - IDEA B, Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$0.00
1	5	3			$0.00
1	5	4			$0.00
1	6	1			$0.00
2	1	1			$0.00
2	1	2			$0.00
2	1	3			$0.00
2	1	4			$0.00
5	1	2			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$35,442.00
				+/- Difference	$35,442.00

244 - Career Technical Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$0.00
1	6	2			$0.00
1	7	3			$0.00
5	1	2			$0.00
6	2	1			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$13,895.00
				+/- Difference	$13,895.00

255 - Title II, Part A Training

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			$0.00

			255 - Title II, Part A Training		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	1			$0.00
1	5	2			$0.00
1	5	3			$0.00
1	5	4			$0.00
1	6	1			$0.00
1	6	2			$0.00
1	6	3			$0.00
1	7	1			$0.00
1	7	3			$0.00
2	1	1			$0.00
4	1	3			$0.00
4	2	2			$0.00
4	2	3			$0.00
4	2	4			$0.00
4	2	5			$0.00
4	2	7			$0.00
4	2	8			$0.00
4	2	9			$0.00
5	1	1			$0.00
5	1	2			$0.00
5	1	4			$0.00
7	1	3			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$48,272.00
				+/- Difference	$48,272.00

			410 - Instructional Materials Allotment		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2			$0.00
1	7	1			$0.00

410 - Instructional Materials Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	3			$0.00
7	1	1			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$148,382.00
				+/- Difference	$148,382.00
				Grand Total Budgeted	$2,572,736.00
				Grand Total Spent	$0.00
				+/- Difference	$2,572,736.00

Addendums

2021-22 Texas Academic Performance Report (TAPR)

District Name: SOUTH TEXAS ISD

Campus Name: SOUTH TEXAS ISD MEDICAL PROFESSIONS

Campus Number: 031916003

2022 Accountability Rating: A

Distinction Designations:

    Academic Achievement in Science

    Academic Achievement in Social Studies

    Top 25 Percent: Comparative Academic Growth

    Postsecondary Readiness

This page is intentionally blank.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	89%	**85%**	-	85%	83%	*	*	-	*	27%	*	80%	85%	81%	59%
	2021	67%	92%	**85%**	-	84%	90%	-	*	-	-	43%	*	57%	85%	81%	73%
At Meets Grade Level or Above	2022	47%	76%	**64%**	-	64%	33%	*	*	-	*	18%	*	33%	66%	56%	27%
	2021	50%	81%	**69%**	-	68%	70%	-	*	-	-	43%	*	14%	70%	64%	56%
At Masters Grade Level	2022	11%	24%	**17%**	-	16%	17%	*	*	-	*	9%	*	7%	18%	11%	0%
	2021	12%	24%	**11%**	-	12%	0%	-	*	-	-	14%	*	0%	11%	8%	2%
End of Course English II																	
At Approaches Grade Level or Above	2022	72%	93%	**90%**	-	89%	100%	*	*	-	-	70%	*	94%	88%	85%	74%
	2021	71%	93%	**89%**	-	88%	100%	-	100%	-	*	33%	*	93%	87%	89%	71%
At Meets Grade Level or Above	2022	55%	84%	**74%**	-	73%	92%	*	*	-	-	50%	*	80%	71%	68%	49%
	2021	57%	84%	**79%**	-	78%	80%	-	100%	-	*	0%	*	84%	76%	77%	46%
At Masters Grade Level	2022	9%	19%	**10%**	-	9%	17%	*	*	-	-	10%	*	14%	8%	8%	2%
	2021	11%	21%	**10%**	-	11%	0%	-	20%	-	*	0%	*	11%	10%	10%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	92%	**85%**	-	86%	*	-	-	-	-	71%	*	*	86%	84%	86%
	2021	73%	83%	**69%**	-	68%	*	-	-	-	-	*	*	-	69%	65%	78%
At Meets Grade Level or Above	2022	43%	62%	**28%**	-	29%	*	-	-	-	-	14%	*	*	28%	26%	24%
	2021	41%	53%	**14%**	-	15%	*	-	-	-	-	*	*	-	14%	18%	11%
At Masters Grade Level	2022	27%	42%	**15%**	-	16%	*	-	-	-	-	14%	*	*	15%	15%	19%
	2021	23%	33%	**6%**	-	6%	*	-	-	-	-	*	*	-	6%	9%	0%
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	97%	**91%**	-	91%	*	-	-	-	-	67%	-	*	91%	88%	93%
	2021	82%	93%	**88%**	-	88%	*	-	-	-	-	60%	*	*	89%	84%	65%
At Meets Grade Level or Above	2022	55%	80%	**56%**	-	56%	*	-	-	-	-	33%	-	*	57%	54%	29%
	2021	55%	70%	**54%**	-	53%	*	-	-	-	-	40%	*	*	55%	48%	35%
At Masters Grade Level	2022	21%	46%	**20%**	-	21%	*	-	-	-	-	17%	-	*	21%	20%	7%
	2021	22%	35%	**21%**	-	22%	*	-	-	-	-	20%	*	*	21%	18%	15%
End of Course U.S. History																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	89%	99%	**97%**	-	97%	*	-	*	-	*	75%	*	97%	98%	96%	89%
	2021	88%	96%	**92%**	-	92%	100%	-	*	-	*	*	-	93%	92%	91%	64%
At Meets Grade Level or Above	2022	68%	85%	**78%**	-	77%	*	-	*	-	*	25%	*	76%	80%	73%	47%
	2021	69%	83%	**76%**	-	75%	86%	-	*	-	*	*	-	79%	74%	78%	36%
At Masters Grade Level	2022	42%	61%	**54%**	-	54%	*	-	*	-	*	25%	*	58%	51%	48%	16%
	2021	43%	54%	**39%**	-	36%	71%	-	*	-	*	*	-	33%	43%	40%	0%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2022	92%	85%	**76%**	-	74%	78%	-	100%	-	-	50%	-	77%	57%	70%	67%
	2021	95%	92%	**89%**	-	88%	100%	-	-	-	-	*	*	88%	*	88%	-
At Meets Grade Level or Above	2022	64%	49%	**30%**	-	26%	56%	-	100%	-	-	13%	-	30%	29%	25%	0%
	2021	69%	63%	**48%**	-	47%	60%	-	-	-	-	*	*	49%	*	40%	-
At Masters Grade Level	2022	13%	10%	**1%**	-	1%	0%	-	0%	-	-	0%	-	1%	0%	0%	0%
	2021	14%	18%	**3%**	-	3%	0%	-	-	-	-	*	*	3%	*	0%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	92%	**88%**	-	88%	85%	*	100%	-	*	58%	75%	87%	89%	85%	76%
	2021	67%	89%	**87%**	-	86%	97%	-	100%	-	*	48%	80%	90%	86%	85%	71%
At Meets Grade Level or Above	2022	48%	72%	**61%**	-	61%	62%	*	94%	-	*	26%	50%	58%	63%	55%	34%
	2021	41%	68%	**66%**	-	66%	71%	-	100%	-	*	32%	20%	69%	65%	64%	43%
At Masters Grade Level	2022	23%	39%	**21%**	-	21%	15%	*	38%	-	*	12%	0%	22%	21%	18%	6%
	2021	18%	30%	**17%**	-	16%	16%	-	42%	-	*	12%	0%	15%	18%	16%	4%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	94%	**87%**	-	87%	94%	*	100%	-	*	48%	*	92%	86%	83%	67%
	2021	68%	92%	**87%**	-	86%	93%	-	100%	-	*	38%	*	90%	86%	85%	72%
At Meets Grade Level or Above	2022	53%	81%	**69%**	-	69%	72%	*	86%	-	*	33%	*	74%	68%	62%	38%
	2021	45%	77%	**74%**	-	73%	73%	-	100%	-	*	23%	*	78%	73%	71%	53%
At Masters Grade Level	2022	25%	39%	**13%**	-	13%	17%	*	43%	-	*	10%	*	13%	13%	9%	1%
	2021	18%	29%	**11%**	-	11%	0%	-	13%	-	*	8%	*	10%	11%	9%	1%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	90%	**84%**	-	84%	78%	-	*	-	-	58%	*	84%	84%	81%	79%
	2021	66%	83%	**80%**	-	79%	100%	-	-	-	-	*	*	88%	71%	78%	78%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	42%	60%	**32%**	-	31%	33%	-	*	-	-	17%	*	37%	29%	30%	21%
	2021	37%	55%	**34%**	-	34%	43%	-	-	-	-	*	*	50%	14%	31%	11%
At Masters Grade Level	2022	20%	31%	**8%**	-	9%	0%	-	*	-	-	8%	*	1%	14%	8%	17%
	2021	18%	24%	**3%**	-	4%	0%	-	-	-	-	*	*	2%	6%	4%	0%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	93%	**82%**	-	83%	*	-	*	-	-	67%	-	63%	91%	78%	94%
	2021	71%	93%	**88%**	-	88%	*	-	-	-	-	60%	*	*	89%	84%	65%
At Meets Grade Level or Above	2022	47%	71%	**44%**	-	44%	*	-	*	-	-	22%	-	19%	56%	41%	26%
	2021	44%	70%	**54%**	-	53%	*	-	-	-	-	40%	*	*	55%	47%	35%
At Masters Grade Level	2022	21%	38%	**14%**	-	15%	*	-	*	-	-	11%	-	0%	21%	14%	6%
	2021	20%	35%	**22%**	-	22%	*	-	-	-	-	20%	*	*	21%	18%	15%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	93%	**97%**	-	97%	*	-	*	-	*	75%	*	97%	98%	96%	89%
	2021	73%	87%	**92%**	-	92%	100%	-	*	-	*	*	-	93%	92%	91%	64%
At Meets Grade Level or Above	2022	50%	72%	**78%**	-	77%	*	-	*	-	*	25%	*	76%	80%	73%	47%
	2021	49%	65%	**76%**	-	75%	86%	-	*	-	*	*	-	79%	74%	78%	36%
At Masters Grade Level	2022	30%	50%	**54%**	-	54%	*	-	*	-	*	25%	*	58%	51%	48%	16%
	2021	29%	40%	**39%**	-	36%	71%	-	*	-	*	*	-	33%	43%	40%	0%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
					School Progress Domain - Academic Growth Score by Grade and Subject												
End of Course English II	2022	71	77	**80**	-	80	86	-	*	-	-	80	-	80	81	80	84
	2019	69	75	**72**	-	72	73	-	-	-	-	75	*	74	71	70	83
End of Course Algebra I	2022	67	87	**83**	-	83	-	-	-	-	-	*	-	-	83	82	*
	2019	75	92	**93**	-	93	*	-	-	-	-	*	*	-	93	94	-
All Grades Both Subjects	2022	74	84	**81**	-	81	86	-	*	-	-	75	-	80	81	80	86
	2019	69	81	**74**	-	74	75	-	-	-	-	79	*	74	74	73	83
All Grades ELA/Reading	2022	78	84	**80**	-	80	86	-	*	-	-	80	-	80	81	80	84
	2019	68	78	**72**	-	72	73	-	-	-	-	75	*	74	71	70	83
All Grades Mathematics	2022	69	85	**83**	-	83	-	-	-	-	-	*	-	-	83	82	*
	2019	70	85	**93**	-	93	*	-	-	-	-	*	*	-	93	94	-

