

South Texas Independent School District

South Texas ISD Science Academy

2024-2025 Campus Improvement Plan



Mission Statement

Mission Statement

South Texas ISD Science Academy offers curriculum of choice with an emphasis on science, mathematics, and engineering that fosters curiosity, open mindedness, and passion for life - long learning.

Vision

Vision Statement

Inspiring students to problem - solve, innovate, and transform their communities.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Total Enrollment - 764

Grade 9 - 203

Grade 10 - 223

Grade 11 - 190

Grade 12 - 148

Total females - 289

Total males - 475

Asian - 99

Black/African American - 10

Hispanic - 586

Hawaiian/Pacific Islander - 1

Two or more races - 12

White - 56

EB - 33

Migrant - 7

Economically Disadvantage - 310

GT - 167

At Risk - 135

Special Education - 30

Dyslexia - 23

Demographics Strengths

At South Texas ISD Science Academy multiple ethnic groups are represented. The diverse population that we serve at South Texas ISD Science Academy helps build a diverse culture of perspectives. This teaches our children to be open minded individuals towards multiple cultures.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Special Education population has increased from last year. **Root Cause:** More students are being evaluated and identified with disabilities.

Problem Statement 2 (Prioritized): Our population decreases as students begin to enter their junior year. **Root Cause:** Families enroll their students in competitive neighboring high schools like UTRG Mathematics and Science Academy.

Problem Statement 3 (Prioritized): The female population is under represented at the Science Academy. **Root Cause:** There is a perception (likely cultural) that STEM programs and careers are for males.

Student Learning

Student Learning Summary

English I EOC

	STISD Science Academy	District	State
At Approaches (2022)	93%	89%	65%
At Approaches (2021)	93%	92%	67%
At Meets (2022)	82%	76%	47%
At Meets (2021)	86%	81%	50%
At Masters (2022)	32%	24%	11%
At Masters (2021)	26%	24%	12%

English II EOC

	STISD Science Academy	District	State
At Approaches (2022)	96%	93%	72%
At Approaches (2021)	98%	93%	71%
At Meets (2022)	92%	84%	55%
At Meets (2021)	92%	84%	57%
At Masters (2022)	28%	19%	9%
At Masters (2021)	35%	21%	11%

Algebra EOC

	STISD Science Academy	District	State
At Approaches (2022)	72%	92%	76%
At Approaches (2021)	48%	83%	73%
At Meets (2022)	28%	62%	43%
At Meets (2021)	9%	53%	41%
At Masters (2022)	13%	42%	27%
At Masters (2021)	0%	33%	23%

Biology EOC

	STISD Science Academy	District	State
At Approaches (2022)	96%	97%	83%
At Approaches (2021)	93%	93%	82%
At Meets (2022)	82%	80%	55%
At Meets (2021)	62%	70%	55%
At Masters (2022)	49%	46%	21%
At Masters (2021)	18%	35%	22%

U.S. History EOC

	STISD Science Academy	District	State
At Approaches (2022)	99%	99%	89%

	STISD Science Academy	District	State
At Approaches (2021)	99%	96%	88%
At Meets (2022)	97%	85%	68%
At Meets (2021)	93%	83%	69%
At Masters (2022)	83%	61%	42%
At Masters (2021)	72%	54%	43%

SAT

YEAR	SCIENCE ACADEMY	DISTRICT	STATE
2020-2021	1182	1110	1002
2019-2020	1222	1097	1019

ACT

YEAR	SCIENCE ACADEMY	DISTRICT	STATE
2019-2020	28.4	20.6	20.2
2020-2021	26.9	23.1	20.0

Student Learning Strengths

- Ranked 4th in Texas for “High Schools with the Best Teachers” *Niche* (2022)
- Ranked 12th in Texas for “Best Public High Schools” *Niche* (2022)
- Ranked 145th "Best Public High School in America” *Niche* (2022)

- Ranked 21st in the state of Texas for “Best High Schools” *U.S. News and World Reports* (2019)
- Ranked 151st in the nation for the "Best High School" *U.S. News and World Reports* (2019)
- 1 of 6 Project Lead The Way (PLTW) Distinguished School in the State. *Niche*(2022)
- Ranked 45th in the Newsweek “Beating the Odds 2016” which includes the top 500 high schools in the nation for low-income students
- Rated A+ by the Texas Education Agency in 2020-2021
- Selected by the Educational Results Partnership and the Institute for Productivity in Education as a 2019 Texas Honor Roll Star School.
- Named a "School to Learn From" award sponsored by Teach for America, which highlights the schools that provide excellent education for students (2018).

