

South Texas Independent School District

South Texas ISD Health Professions

2024-2025 Campus Improvement Plan

Accountability Rating: A



Mission Statement

South Texas ISD Health Professions prepares student for success in health care industries through innovative instruction and hands-on training while fostering an environment that prepares students for post-secondary readiness.

Vision

South Texas ISD Health Professions cultivates well-rounded global leaders, prepared for higher education and successful careers in health care.

Core Beliefs

PERSEVERANCE

COMPASSION

LEADERSHIP

INTEGRITY

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student population:

School Population (2023 - 2024 Fall PEIMS file loaded 01/29/2024)

	Count	Percent
Student Total	797	100%
9th Grade	222	27.85%
10th Grade	221	27.73%
11th Grade	194	24.34%
12th Grade	160	20.08%

Student programs:

Student Programs (2023 - 2024 Fall PEIMS file loaded 01/29/2024)

	Count	Percent
Dyslexia	26	3.26%
Gifted and Talented	120	15.06%
Regional Day School Program for the Deaf	0	0.00%
Section 504	49	6.15%
Special Education (SPED)	31	3.89%
Bilingual/ESL		
Emergent Bilingual (EB)	146	18.32%
Bilingual	0	0.00%
English as a Second Language (ESL)	139	17.44%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	0	0.00%
Title I Part A		
Schoolwide Program	797	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Student Indicators:

Student Indicators (2023 - 2024 Fall PEIMS file loaded 01/29/2024)	Count	Percent
At-Risk	224	28.11%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	3	0.38%
Intervention Indicator	5	0.63%
Migrant	6	0.75%
Military Connected	0	0.00%
Transfer In Students	0	0%
Unschooler Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	527	66.12%
Free Meals	445	55.83%
Reduced-Price Meals	82	10.29%
Other Economic Disadvantage	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	1	0.13%
Shelter	0	0.00%
Doubled Up	1	0.13%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	1	0.13%
Is Unaccompanied Youth	0	0.00%

Demographics Strengths

Most ethnic groups are represented at our campus. Class size of 13 students per teacher provides our campus the ability to have a more individualized instruction. All student subgroups and special populations have 100% participation in our school wide programs with the ability to pursue college and career readiness opportunities.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The number Emergent Bilingual students is increasing, and there is a lack of proficiency to exit the EB program. **Root Cause:** There is not enough instructional support to ensure our EB students are provided comprehensive instructional support in all 4 language domains in all courses.

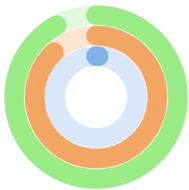
Problem Statement 2 (Prioritized): Campus enrollment has not hit the target of 900 students. **Root Cause:** There is a lack of awareness of our campus, competition with neighboring schools, and a need to provide differentiated opportunities for students to be encouraged to enroll at Health Professions.

Student Learning

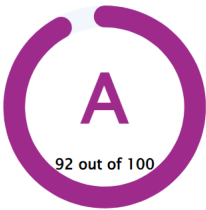
Student Learning Summary

Details Behind the Score				
	Raw Score	Scaled Score	Weight % of Score	Weighted Points
STAAR Performance	69	92	40%	37
College, Career and Military Readiness Source(TEA)	86	88	40%	35
Graduation Rate (or Annual Dropout Rate) **	100	100	20%	20
Student Achievement Scaled Score				92
Student Achievement Domain Rating				A

Student Achievement



Score



EOC	Approaches	% Change 22-23	Meets	% Change 22-23	Masters	% Change 22-23
English I	96		86		39	
English II	96		88		20	
Algebra I	92		75		29	
Biology	99		81		42	
US History	98		89		54	