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	92%	**88%**	-	-	-	-	-	-	74%	-	74%	-	85%	91%	76%	73%
	2021	67%	89%	**87%**	-	-	-	-	-	-	64%	-	64%	-	*	90%	65%	85%
At Meets Grade Level or Above	2022	48%	72%	**61%**	-	-	-	-	-	-	34%	-	34%	-	44%	67%	35%	27%
	2021	41%	68%	**66%**	-	-	-	-	-	-	30%	-	30%	-	*	71%	30%	67%
At Masters Grade Level	2022	23%	39%	**21%**	-	-	-	-	-	-	6%	-	6%	-	7%	24%	6%	13%
	2021	18%	30%	**17%**	-	-	-	-	-	-	3%	-	3%	-	*	20%	3%	4%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	94%	**87%**	-	-	-	-	-	-	64%	-	64%	-	82%	92%	67%	-
	2021	68%	92%	**87%**	-	-	-	-	-	-	62%	-	62%	-	*	90%	64%	89%
At Meets Grade Level or Above	2022	53%	81%	**69%**	-	-	-	-	-	-	35%	-	35%	-	53%	76%	38%	-
	2021	45%	77%	**74%**	-	-	-	-	-	-	37%	-	37%	-	*	79%	36%	80%
At Masters Grade Level	2022	25%	39%	**13%**	-	-	-	-	-	-	1%	-	1%	-	0%	16%	1%	-
	2021	18%	29%	**11%**	-	-	-	-	-	-	2%	-	2%	-	*	13%	2%	0%
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	90%	**84%**	-	-	-	-	-	-	80%	-	80%	-	83%	85%	82%	67%
	2021	66%	83%	**80%**	-	-	-	-	-	-	79%	-	79%	-	-	81%	79%	80%
At Meets Grade Level or Above	2022	42%	60%	**32%**	-	-	-	-	-	-	27%	-	27%	-	17%	35%	23%	0%
	2021	37%	55%	**34%**	-	-	-	-	-	-	7%	-	7%	-	-	39%	7%	20%
At Masters Grade Level	2022	20%	31%	**8%**	-	-	-	-	-	-	20%	-	20%	-	17%	7%	18%	0%
	2021	18%	24%	**3%**	-	-	-	-	-	-	0%	-	0%	-	-	4%	0%	0%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	93%	**82%**	-	-	-	-	-	-	92%	-	92%	-	*	81%	93%	60%
	2021	71%	93%	**88%**	-	-	-	-	-	-	61%	-	61%	-	-	97%	61%	75%
At Meets Grade Level or Above	2022	47%	71%	**44%**	-	-	-	-	-	-	25%	-	25%	-	*	50%	28%	0%
	2021	44%	70%	**54%**	-	-	-	-	-	-	28%	-	28%	-	-	61%	28%	50%
At Masters Grade Level	2022	21%	38%	**14%**	-	-	-	-	-	-	4%	-	4%	-	*	16%	7%	0%
	2021	20%	35%	**22%**	-	-	-	-	-	-	11%	-	11%	-	-	24%	11%	25%
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	93%	**97%**	-	-	-	-	-	-	89%	-	89%	-	-	98%	89%	*
	2021	73%	87%	**92%**	-	-	-	-	-	-	57%	-	57%	-	-	94%	57%	*

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Meets Grade Level or Above	2022	50%	72%	**78%**	-	-	-	-	-	-	50%	-	50%	-	-	81%	47%	*
	2021	49%	65%	**76%**	-	-	-	-	-	-	29%	-	29%	-	-	78%	29%	*
At Masters Grade Level	2022	30%	50%	**54%**	-	-	-	-	-	-	17%	-	17%	-	-	58%	16%	*
	2021	29%	40%	**39%**	-	-	-	-	-	-	0%	-	0%	-	-	42%	0%	*
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	84%	**81%**	-	-	-	-	-	-	84%	-	84%	-	*	80%	86%	-
	2019	69%	81%	**74%**	-	-	-	-	-	-	-	-	-	-	-		
All Grades ELA/Reading	2022	78%	84%	**80%**	-	-	-	-	-	-	83%	-	83%	-	*	80%	84%	-
	2019	68%	78%	**72%**	-	-	-	-	-	-	-	-	-	-	-		
All Grades Mathematics	2022	69%	85%	**83%**	-	-	-	-	-	-	*	-	*	-	*	80%	*	-
	2019	70%	85%	**93%**	-	-	-	-	-	-	-	-	-	-	-		