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The Algebra STAAR EOC scores are significantly lower than both the district and state average **Root Cause:** The pandemic, which lead to online learning, has created a learning loss in the area of mathematics.

Problem Statement 2 (Prioritized): Special Education population has increased from last year. **Root Cause:** More students are being evaluated and identified with disabilities.

Problem Statement 3 (Prioritized): Our population decreases as students begin to enter their junior year. **Root Cause:** Families enroll their students in competitive neighboring high schools like UTRG Mathematics and Science Academy.

Problem Statement 4 (Prioritized): The female population is under represented at the Science Academy. **Root Cause:** There is a perception (likely cultural) that STEM programs and careers are for males.

Problem Statement 5 (Prioritized): The percentage of Science Academy students attempting/passing the TSI (both ELA and Math) are low at the 9th and 10th grade levels. TSI interventions have historically not begun until 11th grade. **Root Cause:** TSI testing priority has previously been placed at the 11th and 12th grade levels.

Problem Statement 6 (Prioritized): Science Academy's AP scores, at the 3, 4, and 5 levels, are not representative to the overall number of AP exams taken. **Root Cause:** AP academic interventions are not structured.

School Processes & Programs

School Processes & Programs Summary

South Texas ISD Science Academy currently offers Certifications, PLTW (Project Lead the Way) courses, athletic, and extracurricular activities for students to participate.

Certifications

- Comp-TIA A+
- IT Fundamentals
- Auto-desk Certified Professional User (ACU) - Inventor
- Microsoft Technology Associate Intro. To Programming Using Python, HTML, or CSS
- Microsoft Technology Associate Intro. To Programming Using Java or Java Script
- Automotive Service Excellence (ASE) Entry Level
- AWS Certified Welder
- AWS D1.1 Structural Steel
- AWS D9.1 Sheet Metal

PLTW

- Introduction to Engineering Design (IED)
- Digital Electronics (DE)
- Engineering Science (POE)
- Engineering Design and Development (EDD)
- Computer Integrated Manufacturing (CIM)
- Aerospace Engineering (AE)
- Civil Engineering and Architecture (CEA)
- Principles of Biomedical Science

Athletic

- Volleyball
- Basketball
- Soccer
- Flag Football
- Golf
- Tennis
- ESports

Extracurricular Activities

- UIL
- BPA
- TSA
- Chess
- Art Club

- Astronomy Club
- Cin Tech
- Drama Club
- Ecology/Recycling Club
- Engineering Club
- Freshman Class
- Girls Who Code
- Physics Club
- Robotics Club
- Science National Honor Society
- Science Club
- Solar Car
- Sophomore Class
- Student Council
- Music Club
- Yearbook
- Science Olympiad
- Skills USA
- Parent Student Teacher Organization Liaison
- Book Club
- Catalyst Club
- Computer Science Club
- Electrical Car
- Flamin' Spirits
- HYPE
- Spanish Club
- Biology Olympiad
- Mu Alpha Theta
- Senior Class

We currently use School-Mint for students from other districts to apply to our district.

Our campus also uses Infinite Campus as a program for attendance, grades, discipline, etc.

School Processes & Programs Strengths

School-Mint is a program strength. It allows campuses to keep track of enrollment, application completion, offer positions to students, and communicate with prospect families. This same program allows parents to accept offers, complete applications for their children, upload documents needed for registration, and track their registration progress.

The variety of extracurricular activities offered by our campus allows the students options to choose from to participate in school activities. They have the opportunity to engage themselves in a club that allows them to express themselves.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students must be presented with an opportunity to obtain certification(s) in the area of technology/engineering so that our campus reflects a 10% increase in engineering certifications. **Root Cause:** Variety of programs have not been made available.

Problem Statement 2 (Prioritized): Student Attendance can improve. **Root Cause:** Lack of consistent implementation of tracking system, procedures, and follow up in place to improve student attendance.

Problem Statement 3 (Prioritized): Staff Attendance can improve. **Root Cause:** Lack of consistent implementation of tracking system, procedures, and follow up in place to improve staff attendance.

Problem Statement 4 (Prioritized): All students need to meet CCMR completion by graduation. **Root Cause:** Plan in place of who and when state and national exams are to be taken.

Problem Statement 5 (Prioritized): Special Education population has increased from last year. **Root Cause:** More students are being evaluated and identified with disabilities.