Problem Statements Identifying Student Learning Needs

- Problem Statement 1 (Prioritized):** Emergent Bilingual students are performing low on their Masters EOC exams, English I, 13%, English II, 10%, Algebra I, 25%, Biology, 14%, US History, 31%. **Root Cause:** Students are not separated into performance groups; there is not enough push to masters in these subgroup areas.
- Problem Statement 2 (Prioritized):** Special Education students are underperforming in the area of Masters in English II, 0% and US History, 29%. **Root Cause:** There is a lack of support with instructional strategies, targeted at their specific disability.
- Problem Statement 3 (Prioritized):** There is a gap with our Emergent Bilingual students and their performance on IBC exams, 36.4% passing rate. **Root Cause:** Career and Technical Education classes need more training and professional development on ways to help their Emergent Bilingual students.
- Problem Statement 4 (Prioritized):** Only 52.4% of our students are passing the IBC exams. **Root Cause:** There is lack of preparation material for our teachers, and lack of content specific targeted tutorials and intervention for our students.

Problem Statement 5 (Prioritized): Overall, our CCMR scores are at 85.7%. Target for our campus is at 90%. **Root Cause:** Students need targeted focus on math concepts in TSIA, foundational concepts are missing, students need targeted support during intervention.

Problem Statement 6 (Prioritized): CCMR scores for our Emergent Bilingual population is at 72.7%. **Root Cause:** More support is needed for our EB population in the area of TSIA math and ELAR.

Problem Statement 7 (Prioritized): Advanced Placement results for 11th and 12th grade students is at 53.1% overall at a level 3 or higher. **Root Cause:** There is not enough AP preparation for students throughout the year and a lack of Saturday tutorials for these students.

Problem Statement 8 (Prioritized): Advanced Placement results for Emergent Bilingual students is at 27.3% overall at a level 3 or higher. **Root Cause:** There is not enough AP preparation for students throughout the year and a lack of Saturday tutorials for these students. There is also not a level of targeted support for our EB population.

Problem Statement 9 (Prioritized): TSIA results in Reading were 18.2%, Math at 9.1%, and both subjects, 9.1% for our EB students. **Root Cause:** There is not enough targeted instruction in the areas of reading and math for Emergent Bilingual students.

Problem Statement 10 (Prioritized): The number Emergent Bilingual students is increasing, and there is a lack of proficiency to exit the EB program. **Root Cause:** There is not enough instructional support to ensure our EB students are provided comprehensive instructional support in all 4 language domains in all courses.

Problem Statement 11 (Prioritized): Campus enrollment has not hit the target of 900 students. **Root Cause:** There is a lack of awareness of our campus, competition with neighboring schools, and a need to provide differentiated opportunities for students to be encouraged to enroll at Health Professions.

School Processes & Programs

School Processes & Programs Summary

We currently offer several extracurricular and academic clubs and organizations to support student educational and social emotional growth. Programs include HOSA, BPA, UIL, TSA, NHS, NTHS, Esports, Athletics, and Chess. All students at Health Professions are given the opportunity to be successful by providing support by teachers, counselors and administrators. These supports include identifying at risk populations, providing intervention and tutorials and supporting social and emotional needs of all students. Our campus meets the college, career and military guidance and counseling through CTE programs and through college fair activities. All CTE courses include exposure to career pathways and allow students to explore and learn about the newest careers available. The certification programs at our campus have been successful in preparing students for their respective exams. The certified clinical medical assistant program has a passing rate of 69% over the past 3 years. Our certified nursing assisting program has a passing rate of 72%. The certified pharmacy technician passing rate is 50%. The emergency medical technician program has a passing rate of 87%, while the registered dental assisting program has a passing rate of 100%. In addition, our campus has produced approximately 130 certified veterinary assistants over the past 5 years. All program pass-rates are approaching or are above the national average. Currently, our campus is working on incorporating curriculum-based entrepreneurship education.

Instructional time is protected by embedding additional intervention time within the school day with our academic mentoring time. Additionally, every Friday teachers either have collaboration time with their content for instructional planning or offer additional tutorials. Our campus offers the new to campus camp to introduce and familiarize incoming 9th grade students. Team building is embedded in the school bell schedule allow time for students to participate in enrichment activities. Students can take college transition class and apply for external college programs for dual enrollment. Counselors met with parents to discuss academic planning as students transition from one grade to another.