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	**96%**	-	96%	97%	*	100%	-	*	98%	100%	91%	99%	95%	99%
Included in Accountability	93%	96%	**92%**	-	93%	89%	*	100%	-	*	93%	100%	88%	94%	91%	83%
Not Included in Accountability: Mobile	5%	1%	**2%**	-	1%	8%	*	0%	-	*	2%	0%	1%	2%	1%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	-	2%	0%	*	0%	-	*	4%	0%	1%	2%	3%	11%
Not Tested	1%	2%	**4%**	-	4%	3%	*	0%	-	*	2%	0%	9%	1%	5%	1%
Absent	1%	1%	**0%**	-	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%
Other	0%	2%	**4%**	-	4%	3%	*	0%	-	*	2%	0%	9%	1%	5%	1%
Reading																
Assessment Participant	99%	100%	**100%**	-	100%	100%	*	100%	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	92%	96%	**95%**	-	94%	95%	*	100%	-	*	91%	*	94%	95%	93%	79%
Not Included in Accountability: Mobile	5%	1%	**2%**	-	2%	5%	*	0%	-	*	0%	*	1%	2%	2%	6%
Not Included in Accountability: Other Exclusions	2%	3%	**3%**	-	4%	0%	*	0%	-	*	9%	*	5%	3%	5%	16%
Not Tested	1%	0%	**0%**	-	0%	0%	*	0%	-	*	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	*	0%	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	*	0%	-	*	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	97%	**85%**	-	84%	100%	-	*	-	*	100%	*	78%	91%	84%	96%
Included in Accountability	93%	97%	**82%**	-	82%	90%	-	*	-	*	100%	*	77%	88%	82%	89%
Not Included in Accountability: Mobile	5%	0%	**2%**	-	1%	10%	-	*	-	*	0%	*	1%	3%	1%	4%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	0%	0%	-	*	-	*	0%	*	0%	1%	1%	4%
Not Tested	1%	3%	**15%**	-	16%	0%	-	*	-	*	0%	*	22%	9%	16%	4%
Absent	1%	0%	**0%**	-	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	2%	**15%**	-	16%	0%	-	*	-	*	0%	*	22%	9%	16%	4%
Science																
Assessment Participant	98%	93%	**93%**	-	94%	83%	-	*	-	*	91%	-	80%	100%	91%	97%
Included in Accountability	93%	92%	**88%**	-	89%	67%	-	*	-	*	82%	-	77%	94%	86%	86%
Not Included in Accountability: Mobile	4%	1%	**4%**	-	3%	17%	-	*	-	*	9%	-	3%	4%	2%	3%
Not Included in Accountability: Other Exclusions	1%	0%	**2%**	-	2%	0%	-	*	-	*	0%	-	0%	2%	2%	8%
Not Tested	2%	7%	**7%**	-	6%	17%	-	*	-	*	9%	-	20%	0%	9%	3%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	**0%**	-	0%	0%	-	*	-	*	0%	-	0%	0%	0%	0%
Other	0%	7%	**7%**	-	6%	17%	-	*	-	*	9%	-	20%	0%	9%	3%
Social Studies																
Assessment Participant	98%	99%	**100%**	-	100%	*	-	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	94%	99%	**99%**	-	100%	*	-	*	-	*	100%	*	99%	99%	100%	100%
Not Included in Accountability: Mobile	4%	1%	**1%**	-	0%	*	-	*	-	*	0%	*	1%	1%	0%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	0%	*	-	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	2%	1%	**0%**	-	0%	*	-	*	-	*	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	*	-	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	*	-	*	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	82%	**75%**	-	74%	90%	-	100%	-	*	89%	-	78%	41%	71%	75%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	83%	**82%**	-	82%	87%	-	100%	-	*	86%	83%	67%	90%	81%	92%
Included in Accountability	83%	82%	**81%**	-	81%	79%	-	100%	-	*	86%	83%	65%	89%	80%	89%
Not Included in Accountability: Mobile	3%	1%	**1%**	-	1%	8%	-	0%	-	*	0%	0%	2%	1%	0%	2%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	-	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	1%
Not Tested	12%	17%	**18%**	-	18%	13%	-	0%	-	*	14%	17%	33%	10%	19%	8%
Absent	2%	2%	**1%**	-	1%	0%	-	0%	-	*	0%	0%	1%	1%	2%	0%
Other	10%	15%	**16%**	-	17%	13%	-	0%	-	*	14%	17%	32%	8%	18%	8%
Reading																
Assessment Participant	89%	86%	**92%**	-	92%	94%	-	100%	-	*	81%	*	92%	92%	91%	94%
Included in Accountability	83%	83%	**90%**	-	90%	88%	-	100%	-	*	81%	*	89%	91%	91%	91%
Not Included in Accountability: Mobile	3%	1%	**1%**	-	1%	6%	-	0%	-	*	0%	*	2%	1%	0%	1%
Not Included in Accountability: Other Exclusions	3%	2%	**0%**	-	0%	0%	-	0%	-	*	0%	*	1%	0%	1%	2%
Not Tested	11%	14%	**8%**	-	8%	6%	-	0%	-	*	19%	*	8%	8%	9%	6%
Absent	2%	2%	**1%**	-	1%	0%	-	0%	-	*	0%	*	1%	1%	1%	0%
Other	10%	12%	**7%**	-	7%	6%	-	0%	-	*	19%	*	7%	7%	7%	6%
Mathematics																
Assessment Participant	88%	81%	**67%**	-	65%	89%	-	-	-	-	*	*	59%	80%	65%	86%
Included in Accountability	84%	79%	**65%**	-	64%	78%	-	-	-	-	*	*	57%	78%	64%	82%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	4%	1%	**2%**	-	1%	11%	-	-	-	-	*	*	2%	2%	1%	5%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	-	0%	0%	-	-	-	-	*	*	0%	0%	0%	0%
Not Tested	12%	19%	**33%**	-	35%	11%	-	-	-	-	*	*	41%	20%	35%	14%
Absent	2%	1%	**0%**	-	0%	0%	-	-	-	-	*	*	0%	0%	0%	0%
Other	10%	18%	**33%**	-	35%	11%	-	-	-	-	*	*	41%	20%	35%	14%
Science																
Assessment Participant	87%	77%	**58%**	-	58%	60%	-	-	-	-	100%	*	10%	85%	54%	87%
Included in Accountability	84%	76%	**55%**	-	56%	40%	-	-	-	-	100%	*	7%	83%	53%	84%
Not Included in Accountability: Mobile	3%	1%	**2%**	-	2%	20%	-	-	-	-	0%	*	3%	2%	1%	3%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	-	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	13%	23%	**42%**	-	42%	40%	-	-	-	-	0%	*	90%	15%	46%	13%
Absent	2%	1%	**2%**	-	2%	0%	-	-	-	-	0%	*	0%	4%	4%	0%
Other	10%	22%	**40%**	-	40%	40%	-	-	-	-	0%	*	90%	11%	42%	13%
Social Studies																
Assessment Participant	87%	91%	**94%**	-	94%	88%	-	*	-	*	*	-	92%	96%	93%	100%
Included in Accountability	84%	91%	**94%**	-	94%	88%	-	*	-	*	*	-	92%	96%	93%	100%
Not Included in Accountability: Mobile	3%	0%	**0%**	-	0%	0%	-	*	-	*	*	-	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	-	0%	0%	-	*	-	*	*	-	0%	0%	0%	0%
Not Tested	13%	9%	**6%**	-	6%	13%	-	*	-	*	*	-	8%	4%	7%	0%
Absent	3%	1%	**3%**	-	3%	0%	-	*	-	*	*	-	4%	2%	3%	0%
Other	10%	7%	**3%**	-	3%	13%	-	*	-	*	*	-	4%	3%	4%	0%
Accelerated Testers																
SAT/ACT Participant	85%	50%	**40%**	-	39%	63%	-	-	-	-	*	*	41%	33%	40%	*

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	93.7%	**90.6%**	-	90.5%	91.0%	-	96.8%	-	*	91.7%	90.2%	88.9%
2019-20	98.3%	98.8%	**98.2%**	-	98.2%	98.0%	-	99.2%	-	*	98.3%	98.2%	98.6%
Chronic Absenteeism													
2020-21	15.0%	18.0%	**30.0%**	-	30.3%	31.4%	-	0.0%	-	*	26.7%	32.8%	33.8%
2019-20	6.7%	3.6%	**5.4%**	-	5.4%	7.4%	-	0.0%	-	*	3.4%	5.3%	3.3%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	0.1%	**0.1%**	-	0.1%	0.0%	-	0.0%	-	*	0.0%	0.2%	0.0%
2019-20	1.6%	0.0%	**0.0%**	-	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	98.5%	**94.8%**	-	94.6%	100.0%	-	-	-	-	100.0%	93.8%	*
Received TxCHSE	0.3%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Continued HS	3.9%	1.4%	**4.6%**	-	4.8%	0.0%	-	-	-	-	0.0%	5.5%	*
Dropped Out	5.8%	0.1%	**0.5%**	-	0.5%	0.0%	-	-	-	-	0.0%	0.7%	*
Graduates and TxCHSE	90.3%	98.5%	**94.8%**	-	94.6%	100.0%	-	-	-	-	100.0%	93.8%	*
Graduates, TxCHSE, and Continuers	94.2%	99.9%	**99.5%**	-	99.5%	100.0%	-	-	-	-	100.0%	99.3%	*
Class of 2020													
Graduated	90.3%	98.9%	**96.8%**	-	96.7%	*	-	*	-	-	66.7%	95.7%	-
Received TxCHSE	0.4%	0.0%	**0.0%**	-	0.0%	*	-	*	-	-	0.0%	0.0%	-
Continued HS	3.9%	1.0%	**2.7%**	-	2.7%	*	-	*	-	-	33.3%	3.5%	-
Dropped Out	5.4%	0.2%	**0.5%**	-	0.5%	*	-	*	-	-	0.0%	0.7%	-
Graduates and TxCHSE	90.7%	98.9%	**96.8%**	-	96.7%	*	-	*	-	-	66.7%	95.7%	-
Graduates, TxCHSE, and Continuers	94.6%	99.8%	**99.5%**	-	99.5%	*	-	*	-	-	100.0%	99.3%	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	99.8%	**99.5%**	-	99.5%	*	-	*	-	-	100.0%	99.3%	-
Received TxCHSE	0.5%	0.0%	**0.0%**	-	0.0%	*	-	*	-	-	0.0%	0.0%	-
Continued HS	1.1%	0.0%	**0.0%**	-	0.0%	*	-	*	-	-	0.0%	0.0%	-
Dropped Out	6.2%	0.2%	**0.5%**	-	0.5%	*	-	*	-	-	0.0%	0.7%	-
Graduates and TxCHSE	92.7%	99.8%	**99.5%**	-	99.5%	*	-	*	-	-	100.0%	99.3%	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	99.8%	**99.5%**	-	99.5%	*	-	*	-	-	100.0%	99.3%	-
Class of 2019													
Graduated	92.0%	99.8%	**99.4%**	*	99.4%	100.0%	-	*	-	*	*	100.0%	*
Received TxCHSE	0.5%	0.0%	**0.0%**	*	0.0%	0.0%	-	*	-	*	*	0.0%	*
Continued HS	1.3%	0.2%	**0.6%**	*	0.6%	0.0%	-	*	-	*	*	0.0%	*
Dropped Out	6.1%	0.0%	**0.0%**	*	0.0%	0.0%	-	*	-	*	*	0.0%	*
Graduates and TxCHSE	92.6%	99.8%	**99.4%**	*	99.4%	100.0%	-	*	-	*	*	100.0%	*
Graduates, TxCHSE, and Continuers	93.9%	100.0%	**100.0%**	*	100.0%	100.0%	-	*	-	*	*	100.0%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	100.0%	**100.0%**	*	100.0%	100.0%	-	*	-	*	*	100.0%	*
Received TxCHSE	0.6%	0.0%	**0.0%**	*	0.0%	0.0%	-	*	-	*	*	0.0%	*
Continued HS	0.6%	0.0%	**0.0%**	*	0.0%	0.0%	-	*	-	*	*	0.0%	*
Dropped Out	6.2%	0.0%	**0.0%**	*	0.0%	0.0%	-	*	-	*	*	0.0%	*
Graduates and TxCHSE	93.2%	100.0%	**100.0%**	*	100.0%	100.0%	-	*	-	*	*	100.0%	*
Graduates, TxCHSE, and Continuers	93.8%	100.0%	**100.0%**	*	100.0%	100.0%	-	*	-	*	*	100.0%	*
Class of 2018													
Graduated	92.6%	99.8%	**99.2%**	-	99.2%	*	-	100.0%	-	*	-	99.0%	-
Received TxCHSE	0.7%	0.0%	**0.0%**	-	0.0%	*	-	0.0%	-	*	-	0.0%	-
Continued HS	0.6%	0.0%	**0.0%**	-	0.0%	*	-	0.0%	-	*	-	0.0%	-
Dropped Out	6.1%	0.2%	**0.8%**	-	0.8%	*	-	0.0%	-	*	-	1.0%	-
Graduates and TxCHSE	93.3%	99.8%	**99.2%**	-	99.2%	*	-	100.0%	-	*	-	99.0%	-
Graduates, TxCHSE, and Continuers	93.9%	99.8%	**99.2%**	-	99.2%	*	-	100.0%	-	*	-	99.0%	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	98.5%	**94.8%**	-	94.6%	100.0%	-	-	-	-	100.0%	93.8%	*
Class of 2020	90.3%	98.9%	**96.8%**	-	96.7%	*	-	*	-	-	66.7%	95.7%	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	2.0%	**0.0%**	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Class of 2020	4.3%	1.1%	**0.0%**	-	0.0%	*	-	*	-	-	*	0.0%	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	97.1%	**100.0%**	-	100.0%	100.0%	-	-	-	-	100.0%	100.0%	*
Class of 2020	83.5%	98.6%	**100.0%**	-	100.0%	*	-	*	-	-	*	100.0%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	99.0%	**100.0%**	-	100.0%	100.0%	-	-	-	-	100.0%	100.0%	*
Class of 2020	87.8%	99.7%	**100.0%**	-	100.0%	*	-	*	-	-	*	100.0%	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	-	**-**	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	1.8%	**0.0%**	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
2019-20	4.4%	1.4%	**0.0%**	-	0.0%	*	-	*	-	-	0.0%	0.0%	*
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	97.1%	**100.0%**	-	100.0%	100.0%	-	-	-	-	100.0%	100.0%	*
2019-20	81.8%	98.3%	**100.0%**	-	100.0%	*	-	*	-	-	100.0%	100.0%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	98.9%	**100.0%**	-	100.0%	100.0%	-	-	-	-	100.0%	100.0%	*
2019-20	85.8%	99.7%	**100.0%**	-	100.0%	*	-	*	-	-	100.0%	100.0%	*