Problem Statement 6 (Prioritized): Our population decreases as students begin to enter their junior year. **Root Cause:** Families enroll their students in competitive neighboring high schools like UTRG Mathematics and Science Academy.

Problem Statement 7 (Prioritized): The female population is under represented at the Science Academy. **Root Cause:** There is a perception (likely cultural) that STEM programs and careers are for males.

Perceptions

Perceptions Summary

A School Culture and Climate Survey was sent out and these were the responses.

1. Students describe attitudes, respect, relationships, belonging and support as positive at school. *

	1	2	3	4	5	
Strongly Disagree						Strongly Agree

The majority of our staff responded with a 4.

2. Staff describe attitudes, respect, relationships, belonging and support as positive at work. *

	1	2	3	4	5	
Strongly Disagree						Strongly Agree

The majority of our staff responded with a 4 or 2.

3. To what degree do students feel physically safe at school? *

	1	2	3	4	5	
Very Unsafe						Very Safe

The majority of our staff responded with a 5.

4. Do our LGBTQ students (population) feel safe at our school? *

	1	2	3	4	5	
Very Unsafe						Very Safe

The majority of our staff responded with a 5.

5. Are students satisfied with the school's culture and climate? *

	1	2	3	4	5	
Strongly Unsatisfied						Strongly Satisfied

The majority of our staff responded with a 4.

6. School culture and climate positively effect students' attendance, tardies and other behaviors. *

	1	2	3	4	5	
Strongly Disagree						Strongly Agree

The majority of our staff responded with a 5.

7. Our school has issues with gangs, substance abuse or weapons. *

	1	2	3	4	5	
Strongly Disagree						Strongly Agree

The majority of our staff responded with a 1.

8. To what degree do staff feel physically safe at school? *

	1	2	3	4	5	
Very Unsafe						Very Safe

The majority of our staff responded with a 5.

Perceptions Strengths

Overall our campus culture, climate, values, and beliefs are in the right path. Most of our staff agrees that, not only they, but the students feel safe in our facilities. We have absolutely no issues with gangs, substance abuse or weapons. Our positive attitudes as a campus assist in good attendance toward the students and staff. Our open mindedness from our campus as a whole for individualism has most of our staff agreeing that our LGBT community is welcomed and included in all aspects of our campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): New varied student populations will be attending Science Academy this year and will need differentiated instruction to meet the needs of EB, 504, and Special Education students. **Root Cause:** The population has become more diversified throughout the years and teachers lack professional development support on how to meet the needs of our sub-populations.

Problem Statement 2 (Prioritized): Special Education population has increased from last year. **Root Cause:** More students are being evaluated and identified with disabilities.

Problem Statement 3 (Prioritized): Our population decreases as students begin to enter their junior year. **Root Cause:** Families enroll their students in competitive neighboring high schools like UTRG Mathematics and Science Academy.

Problem Statement 4 (Prioritized): The female population is under represented at the Science Academy. **Root Cause:** There is a perception (likely cultural) that STEM programs and careers are for males.

Priority Problem Statements

Problem Statement 1: The female population is under represented at the Science Academy.

Root Cause 1: There is a perception (likely cultural) that STEM programs and careers are for males.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 2: The Algebra STAAR EOC scores are significantly lower than both the district and state average

Root Cause 2: The pandemic, which lead to online learning, has created a learning loss in the area of mathematics.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students must be presented with an opportunity to obtain certification(s) in the area of technology/engineering so that our campus reflects a 10% increase in engineering certifications.

Root Cause 3: Variety of programs have not been made available.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Student Attendance can improve.

Root Cause 4: Lack of consistent implementation of tracking system, procedures, and follow up in place to improve student attendance.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: New varied student populations will be attending Science Academy this year and will need differentiated instruction to meet the needs of EB, 504, and Special Education students.

Root Cause 5: The population has become more diversified throughout the years and teachers lack professional development support on how to meet the needs of our sub-populations.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Staff Attendance can improve.

Root Cause 6: Lack of consistent implementation of tracking system, procedures, and follow up in place to improve staff attendance.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: All students need to meet CCMR completion by graduation.

Root Cause 7: Plan in place of who and when state and national exams are to be taken.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Special Education population has increased from last year.

Root Cause 8: More students are being evaluated and identified with disabilities.

Problem Statement 8 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 9: Our population decreases as students begin to enter their junior year.

Root Cause 9: Families enroll their students in competitive neighboring high schools like UTRG Mathematics and Science Academy.

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

Problem Statement 10: The percentage of Science Academy students attempting/passing the TSI (both ELA and Math) are low at the 9th and 10th grade levels. TSI interventions have historically not begun until 11th grade.