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	190	100.0%	717	358,842
By Ethnicity:				
African American	0	0.0%	5	44,018
Hispanic	182	95.8%	618	183,306
White	8	4.2%	39	103,898
American Indian	0	0.0%	1	1,195
Asian	0	0.0%	53	18,030
Pacific Islander	0	0.0%	0	553
Two or More Races	0	0.0%	1	7,842
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	934
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	729
Foundation H.S. Program (No Endorsement)	0	0.0%	8	56,281
Foundation H.S. Program (Endorsement)	0	0.0%	13	13,582
Foundation H.S. Program (DLA)	190	100.0%	696	287,316
Special Education Graduates	7	3.7%	24	31,028
Economically Disadvantaged Graduates	141	74.2%	385	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	1	0.5%	19	32,809
At-Risk Graduates	15	7.9%	137	155,884
CTE Completers	190	100.0%	578	99,076

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2020-21	65.2%	87.2%	**91.6%**	-	91.2%	100.0%	-	-	-	-	100.0%	88.7%	*
2019-20	63.0%	93.7%	**94.6%**	-	94.4%	*	-	*	-	-	100.0%	94.1%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2020-21	52.7%	83.8%	**86.3%**	-	85.7%	100.0%	-	-	-	-	71.4%	82.3%	*
2019-20	53.4%	91.0%	**89.2%**	-	88.9%	*	-	*	-	-	33.3%	90.4%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2020-21	56.1%	83.5%	**90.5%**	-	90.1%	100.0%	-	-	-	-	85.7%	88.7%	*
2019-20	59.7%	91.8%	**92.4%**	-	92.8%	*	-	*	-	-	66.7%	90.4%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2020-21	45.7%	71.1%	**82.1%**	-	81.3%	100.0%	-	-	-	-	57.1%	78.0%	*
2019-20	47.9%	79.6%	**82.7%**	-	82.8%	*	-	*	-	-	16.7%	82.4%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2020-21	40.4%	68.9%	**80.0%**	-	79.1%	100.0%	-	-	-	-	57.1%	75.2%	*
2019-20	43.2%	77.6%	**80.0%**	-	80.0%	*	-	*	-	-	16.7%	78.7%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2020-21	21.3%	59.6%	**57.4%**	-	56.6%	75.0%	-	-	-	-	28.6%	58.2%	*
2019-20	21.1%	68.9%	**65.4%**	-	65.0%	*	-	*	-	-	16.7%	66.2%	*
Associate Degree (Annual Graduates)													
2020-21	2.6%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
2019-20	2.1%	1.3%	**0.0%**	-	0.0%	*	-	*	-	-	0.0%	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2020-21	25.9%	58.4%	**48.9%**	-	47.8%	75.0%	-	-	-	-	42.9%	46.1%	*
2019-20	24.6%	63.3%	**62.7%**	-	62.2%	*	-	*	-	-	16.7%	58.8%	*
Onramps Course Credits (Annual Graduates)													
2020-21	4.4%	4.7%	**0.0%**	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
2019-20	4.0%	0.2%	**0.0%**	-	0.0%	*	-	*	-	-	0.0%	0.0%	*
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2020-21	24.2%	24.1%	**53.7%**	-	53.8%	50.0%	-	-	-	-	100.0%	54.6%	*
2019-20	18.7%	23.2%	**62.2%**	-	61.7%	*	-	*	-	-	100.0%	64.0%	*
Approved Industry-Based Certification (Annual Graduates)													
2020-21	18.4%	21.5%	**51.6%**	-	51.6%	50.0%	-	-	-	-	42.9%	52.5%	*

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2019-20	13.2%	20.2%	**61.1%**	-	60.6%	*	-	*	-	-	66.7%	64.0%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2020-21	0.7%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
2019-20	0.7%	0.0%	**0.0%**	-	0.0%	*	-	*	-	-	0.0%	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2020-21	2.4%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
2019-20	2.4%	0.0%	**0.0%**	-	0.0%	*	-	*	-	-	0.0%	0.0%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2020-21	4.4%	3.3%	**3.7%**	-	3.8%	0.0%	-	-	-	-	100.0%	4.3%	*
2019-20	3.7%	3.8%	**3.2%**	-	3.3%	*	-	*	-	-	100.0%	2.9%	*

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2020-21	25.9%	64.0%	**88.9%**	-	89.0%	87.5%	-	-	-	-	85.7%	86.5%	*
	2019-20	30.1%	57.3%	**91.9%**	-	92.2%	*	-	*	-	-	66.7%	89.7%	*
Mathematics	2020-21	19.4%	54.4%	**82.1%**	-	81.3%	100.0%	-	-	-	-	57.1%	78.0%	*
	2019-20	21.2%	52.0%	**82.7%**	-	82.8%	*	-	*	-	-	16.7%	82.4%	*
Both Subjects	2020-21	14.4%	50.2%	**78.9%**	-	78.6%	87.5%	-	-	-	-	57.1%	73.8%	*
	2019-20	16.4%	44.4%	**80.0%**	-	80.0%	*	-	*	-	-	16.7%	78.7%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2020-21	8.6%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
	2019-20	7.3%	0.0%	**0.0%**	-	0.0%	*	-	*	-	-	0.0%	0.0%	*
Mathematics	2020-21	10.3%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
	2019-20	9.7%	0.0%	**0.0%**	-	0.0%	*	-	*	-	-	0.0%	0.0%	*
Both Subjects	2020-21	4.9%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
	2019-20	4.2%	0.0%	**0.0%**	-	0.0%	*	-	*	-	-	0.0%	0.0%	*
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2021	21.1%	53.4%	**59.1%**	-	59.5%	43.8%	-	*	-	*	69.2%	65.6%	57.1%
	2020	22.0%	74.0%	**85.1%**	-	85.4%	72.7%	-	*	-	-	76.9%	88.4%	*
English Language Arts	2021	12.1%	33.6%	**40.7%**	-	41.9%	18.8%	-	*	-	*	30.8%	44.7%	57.1%
	2020	12.7%	57.2%	**64.8%**	-	64.9%	63.6%	-	*	-	-	69.2%	69.5%	*
Mathematics	2021	6.1%	15.0%	**12.4%**	-	12.3%	18.8%	-	*	-	*	23.1%	13.9%	0.0%
	2020	6.4%	17.4%	**15.4%**	-	15.4%	9.1%	-	*	-	-	7.7%	15.4%	*
Science	2021	8.7%	27.6%	**32.9%**	-	33.2%	18.8%	-	*	-	*	53.8%	34.8%	42.9%
	2020	9.4%	47.4%	**60.7%**	-	60.4%	72.7%	-	*	-	-	38.5%	59.9%	*
Social Studies	2021	11.6%	39.2%	**48.4%**	-	48.8%	37.5%	-	*	-	*	46.2%	52.7%	42.9%
	2020	12.4%	59.3%	**74.8%**	-	75.0%	72.7%	-	*	-	-	53.8%	78.4%	*
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2021	48.6%	46.2%	**26.8%**	-	24.9%	57.1%	-	*	-	-	22.2%	25.1%	*
	2020	59.0%	59.1%	**43.2%**	-	43.0%	37.5%	-	*	-	-	20.0%	38.8%	*
English Language Arts	2021	42.7%	32.0%	**10.8%**	-	9.8%	*	-	*	-	-	*	7.4%	*
	2020	50.1%	41.1%	**17.9%**	-	17.2%	28.6%	-	*	-	-	0.0%	13.3%	*
Mathematics	2021	49.4%	22.9%	**6.3%**	-	6.7%	*	-	-	-	-	*	2.6%	-
	2020	56.5%	32.6%	**8.3%**	-	8.6%	*	-	*	-	-	*	4.4%	-
Science	2021	41.4%	23.8%	**11.0%**	-	9.9%	*	-	*	-	-	14.3%	6.3%	*
	2020	47.6%	34.6%	**25.0%**	-	25.1%	12.5%	-	*	-	-	20.0%	21.1%	*