Root Cause 10: TSI testing priority has previously been placed at the 11th and 12th grade levels.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Science Academy's AP scores, at the 3, 4, and 5 levels, are not representative to the overall number of AP exams taken.

Root Cause 11: AP academic interventions are not structured.

Problem Statement 11 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- 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.
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- 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
- Section 504 data
- Gifted and talented data

- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Goal 1: Science Academy will effectively communicate, promote, and market our campus programs to create broad based community awareness to our existing parents, students, and community. Additionally, these communication methods will be targeted to attracting families to STISD Science Academy.

Performance Objective 1: We will expand multiple platforms district-wide to attract, engage, and recruit future STISD families.

High Priority

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus tours will be provided throughout the school year that highlight our programs and emphasize the SAIL Innovation (Maker-space) lab. The tours will be advertised via social media, website, showcase and newsletters. Strategy's Expected Result/Impact: Highlight strengths of the campus to promote future enrollment. Staff Responsible for Monitoring: Counselors Administration ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 6 - Perceptions 3 Funding Sources: Video equipment - 211 - Title I, Part A School Wide - \$1,000	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: School campus events and accolades will be promoted on social media and website. Interviews with our students and staff on why they choose STISD will be posted on newsletter and social media. Strategy's Expected Result/Impact: Enhance recruitment efforts and promote Science Academy initiatives. Staff Responsible for Monitoring: Social media specialist Webmaster Administration ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2, 3 - Student Learning 3, 4 - School Processes & Programs 6, 7 - Perceptions 3, 4 Funding Sources: Shirts, snacks for campus events - 199 - General Fund - 3,000	Formative		
	Jan	Mar	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Recruitment materials will be given to students, parents, campus club organizations as well as valley wide, for brand recognition that promote STISD and Science Academy. Strategy's Expected Result/Impact: Enhance community awareness of our district and campus. Staff Responsible for Monitoring: Faculty Counselors Administration Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2, 3 - Student Learning 3, 4 - School Processes & Programs 6, 7 - Perceptions 3, 4	Formative		
	Jan	Mar	June
<div><div><div></div><div>0%</div></div>No Progress</div> <div><div><div></div><div>100%</div></div>Accomplished</div> <div><div></div><div>Continue/Modify</div></div> <div><div></div><div>Discontinue</div></div>			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Our population decreases as students begin to enter their junior year. Root Cause: Families enroll their students in competitive neighboring high schools like UTRG Mathematics and Science Academy.
Problem Statement 3: The female population is under represented at the Science Academy. Root Cause: There is a perception (likely cultural) that STEM programs and careers are for males.
Student Learning
Problem Statement 3: Our population decreases as students begin to enter their junior year. Root Cause: Families enroll their students in competitive neighboring high schools like UTRG Mathematics and Science Academy.
Problem Statement 4: The female population is under represented at the Science Academy. Root Cause: There is a perception (likely cultural) that STEM programs and careers are for males.
School Processes & Programs
Problem Statement 6: Our population decreases as students begin to enter their junior year. Root Cause: Families enroll their students in competitive neighboring high schools like UTRG Mathematics and Science Academy.
Problem Statement 7: The female population is under represented at the Science Academy. Root Cause: There is a perception (likely cultural) that STEM programs and careers are for males.
Perceptions
Problem Statement 3: Our population decreases as students begin to enter their junior year. Root Cause: Families enroll their students in competitive neighboring high schools like UTRG Mathematics and Science Academy.

Perceptions
Problem Statement 4: The female population is under represented at the Science Academy. Root Cause: There is a perception (likely cultural) that STEM programs and careers are for males.

Goal 2: We will expand existing non academic supporting programs and academic partnerships, as well as develop new ones, to provide comprehensive support and enrichment for all our students.

Performance Objective 1: We will develop a variety of non academic supporting programs that diversify and expand current program offerings.

Evaluation Data Sources: 2024 - 2025 Sign in logs.

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will be supported in attending courses at the university level not offered at our campus during the school day either by physically attending STC, TSTC, UTRGV, and/or OnRamps. Strategy's Expected Result/Impact: Increased opportunities for college credits not offered at the campus level. Staff Responsible for Monitoring: Counseling Administration TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1, 4 Funding Sources: Tuition and books for programs - 211 - Title I, Part A School Wide - 5000 - \$80,000, Textbooks - 211 - Title I, Part A School Wide - \$80,000	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Summer enrichment opportunities will be secured for our students through affiliations with universities and through campus based university visits/tours. Strategy's Expected Result/Impact: Increase summer enrichment participation and partnerships Staff Responsible for Monitoring: Administration Counseling Faculty TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 Funding Sources: Tuition for programs, flights, hotel rooms, food for students, sponsor funds - 199 - General Fund - \$90,000	Formative		
	Jan	Mar	June

Strategy 3 Details	Formative Reviews		
Strategy 3: The 2024-2025 P.A.E.2- Program of Academic Excellence via Externships will connect with site locations, build memorandums of understanding and procedures to continue the growth of the program. Strategy's Expected Result/Impact: Recruitment and retention Staff Responsible for Monitoring: Program coordinator Counselors Administration TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 6 - Perceptions 3 Funding Sources: Student Blazers, lab coats, hard hats (equipment needed for on site) - 199 - General Fund - \$6,000	Formative		
	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Our population decreases as students begin to enter their junior year. Root Cause: Families enroll their students in competitive neighboring high schools like UTRG Mathematics and Science Academy.
Student Learning
Problem Statement 3: Our population decreases as students begin to enter their junior year. Root Cause: Families enroll their students in competitive neighboring high schools like UTRG Mathematics and Science Academy.
School Processes & Programs
Problem Statement 1: Students must be presented with an opportunity to obtain certification(s) in the area of technology/engineering so that our campus reflects a 10% increase in engineering certifications. Root Cause: Variety of programs have not been made available. Problem Statement 4: All students need to meet CCMR completion by graduation. Root Cause: Plan in place of who and when state and national exams are to be taken. Problem Statement 6: Our population decreases as students begin to enter their junior year. Root Cause: Families enroll their students in competitive neighboring high schools like UTRG Mathematics and Science Academy.
Perceptions
Problem Statement 3: Our population decreases as students begin to enter their junior year. Root Cause: Families enroll their students in competitive neighboring high schools like UTRG Mathematics and Science Academy.

Goal 2: We will expand existing non academic supporting programs and academic partnerships, as well as develop new ones, to provide comprehensive support and enrichment for all our students.

Performance Objective 2: We will work with our neighboring academic affiliations to broaden and enrich our existing offerings.

Evaluation Data Sources: 2024-2025 Campus Course Offerings.
Participation in Summer Enrichment Programs

Goal 2: We will expand existing non academic supporting programs and academic partnerships, as well as develop new ones, to provide comprehensive support and enrichment for all our students.

Performance Objective 3: We will increase TSI testing opportunities, as well as increase student TSI passing rates.

Evaluation Data Sources: TSI data reports.

Strategy 1 Details	Formative Reviews		
Strategy 1: Science Academy will provide targeted TSI interventions during enrichment periods, after school tutorials, and Saturday tutorials. Strategy's Expected Result/Impact: Science Academy TSI passing (both ELA and Math) percentages will increase by 15% per grade level. Staff Responsible for Monitoring: Counseling Administration TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 5	Formative		
	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 5: The percentage of Science Academy students attempting/passing the TSI (both ELA and Math) are low at the 9th and 10th grade levels. TSI interventions have historically not begun until 11th grade. Root Cause: TSI testing priority has previously been placed at the 11th and 12th grade levels.

Goal 3: We will improve the frequency and depth parental involvement at STISD Science Academy.

Performance Objective 1: We will develop a system where we will plan for parental involvement meetings that engages and informs all families on enhancing students' success and well-being.

Evaluation Data Sources: Parent and student attendance at campus activities.
2024 -2025 Sign In Logs

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to establish different types of communication channels with stakeholders via social media, newsletters (parent, nurse), parent portal and parent meetings. Strategy's Expected Result/Impact: Increased communication with parents. Staff Responsible for Monitoring: Administration Counseling Faculty Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Administration in conjunction with the social worker will hold 4 parent meetings to target Title 1 information, the parent compact, family literacy and family engagement, and HB 3 information. Strategy's Expected Result/Impact: Increase communication with parents Staff Responsible for Monitoring: Administration Social worker Title I: 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 5 - Perceptions 1, 2	Formative		
	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Special Education population has increased from last year. Root Cause: More students are being evaluated and identified with disabilities.
Student Learning
Problem Statement 2: Special Education population has increased from last year. Root Cause: More students are being evaluated and identified with disabilities.
School Processes & Programs
Problem Statement 2: Student Attendance can improve. Root Cause: Lack of consistent implementation of tracking system, procedures, and follow up in place to improve student attendance.
Problem Statement 5: Special Education population has increased from last year. Root Cause: More students are being evaluated and identified with disabilities.
Perceptions
Problem Statement 1: New varied student populations will be attending Science Academy this year and will need differentiated instruction to meet the needs of EB, 504, and Special Education students. Root Cause: The population has become more diversified throughout the years and teachers lack professional development support on how to meet the needs of our sub-populations.
Problem Statement 2: Special Education population has increased from last year. Root Cause: More students are being evaluated and identified with disabilities.