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2021	42.2%	27.1%	**8.0%**	-	7.9%	0.0%	-	*	-	-	16.7%	6.3%	*
	2020	52.3%	37.9%	**17.9%**	-	18.1%	0.0%	-	*	-	-	14.3%	14.8%	*
SAT/ACT Results (Annual Graduates)														
Tested	2020-21	70.8%	73.9%	**58.4%**	-	57.1%	75.0%	-	?	-	-	14.3%	52.5%	*
	2019-20	76.7%	100.0%	**100.0%**	-	100.0%	*	-	*	-	-	100.0%	100.0%	*
At/Above Criterion for All Examinees	2020-21	32.9%	51.9%	**41.4%**	-	39.4%	66.7%	-	*	-	-	*	32.4%	*
	2019-20	35.7%	54.1%	**37.6%**	-	36.2%	*	-	*	-	-	0.0%	29.8%	*
Average SAT Score (Annual Graduates)														
All Subjects	2020-21	1002	1110	**1045**	-	1041	1093	-	*	-	-	*	1024	*
	2019-20	1019	1097	**1032**	-	1027	1080	-	1270	-	-	828	1011	890
English Language Arts and Writing	2020-21	504	562	**529**	-	528	538	-	*	-	-	*	519	*
	2019-20	513	556	**523**	-	520	553	-	663	-	-	417	509	440
Mathematics	2020-21	498	548	**516**	-	513	555	-	*	-	-	*	505	*
	2019-20	506	542	**509**	-	507	527	-	607	-	-	412	501	450
Average ACT Score (Annual Graduates)														
All Subjects	2020-21	20.0	23.1	**21.0**	-	21.0	-	-	-	-	-	-	21.0	-
	2019-20	20.2	22.3	**20.5**	-	20.5	19.0	-	23.0	-	-	15.3	19.9	-
English Language Arts	2020-21	19.6	23.4	**21.3**	-	21.3	-	-	-	-	-	-	22.1	-
	2019-20	19.9	22.5	**20.5**	-	20.4	20.0	-	26.0	-	-	15.7	19.6	-
Mathematics	2020-21	19.9	21.8	**19.4**	-	19.4	-	-	-	-	-	-	18.4	-
	2019-20	20.1	21.5	**19.6**	-	19.6	17.0	-	21.0	-	-	15.3	19.4	-
Science	2020-21	20.3	23.0	**21.2**	-	21.2	-	-	-	-	-	-	20.4	-
	2019-20	20.5	22.3	**20.7**	-	20.8	19.0	-	20.0	-	-	14.3	20.5	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2020-21	42.5%	83.1%	**95.0%**	-	94.9%	94.1%	-	100.0%	-	*	100.0%	93.7%	93.8%
	2019-20	46.3%	82.0%	**98.3%**	-	98.2%	100.0%	-	100.0%	-	*	100.0%	98.6%	92.6%
English Language Arts	2020-21	16.3%	50.8%	**46.3%**	-	45.9%	52.9%	-	58.3%	-	*	44.8%	48.3%	12.5%
	2019-20	18.2%	54.0%	**50.2%**	-	51.1%	40.7%	-	27.3%	-	*	44.0%	53.4%	11.1%
Mathematics	2020-21	19.3%	47.6%	**35.5%**	-	35.3%	41.2%	-	41.7%	-	*	37.9%	38.0%	4.8%
	2019-20	20.7%	45.2%	**37.4%**	-	38.0%	33.3%	-	18.2%	-	*	34.6%	37.8%	3.7%
Science	2020-21	20.6%	62.2%	**68.2%**	-	68.4%	61.8%	-	75.0%	-	*	79.3%	68.4%	41.3%
	2019-20	22.4%	61.1%	**67.9%**	-	68.1%	70.4%	-	54.5%	-	*	61.5%	69.3%	29.6%
Social Studies	2020-21	22.8%	68.2%	**94.8%**	-	94.8%	94.1%	-	100.0%	-	*	93.1%	93.5%	92.1%
	2019-20	24.6%	60.5%	**96.7%**	-	96.5%	100.0%	-	100.0%	-	*	100.0%	96.2%	85.2%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2019-20	46.1%	75.7%	**76.2%**	-	76.7%	*	-	*	-	-	83.3%	75.7%	*
	2018-19	52.6%	78.5%	**81.7%**	*	81.1%	80.0%	-	*	-	*	*	82.4%	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)														
	2019-20	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	864	100.0%	4,251	5,402,928	864	100.0%	4,251	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.4%
Pre-Kindergarten	0	0.0%	0.0%	4.1%	0	0.0%	0.0%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	0.0%	3.5%	0	0.0%	0.0%	3.5%
Kindergarten	0	0.0%	0.0%	6.8%	0	0.0%	0.0%	6.8%
Grade 1	0	0.0%	0.0%	7.1%	0	0.0%	0.0%	7.1%
Grade 2	0	0.0%	0.0%	7.1%	0	0.0%	0.0%	7.1%
Grade 3	0	0.0%	0.0%	7.1%	0	0.0%	0.0%	7.1%
Grade 4	0	0.0%	0.0%	7.1%	0	0.0%	0.0%	7.1%
Grade 5	0	0.0%	0.0%	7.2%	0	0.0%	0.0%	7.2%
Grade 6	0	0.0%	2.2%	7.4%	0	0.0%	2.2%	7.4%
Grade 7	0	0.0%	14.2%	7.7%	0	0.0%	14.2%	7.7%
Grade 8	0	0.0%	15.2%	7.9%	0	0.0%	15.2%	7.8%
Grade 9	225	26.0%	18.8%	8.8%	225	26.0%	18.8%	8.8%
Grade 10	242	28.0%	18.1%	7.6%	242	28.0%	18.1%	7.5%
Grade 11	214	24.8%	16.8%	7.2%	214	24.8%	16.8%	7.2%
Grade 12	183	21.2%	14.7%	6.7%	183	21.2%	14.7%	6.7%
Ethnic Distribution:								
African American	2	0.2%	1.0%	12.8%	2	0.2%	1.0%	12.8%
Hispanic	814	94.2%	81.0%	52.8%	814	94.2%	81.0%	52.7%
White	27	3.1%	9.6%	26.3%	27	3.1%	9.6%	26.3%
American Indian	2	0.2%	0.2%	0.3%	2	0.2%	0.2%	0.3%
Asian	16	1.9%	7.5%	4.8%	16	1.9%	7.5%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	3	0.3%	0.7%	2.9%	3	0.3%	0.7%	2.9%
Sex:								
Female	532	61.6%	55.7%	48.9%	532	61.6%	55.7%	48.8%
Male	332	38.4%	44.3%	51.1%	332	38.4%	44.3%	51.2%
Economically Disadvantaged	603	69.8%	51.9%	60.7%	603	69.8%	51.9%	60.6%
Non-Educationally Disadvantaged	261	30.2%	48.1%	39.3%	261	30.2%	48.1%	39.4%
Section 504 Students	48	5.6%	6.0%	7.4%	48	5.6%	6.0%	7.4%
EB Students/EL	82	9.5%	11.0%	21.7%	82	9.5%	11.0%	21.7%
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.1%	0.6%				

| Student Information | Membership | | | | Enrollment | | | |
| | Campus | | | | Campus | | | |
	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	33	3.8%	3.1%	5.0%	33	3.8%	3.1%	5.0%
Foster Care	1	0.1%	0.1%	0.3%	1	0.1%	0.1%	0.3%
Homeless	2	0.2%	0.3%	1.1%	2	0.2%	0.3%	1.1%
Immigrant	0	0.0%	0.0%	2.0%	0	0.0%	0.0%	2.0%
Migrant	9	1.0%	0.7%	0.3%	9	1.0%	0.7%	0.3%
Title I	864	100.0%	100.0%	64.3%	864	100.0%	100.0%	64.3%
Military Connected	12	1.4%	0.3%	3.3%	12	1.4%	0.3%	3.3%
At-Risk	179	20.7%	24.9%	53.5%	179	20.7%	24.9%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	82	9.5%	10.8%	21.9%	82	9.5%	10.8%	21.8%
Career and Technical Education	845	97.8%	82.8%	25.8%				
Career and Technical Education (9-12 grades only)	845	97.8%	91.2%	71.0%				
Gifted and Talented Education	68	7.9%	16.1%	8.0%	68	7.9%	16.1%	8.0%
Special Education	29	3.4%	3.9%	11.6%	29	3.4%	3.9%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	29							
By Type of Primary Disability								
Students with Intellectual Disabilities	18	62.1%	42.4%	43.0%				
Students with Physical Disabilities	0	0.0%	9.1%	20.8%				
Students with Autism	*	*	23.0%	14.7%				
Students with Behavioral Disabilities	**	**	25.5%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.5%				
Mobility (2020-21):								
Total Mobile Students	51	5.6%	4.1%	13.6%				
By Ethnicity:								
African American	0	0.0%	0.0%	2.5%				
Hispanic	49	5.4%	3.6%	6.6%				
White	2	0.2%	0.3%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.1%	0.5%				
Count and Percent of Special Ed Students who are Mobile	1	3.3%	1.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	6	8.8%	4.5%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	32	5.3%	4.2%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	101	14.7%	14.8%	18.9%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	-	1.9%	-	-	5.2%
Grade 1	-	-	2.9%	-	-	4.2%
Grade 2	-	-	1.7%	-	-	2.2%
Grade 3	-	-	1.0%	-	-	1.0%
Grade 4	-	-	0.7%	-	-	0.7%
Grade 5	-	-	0.5%	-	-	0.7%
Grade 6	-	-	0.6%	-	-	0.6%
Grade 7	-	0.2%	0.7%	-	0.0%	0.7%
Grade 8	-	0.2%	0.6%	-	0.0%	0.8%
Grade 9	7.8%	2.6%	10.5%	0.0%	0.0%	14.1%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	-	18.7
Grade 1	-	-	18.7
Grade 2	-	-	18.6
Grade 3	-	-	18.7
Grade 4	-	-	18.8
Grade 5	-	-	20.2
Grade 6	-	17.2	19.2
Secondary:			
English/Language Arts	18.2	17.9	16.3
Foreign Languages	15.9	17.0	18.4
Mathematics	17.3	16.3	17.5
Science	19.6	18.9	18.5
Social Studies	20.3	18.0	19.1

| Staff Information | --------- Campus --------- | | District | State |
	Count/Average	Percent	District	State
Total Staff	73.7	100.0%	100.0%	100.0%
Professional Staff:	68.3	92.6%	58.9%	64.1%
Teachers	59.2	80.3%	47.1%	49.3%
Professional Support	6.1	8.2%	7.8%	10.7%
Campus Administration (School Leadership)	3.0	4.1%	2.8%	2.9%
Educational Aides:	5.5	7.4%	4.4%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	4.0	4,194.0
Part-time Librarians	0.0	n/a	3.0	607.0
Full-time Counselors	3.0	n/a	18.0	13,550.0
Part-time Counselors	1.0	n/a	1.0	1,176.0
Total Minority Staff:	60.8	82.4%	90.0%	52.1%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.6%	11.2%
Hispanic	45.2	76.4%	77.2%	28.9%
White	12.0	20.3%	17.3%	56.4%
American Indian	1.0	1.7%	1.0%	0.3%
Asian	1.0	1.7%	3.5%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.3%	1.2%
Teachers by Sex:				
Males	22.8	38.5%	40.3%	24.1%
Females	36.4	61.5%	59.7%	75.9%
Teachers by Highest Degree Held:				
No Degree	2.0	3.4%	1.9%	1.4%
Bachelors	22.8	38.6%	62.3%	72.6%
Masters	34.4	58.1%	35.0%	25.2%
Doctorate	0.0	0.0%	0.8%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.7	1.2%	2.2%	7.9%
1-5 Years Experience	0.9	1.5%	13.2%	26.7%
6-10 Years Experience	10.0	16.9%	19.6%	20.6%
11-20 Years Experience	23.0	38.8%	34.3%	28.6%
21-30 Years Experience	21.6	36.5%	24.9%	13.2%
Over 30 Years Experience	3.0	5.1%	5.9%	2.9%

Texas Education Agency
2021-22 Staff Information (TAPR)
SOUTH TEXAS ISD MEDICAL PROFESSIONS (031916003) - SOUTH TEXAS ISD - CAMERON COUNTY

| Staff Information | --------- Campus --------- | | District | State |
	Count/Average	Percent		
Number of Students per Teacher	14.6	n/a	13.6	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	5.0	6.3
Average Years Experience of Principals with District	3.0	3.4	5.4
Average Years Experience of Assistant Principals	5.0	4.2	5.5
Average Years Experience of Assistant Principals with District	4.0	3.0	4.8
Average Years Experience of Teachers:	18.5	15.8	11.1
Average Years Experience of Teachers with District:	6.2	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$52,999	$53,000	$51,054
1-5 Years Experience	$54,201	$56,081	$54,577
6-10 Years Experience	$60,002	$59,637	$57,746
11-20 Years Experience	$66,763	$66,353	$61,377
21-30 Years Experience	$71,417	$71,223	$65,949
Over 30 Years Experience	$72,167	$72,569	$71,111
Average Actual Salaries (regular duties only):			
Teachers	$67,246	$64,976	$58,887
Professional Support	$78,145	$79,391	$69,505
Campus Administration (School Leadership)	$94,780	$94,627	$84,990
Instructional Staff Percent:	n/a	54.7%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

| Program Information | ----- Campus ----- | | District | State |
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.2%
Career and Technical Education	16.0	27.0%	19.6%	5.2%
Compensatory Education	5.5	9.2%	7.8%	3.0%
Gifted and Talented Education	30.1	50.9%	14.8%	1.7%
Regular Education	5.0	8.5%	37.6%	70.8%
Special Education	2.5	4.2%	4.3%	9.6%
Other	0.1	0.2%	16.0%	3.5%

-   Indicates there is no data for the item.

*   Indicates results are masked due to small numbers.

**   When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

n/a Indicates data reporting is not applicable for this group.

?   Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report
   (To open link in a new window, press the "Ctrl" key and click on the link.)

SOUTH TEXAS ACAD MED PROFESSNS

Total responses: 52

September 1, 2022

About the Survey
Your Learning Technologies Survey results are designed to provide insight into faculty and student practices in your school. The topics covered in this report are related to the use of technology and include:

- Respondent demographics
- Teacher sense of preparation and future professional learning goals
- Teacher experience
- Student elements of learning
- Student learning products

Each page of results provides insight into how the data was measured and ideas for your next steps. This data can help you and your teachers design professional learning goals and identify opportunities that deepen student learning. The higher the response rate, the more accurately the data describes practices at your school.

Interpreting the Results
On this page, faculty were asked to identify their subject area and grade level, their current Apple Teacher status, and if they're currently teaching coding.

Guiding Questions
How are teachers recognized for what they've learned? How can learning to code support your students?
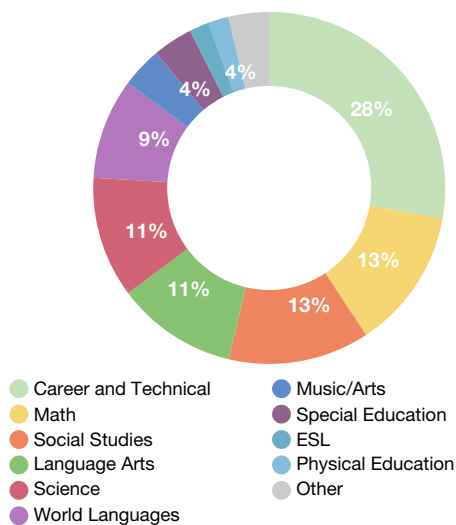
Next Steps
Apple Teacher is a free professional learning program designed to help educators build skills on iPad and Mac.
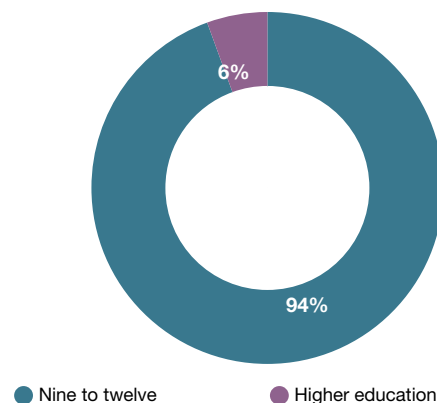appleteacher.apple.com

Discover the comprehensive Everyone Can Code curriculum, designed to help teach coding to students from kindergarten to college. When you teach coding, you also teach skills like critical thinking and problem solving.
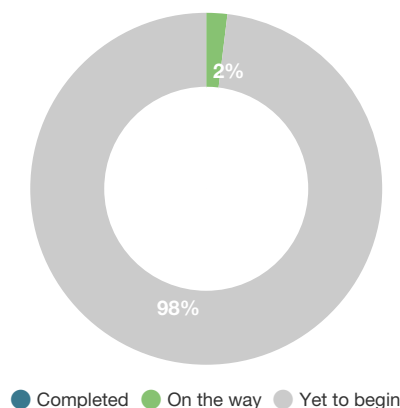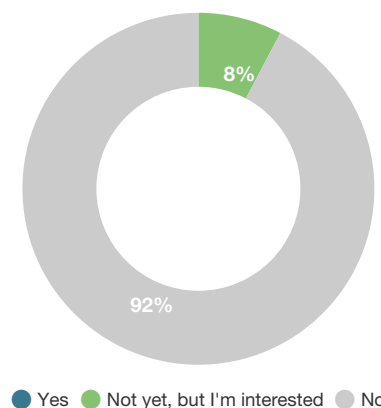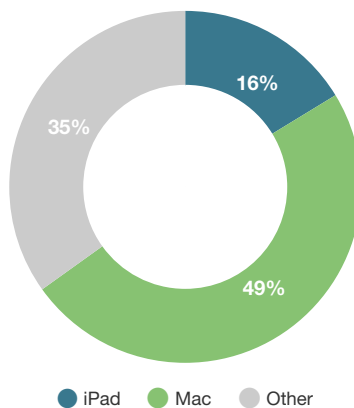www.apple.com/everyone-can-code

Subject areas

- Career and Technical — 28%
- Math — 13%
- Social Studies — 13%
- Language Arts — 11%
- Science — 11%
- World Languages — 9%
- Music/Arts — 4%
- Special Education — 4%
- ESL
- Physical Education — 4%
- Other

Levels

- Nine to twelve — 94%
- Higher education — 6%

Apple Teacher

- Completed
- On the way — 2%
- Yet to begin — 98%

Teach coding

- Yes
- Not yet, but I'm interested — 8%
- No — 92%

Teacher device

- iPad — 16%
- Mac — 49%
- Other — 35%

Student device

- iPad — 30%
- Mac — 11%
- Other — 59%
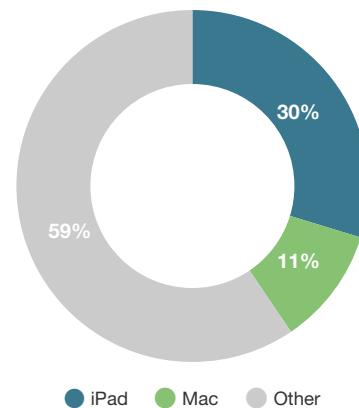
Total responses: 52   September 1, 2022

About Teacher Preparedness and Professional Learning

Our world increasingly requires students to solve novel problems, work in interdependent teams, and communicate across many media. Technology provides new and sometimes intimidating opportunities for teachers to help students meet these challenges. When using powerful new tools, a positive sense of preparation is an important step in building teacher confidence.