Goal 4: We will increase Meets and Masters percentages across all STAAR EOC exams.

Performance Objective 1: In alignment with the instruction, data driven, and observation feedback, we will build and support teacher capacity that will reflect in student scores.

High Priority

Evaluation Data Sources: State assessment STAAR results.
Campus data: Eduphoria data reports (BOY, MOY, EOY, Semester Exams, etc.).
2024-2025 TAPR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Students receiving intervention support will demonstrate an improvement in performance as measured by exit tickets, weekly assessments, checkpoints, etc. Strategy's Expected Result/Impact: Increased Algebra STAAR scores. Staff Responsible for Monitoring: Teachers Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative		
	Jan	Mar	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The Algebra STAAR EOC scores are significantly lower than both the district and state average Root Cause: The pandemic, which lead to online learning, has created a learning loss in the area of mathematics.

Goal 4: We will increase Meets and Masters percentages across all STAAR EOC exams.

Performance Objective 2: We will use our enrichment periods and Saturday schools to target our at-risk and our special populations students in support of increasing EOC performance.

Evaluation Data Sources: 2024 - 2025 TAPR Reports
Academic Mentoring Roster and Attendance
Saturday school sign in logs
BLITZ attendance

Goal 5: We will expand, create, and promote social and extracurricular opportunities that enrich all students' lives.

Performance Objective 1: We will create and maintain a variety of social and extracurricular activities that appeal to all students.

Evaluation Data Sources: Athletics Participation
 Club Participation
 RUSH
 New Club Proposals
 Accolaades

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will have an opportunity to participate in Athletic Team Sports. Strategy's Expected Result/Impact: Increased school spirit Staff Responsible for Monitoring: Coaches Administration ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 6 - Perceptions 3	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Students will have an opportunity to represent Science Academy in U.I.L. Academics on local, district, regional, state, and national competitions. Strategy's Expected Result/Impact: Academic opportunities for growth Staff Responsible for Monitoring: UIL Sponsor and coaches Administration Title I: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3 - Student Learning 4 - School Processes & Programs 7 - Perceptions 4 Funding Sources: Hosting of the event, U.I.L dues (5,000), food for participants - 199 - General Fund - \$20,000	Formative		
	Jan	Mar	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Student clubs will be encouraged to hold activities for students such as music concerts, entertainment night, Java Night, Renfest, pep-rallies (academic & athletic). Strategy's Expected Result/Impact: Increased student engagement in social activities Staff Responsible for Monitoring: Club Sponsors and students Administration ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 6 - Perceptions 3 Funding Sources: Club/Organization sponsor stipends - 199 - General Fund - \$20,000	Formative		
	Jan	Mar	June
<div><div><div></div><div>0%</div></div>No Progress</div> <div><div><div></div><div>100%</div></div>Accomplished</div> <div><div></div><div>Continue/Modify</div></div> <div><div></div><div>Discontinue</div></div>			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Our population decreases as students begin to enter their junior year. Root Cause: Families enroll their students in competitive neighboring high schools like UTRG Mathematics and Science Academy.
Problem Statement 3: The female population is under represented at the Science Academy. Root Cause: There is a perception (likely cultural) that STEM programs and careers are for males.
Student Learning
Problem Statement 3: Our population decreases as students begin to enter their junior year. Root Cause: Families enroll their students in competitive neighboring high schools like UTRG Mathematics and Science Academy.
Problem Statement 4: The female population is under represented at the Science Academy. Root Cause: There is a perception (likely cultural) that STEM programs and careers are for males.
School Processes & Programs
Problem Statement 6: Our population decreases as students begin to enter their junior year. Root Cause: Families enroll their students in competitive neighboring high schools like UTRG Mathematics and Science Academy.
Problem Statement 7: The female population is under represented at the Science Academy. Root Cause: There is a perception (likely cultural) that STEM programs and careers are for males.
Perceptions
Problem Statement 3: Our population decreases as students begin to enter their junior year. Root Cause: Families enroll their students in competitive neighboring high schools like UTRG Mathematics and Science Academy.

Perceptions
Problem Statement 4: The female population is under represented at the Science Academy. Root Cause: There is a perception (likely cultural) that STEM programs and careers are for males.

Goal 6: We will increase student attendance rates through the implementation of targeted interventions.

Performance Objective 1: 95% and above on annual student attendance.

Evaluation Data Sources: Annual STISD attendance data.
TSDS PEIMS summer submission data.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers with excessive absences (excluding emergencies) will be addressed by their evaluator. Strategy's Expected Result/Impact: Improved teacher attendance Staff Responsible for Monitoring: Administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 3	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Students with excessive absences will be monitored and provided assistance on how to assist with what may be the cause for the student to be absent. Strategy's Expected Result/Impact: Decreased student absences Staff Responsible for Monitoring: Administration PEIMS clerk Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 2	Formative		
	Jan	Mar	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Social worker will call parents and/or make home visits to students with three or more absences. Strategy's Expected Result/Impact: Decreased student absences Staff Responsible for Monitoring: Social worker Administration Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 2 Funding Sources: Mileage reimbursement - 211 - Title I, Part A School Wide - \$1,500	Formative		
	Jan	Mar	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Student Attendance can improve. Root Cause: Lack of consistent implementation of tracking system, procedures, and follow up in place to improve student attendance.
Problem Statement 3: Staff Attendance can improve. Root Cause: Lack of consistent implementation of tracking system, procedures, and follow up in place to improve staff attendance.

Goal 6: We will increase student attendance rates through the implementation of targeted interventions.

Performance Objective 2: We will implement attendance incentive activities.

Evaluation Data Sources: Attendance reports.

Strategy 1 Details	Formative Reviews		
Strategy 1: All 11th grade students will take the SAT assessment on campus during a school day in the Spring semester so that participation is maximized. Strategy's Expected Result/Impact: 100 percent of Juniors will have attempted a college entrance exam Staff Responsible for Monitoring: Counseling Administration 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 4 Funding Sources: - 199 - General Fund - \$20,000	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: All students will take the TSI assessment on campus during a school day so that participation is maximized. Strategy's Expected Result/Impact: Increase in CCMR points achieved by students. Staff Responsible for Monitoring: counselors administrators Title I: 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 4	Formative		
	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 4: All students need to meet CCMR completion by graduation. **Root Cause:** Plan in place of who and when state and national exams are to be taken.

Goal 6: We will increase student attendance rates through the implementation of targeted interventions.

Performance Objective 3: We will inform our at-risk and special population families on the importance of daily attendance as well as offer support as needed.

Evaluation Data Sources: Parent Contact Logs

Goal 7: Students will achieve a score of 3 or above on one or more AP exams or a passing score on a dual credit course.

Performance Objective 1: We will provide intervention during enrichment periods, Saturday school, and/or after school tutoring.

Evaluation Data Sources: STISD AP Participation and Score Report.

Strategy 1 Details	Formative Reviews		
Strategy 1: Science Academy will provide targeted AP interventions during enrichment periods, after school tutorials, and Saturday tutorials. Strategy's Expected Result/Impact: Science Academy's percentages of AP scores of 3 and above will increase by 10% per AP exam. Staff Responsible for Monitoring: Administration Counselors AP Teachers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 6	Formative		
	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 6: Science Academy's AP scores, at the 3, 4, and 5 levels, are not representative to the overall number of AP exams taken. Root Cause: AP academic interventions are not structured.

Department Team

Committee Role	Name	Position
Classroom Teacher	Benjamin Pena	Team Leader - Social Studies
Classroom Teacher	Nelly Houston	Team Leader - CTE
Classroom Teacher	Juan De Leon	Team Leader - Science
Classroom Teacher	Elizabeth Arriola	Team Leader - Art
Classroom Teacher	Cassidy Sanchez	Team Leader - Math
Classroom Teacher	Cindy Key	Team Leader - English

Technology

Committee Role	Name	Position
Student	Estrella Palomo	Student
Classroom Teacher	Carolina Trevino	Spanish Teacher
Classroom Teacher	Rosel Alejandro	Social Studies Teacher
Classroom Teacher	Alyssa Ramirez	P.E. Teacher
Classroom Teacher	Geronimo Perez	Art Teacher
Classroom Teacher	Emmanuel Martinez	Social Studies Teacher
Classroom Teacher	Travis Maldonado	CTE Teacher
Classroom Teacher	Lorena Lopez	CTE Teacher
Classroom Teacher	Michelle Garza	English Teacher
Classroom Teacher	Oscar Castillo	CTE Teacher
Classroom Teacher	Nelly Houston	Team Leader - CTE