Interpreting the Results

Teachers were asked about their sense of preparation to use technology, and the results are represented in the top chart. They also ranked their future professional learning goals. The professional learning results are shown in ranked order on the right, with the proportion of interest represented for each goal.

Guiding Questions

How do the results align with your current professional learning plan? What resources are available to help teachers support their professional learning goals? What change do you want to see over the next three, six, and nine months?

Consider the top professional learning goals for those who feel prepared and those who do not, as shown on the bottom table. How are you meeting the needs of both groups of teachers?

Next Steps

Invite your faculty to explore the Apple Teacher Learning Center, an interactive professional learning experience designed exclusively for teachers.
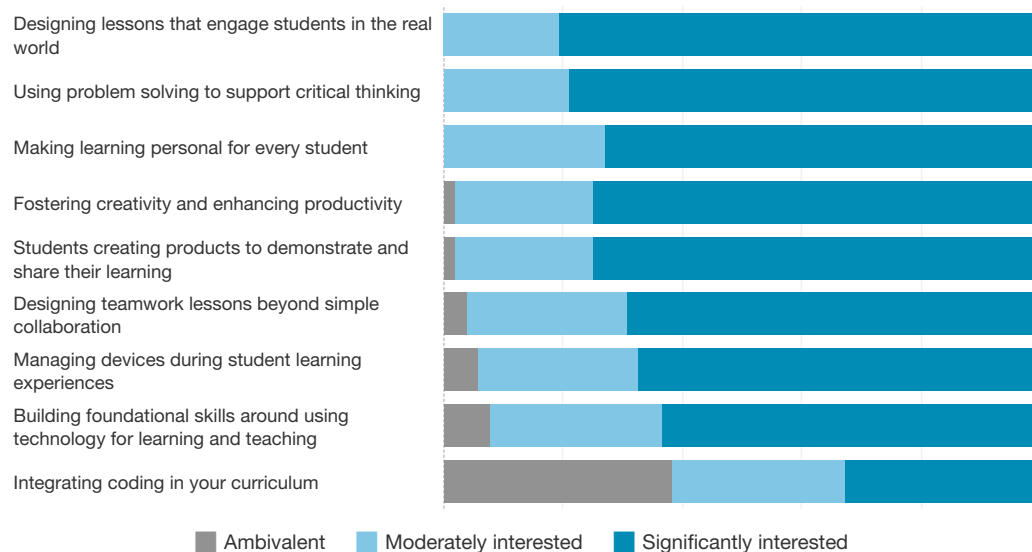appleteacher.apple.com

Follow @AppleEDU and join the conversation with #AppleTeacher on Twitter.

Teachers' sense of preparedness for teaching with technology

Very unprepared	Moderately unprepared	Moderately prepared	Very prepared
2%	12%	58%	29%
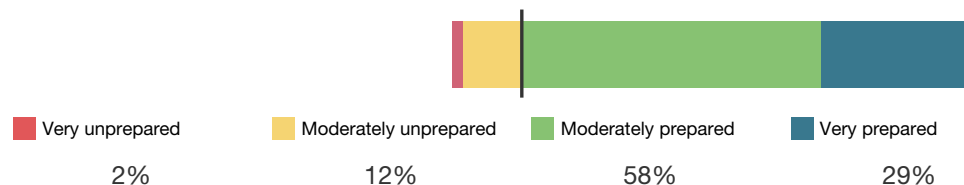
Professional learning goals with technology

Designing lessons that engage students in the real world

Using problem solving to support critical thinking

Making learning personal for every student

Fostering creativity and enhancing productivity

Students creating products to demonstrate and share their learning

Designing teamwork lessons beyond simple collaboration

Managing devices during student learning experiences

Building foundational skills around using technology for learning and teaching

Integrating coding in your curriculum

■ Ambivalent   ■ Moderately interested   ■ Significantly interested

Professional learning goals sorted and ranked

	Unprepared		Prepared
1	Fostering creativity and enhancing productivity	1	Designing lessons that engage students in the real world
2	Making learning personal for every student	2	Using problem solving to support critical thinking
2	Students creating products to demonstrate and share their learning	3	Making learning personal for every student
2	Using problem solving to support critical thinking	4	Students creating products to demonstrate and share their learning
2	Designing lessons that engage students in the real world	5	Fostering creativity and enhancing productivity
6	Designing teamwork lessons beyond simple collaboration	6	Designing teamwork lessons beyond simple collaboration
7	Managing devices during student learning experiences	7	Managing devices during student learning experiences
8	Building foundational skills around using technology for learning and teaching	8	Building foundational skills around using technology for learning and teaching
9	Integrating coding in your curriculum	9	Integrating coding in your curriculum

Survey Code: 775359964

About Teacher Perception of Technology

Effectively integrating technology into everyday instruction takes time and effort. An important step in understanding your teachers' perceptions is knowing what they feel is possible and where they see challenges. This information can help focus conversations about the potential of technology on specific and actionable topics.

Interpreting the Results

Teachers were asked how much they agreed with statements based on their experience. The results show your teachers' positive and negative perceptions of using technology in the classroom. The more positive the results, the more opportunities teachers may find to integrate technology. When looking at areas with negative results, consider what changes can be made to improve the available tools and professional learning resources.

Guiding Questions

Which items are most important for your students' success? Are there any surprising results? What change do you want to see over the next three, six, and nine months? Where are there opportunities to strengthen teacher preparation and improve their experience?
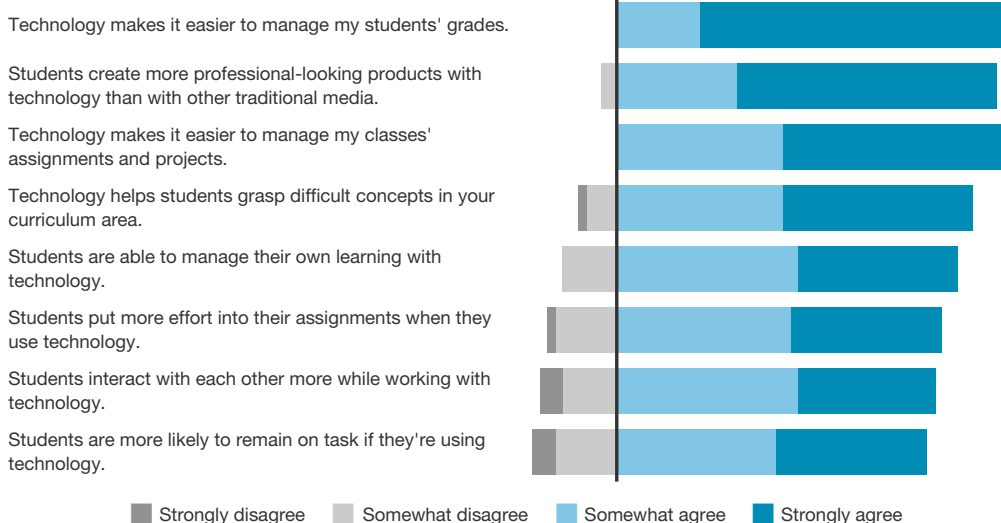
Next Steps

Consider how you can use these results to celebrate what's working and to identify areas that need further support. For example, consider having teachers share their experience related to the items with highly positive results. Conversely, consider asking what changes may need to be made in the areas with highly negative results. Discussing what's working, what's possible, and what needs improvement can foster a culture where teachers actively improve their practices and create more positive experiences with technology.

Teacher perception of technology
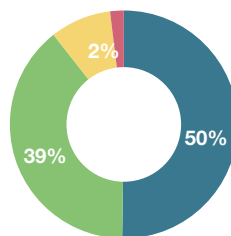
- Very positive
- Somewhat positive
- Somewhat negative
- Very Negative

Teacher perception details

Technology makes it easier to manage my students' grades.

Students create more professional-looking products with technology than with other traditional media.

Technology makes it easier to manage my classes' assignments and projects.

Technology helps students grasp difficult concepts in your curriculum area.

Students are able to manage their own learning with technology.

Students put more effort into their assignments when they use technology.

Students interact with each other more while working with technology.

Students are more likely to remain on task if they're using technology.

- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

Teacher perception data

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
Technology makes it easier to manage my students' grades.			21.2%	78.8%
Students create more professional-looking products with technology than with other traditional media.		3.8%	30.8%	65.4%
Technology makes it easier to manage my classes' assignments and projects.			42.3%	57.7%
Technology helps students grasp difficult concepts in your curriculum area.	1.9%	7.7%	42.3%	48.1%
Students are able to manage their own learning with technology.		13.5%	46.2%	40.4%
Students put more effort into their assignments when they use technology.	1.9%	15.4%	44.2%	38.5%
Students interact with each other more while working with technology.	5.8%	13.5%	46.2%	34.6%
Students are more likely to remain on task if they're using technology.	5.8%	15.4%	40.4%	38.5%

Total responses: 52

September 1, 2022

About these Elements of Student Learning

These elements are recognized for supporting deeper student learning experiences. Through our work with education researchers, we've identified these five elements as particularly powerful outcomes when Apple technology is integrated into learning experiences.

Interpreting the Results

Teachers were asked to think about their students' learning activities. This data presents the frequency of student activities for each element, measured across dozens of survey questions. Analysis is based on the elements of deeper learning identified by Apple and SRI Education.