School Context and Organization

Committee Role	Name	Position
Student	Ximena Rodriguez	Student
Paraprofessional	Bali Blanca	Paraprofessional
Counselor	Juan Trevino	Counselor
Classroom Teacher	Sylvia Odoms	CTE Teacher
Classroom Teacher	Hector Martinez	CTE Teacher
Classroom Teacher	Michael Laverde	Science Teacher
Classroom Teacher	Gavin Harding	Science Teacher
Classroom Teacher	Mario Guzaman	Science Teacher
Classroom Teacher	Haxin Guo	Math Teacher
Classroom Teacher	Fernando Grimaldo	CTE Teacher
Classroom Teacher	Juan De Leon	Team Leader - Science

Curriculum, Instruction, and Assessment

Committee Role	Name	Position
Parent	Mercedes Espinosa	Parent
Parent	Erica Elizondo	Student
Administrative Assistant	Elizabeth Betancourt	Administrative Assistant
Counselor	Beatrice Salinas	Counselor
Classroom Teacher	Claudia Martinez	Math Teacher
Classroom Teacher	Aaron Longoria	Special Education Teacher
Classroom Teacher	Claudia Carranza	Math Teacher
Classroom Teacher	Cindy Key	Team Leader - English

Parent, Family, and Community Engagement

Committee Role	Name	Position
Parent	Mer Espinosa	Parent
Student	Erica Elizondo	Student
Administrative Assistant	Elizabeth Betancourt	Administrative Assistant
Counselor	Beatrice Salinas	Counselor
Classroom Teacher	Jose Luna	Special Education Teacher
Classroom Teacher	Gerardo Cavazos	P.E. Teacher
Classroom Teacher	Max Flores	Math Teacher
Classroom Teacher	Cindy Key	Team Leader - English

Staff Quality, Recruitment and Retention

Committee Role	Name	Position
Student	Sarah Espinosa	Student
Classroom Teacher	Catarina Rosel	Science Teacher
Classroom Teacher	Juan Palomo	Spanish Teacher
Classroom Teacher	Luis Gasca	CTE Teacher
Classroom Teacher	Cesar Garcia	Science Teacher
Classroom Teacher	Andrew Cortez	Science Teacher
Classroom Teacher	Joseph Wilson	English Teacher
Classroom Teacher	Mark Orta	English Teacher
Classroom Teacher	Joseph Human	English Teacher

School Culture and Climate

Committee Role	Name	Position
Student	Cruz Chapa-Munoz	Student
Classroom Teacher	Jennifer Ybarra	English Teacher
Classroom Teacher	Cynthia Sarmiento	Social Studies Teacher
Classroom Teacher	Michele Rodriguez	English Teacher
Classroom Teacher	Leroy Rodriguez	DAEP Teacher
Classroom Teacher	Helen Martin	English Teacher
Classroom Teacher	Kristin Gutierrez	Social Studies Teacher
Classroom Teacher	Elizabeth Arriola	Team Leader - Art
Classroom Teacher	Ana Cortez	Social Studies Teacher
Classroom Teacher	Jesse Brown	Social Studies Teacher

Student Achievement

Committee Role	Name	Position
Student	Erika Martinez	Student
Classroom Teacher	Adrian Villarreal	CTE Teacher
Classroom Teacher	Zenaida Pasion	ScienceTeacher
Classroom Teacher	Esthela Pacheco	Science Teacher
Classroom Teacher	Carlos Pacheco	Science Teacher
Classroom Teacher	Lal Atinesh	Science Teacher
Classroom Teacher	Marco Gonzalez	CTE Teacher
Classroom Teacher	Aldo Cavazos	CTE Teacher
Classroom Teacher	Cassidy Sanchez	Team Leader - Math
Classroom Teacher	Jose Carapia	Teacher

Demographics

Committee Role	Name	Position
Student	Ava Cedillo	Student
Nurse	Brenda Swinnea	Nurse
Counselor	Laura Villarreal	Counselor
Classroom Teacher	Ricardo Rodriguez	CTE Teacher
Classroom Teacher	Juan Trujillo	Spanish Teacher
Classroom Teacher	Patrick Montague	Math Teacher
Classroom Teacher	Janelle Esparza	Special Education Teacher
Classroom Teacher	Ramiro De Leon	Teacher
Classroom Teacher	Travis Cantu	CTE Teacher
Classroom Teacher	Benjamin Pena	Team Leader - Social Studies