Consider these elements like treble, bass, and volume in music—more is not necessarily better. Rather than trying to maximize all elements, focus on the ones that support your vision for learning and teaching, and provide the kinds of learning experiences that best support your students' needs.

Guiding Questions

Which elements are most important for your students? How are teachers prepared to design innovative learning experiences with these elements? What change do you want to see over time?

Next Steps

Download the Elements of Learning book for examples and rubrics that support innovative, research-based lesson design with Apple.
apple.co/elementsoflearning

Download the Innovation in Schools book to see how Apple can support your learning, teaching, and school environment.
apple.co/innovationinschools

Consult with Apple Professional Learning Specialists, a team of lifelong educators uniquely qualified to demonstrate how to best use Apple products to engage students in deeper learning experiences. Contact Apple Education at 1-800-800-2775 or email apls@apple.com

Elements of student learning by frequency
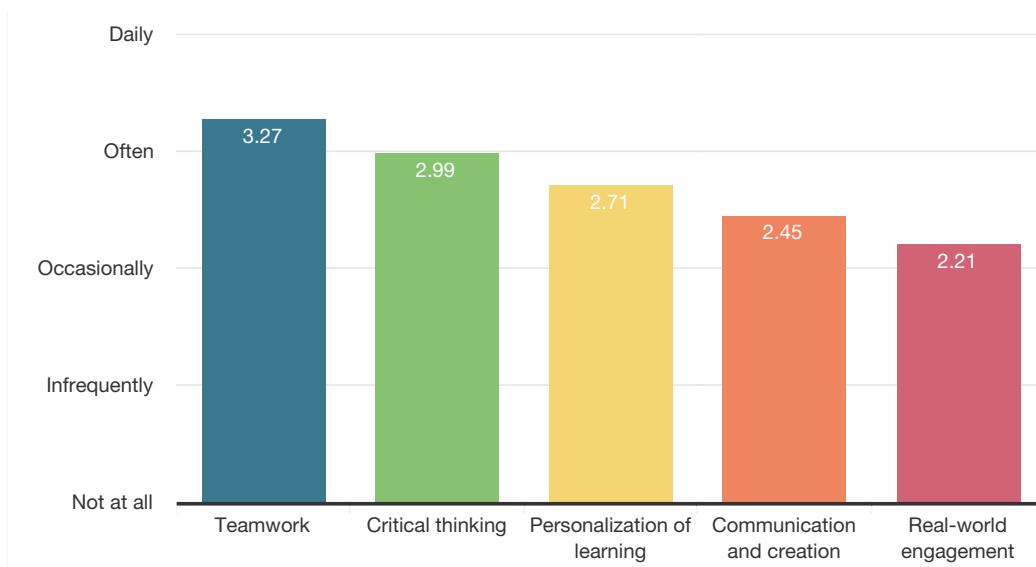
Frequency details
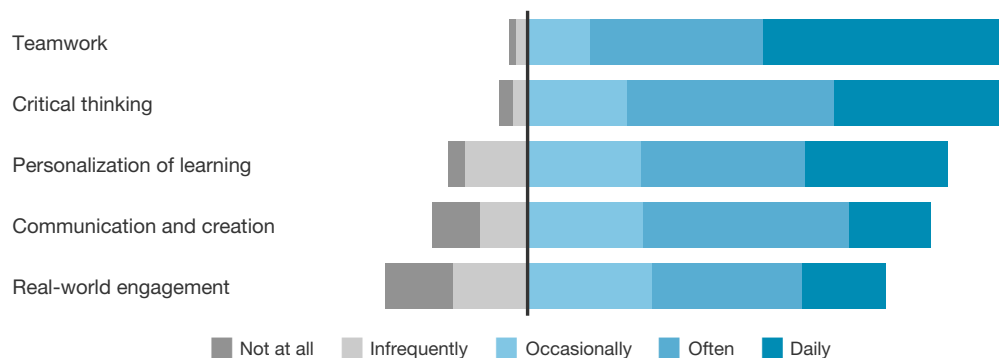
Frequency data

	Not at all	Infrequently	Occasionally	Often	Daily
Teamwork	1.4%	2.4%	12.5%	34.6%	49.0%
Critical thinking	2.5%	3.3%	20.1%	41.2%	33.0%
Personalization of learning	3.3%	12.6%	22.5%	33.0%	28.6%
Communication and creation	9.6%	9.6%	23.1%	41.2%	16.5%
Real-world engagement	13.5%	15.0%	25.0%	30.0%	16.5%

Total responses: 52

About the Products of Student Learning

Asking students to create products that express what they know or think creates opportunities for formative assessment. Products can take the form of physical or digital media, such as reports or graphics and charts made in Numbers. Oral presentations and other performances are also learning products.

Interpreting the Results

Teachers were asked to identify the frequency with which their students create each type of product. Multiple elements of learning can be supported by student-created products. For example, students may collaborate to create a product that describes the findings of an analysis they conducted, combining opportunities to practice teamwork, communication and creation, and critical thinking.

Guiding Questions

Consider the products with the greatest frequency. How can these products support formative assessment? Do these products help students learn skills relevant to their community and future? What feedback do students get on their products? Which elements of deeper learning are supported by these products?
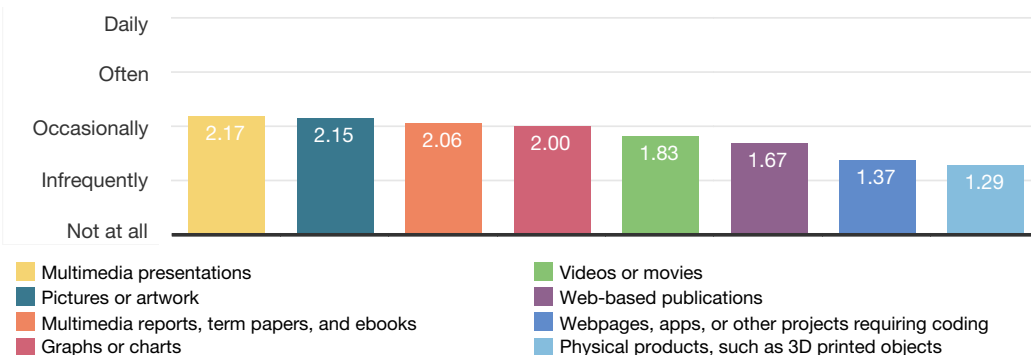
Next Steps

Explore Everyone Can Create project guides, and teach students to develop and communicate ideas through video, photography, music, and drawing.
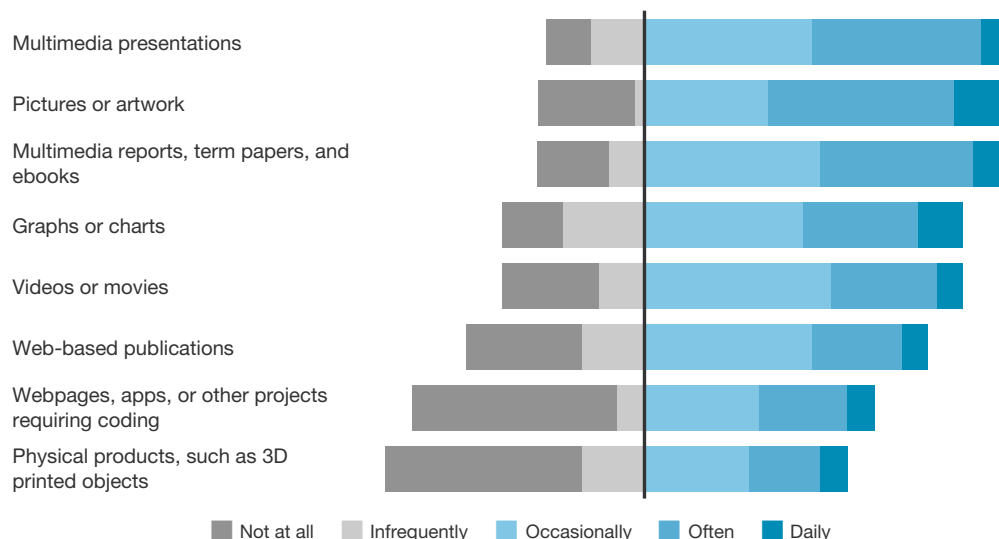apple.co/everyone-can-create

Discover how to measure student creativity with Research for Educators.
apple.co/researchforeducators

Student product frequency

- Multimedia presentations — 2.17
- Pictures or artwork — 2.15
- Multimedia reports, term papers, and ebooks — 2.06
- Graphs or charts — 2.00
- Videos or movies — 1.83
- Web-based publications — 1.67
- Webpages, apps, or other projects requiring coding — 1.37
- Physical products, such as 3D printed objects — 1.29

Frequency details

Legend: Not at all · Infrequently · Occasionally · Often · Daily

Frequency data

	Not at all	Infrequently	Occasionally	Often	Daily
Multimedia presentations	9.6%	11.5%	36.5%	36.5%	5.8%
Pictures or artwork	21.2%	1.9%	26.9%	40.4%	9.6%
Multimedia reports, term papers, and ebooks	15.4%	7.7%	38.5%	32.7%	5.8%
Graphs or charts	13.5%	17.3%	34.6%	25.0%	9.6%
Videos or movies	21.2%	9.6%	40.4%	23.1%	5.8%
Web-based publications	25.0%	13.5%	36.5%	19.2%	5.8%
Webpages, apps, or other projects requiring coding	44.2%	5.8%	25.0%	19.2%	5.8%
Physical products, such as 3D printed objects	42.3%	13.5%	23.1%	15.4%	5.8%