The district and campus have implemented the Texas Teacher Evaluation and Support System (T-TESS). While the system is not new to the state, it is new to our school. The curriculum and instruction department has taken the lead in providing professional development opportunities and training to expose and acclimate teachers to this evaluation system.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There needs to be more intentional conversations regarding student academic, behavioral, and socioemotional progress. **Root Cause:** Structures PLCs need to be reinforced and normed.

Problem Statement 2 (Prioritized): There has been an uptick in discipline at Health Professions. **Root Cause:** There has been an increase in processes and procedures implemented at the campus.

Problem Statement 3 (Prioritized): Over the years, there has been an increase on the focus of safety. Health Professions requires the refinement of current safety plans and procedures. **Root Cause:** Although safety audits have been successful, there is a need to revisit our safety plan and procedures to ensure the students are safe and to adhere to current and updated policies.

Problem Statement 4 (Prioritized): The number Emergent Bilingual students is increasing, and there is a lack of proficiency to exit the EB program. **Root Cause:** There is not enough instructional support to ensure our EB students are provided comprehensive instructional support in all 4 language domains in all courses.

Problem Statement 5 (Prioritized): Campus enrollment has not hit the target of 900 students. **Root Cause:** There is a lack of awareness of our campus, competition with neighboring schools, and a need to provide differentiated opportunities for students to be encouraged to enroll at Health Professions.

Problem Statement 6 (Prioritized): Health Professions currently has 7 CTE programs of study. **Root Cause:** There is a need for expoloration of other programs of study to increase the amount of opportunities for our students.

Perceptions

Perceptions Summary

Recruitment Strategies:

- Better marketing for student recruitment
- billboards showcasing our sports
- add sports such as Lacross
- Upgrade the campus building

Community involvement:

- Psych doctors to come in and speak to the students about mental health/wellness
- Have financial literacy courses. Involve banks to help students open teen accounts and talk to them about balancing accounts/credit/loans
- Get police officers to come talk about drugs

Counselor's Corner:

- Resources and speakers to talk about financial management in college
- Review costs of schools with students and discuss the possible plans to pay for college
- More mental health awareness/release opportunities

Communication of Clubs:

- Showcase more and inform families of club opportunities we offer on campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need for student SEL lessons to support socioemotional development. **Root Cause:** Students are displaying a need for more mental awareness.

Problem Statement 2 (Prioritized): Student attendance is at 94% at Health Professions. **Root Cause:** There needs to be a focus on educating the students on the impacts of absences. Health Professions does not have a solid structure and method of communicating, reinforcing, and providing incentives for attendance.

Problem Statement 3 (Prioritized): There are not enough celebrations and achievement recognitions at Health Professions to promote student retention. **Root Cause:** There is a lack of planning for activities geared at promoting student retention.

Problem Statement 4 (Prioritized): There is a need for increased parental involvement at Health Professions. **Root Cause:** There is a lack of a strong PTSO, and programs to encourage parents to visit our campus.

Problem Statement 5 (Prioritized): There needs to be an increase in the amount of communication to our stakeholders. **Root Cause:** Parents are not fully imformed of district and campus events, deadlines, and opportunities.

Problem Statement 6 (Prioritized): The number Emergent Bilingual students is increasing, and there is a lack of proficiency to exit the EB program. **Root Cause:** There is not enough instructional support to ensure our EB students are provided comprehensive instructional support in all 4 language domains in all courses.

Problem Statement 7 (Prioritized): Campus enrollment has not hit the target of 900 students. **Root Cause:** There is a lack of awareness of our campus, competition with neighboring schools, and a need to provide differentiated opportunities for students to be encouraged to enroll at Health Professions.

Priority Problem Statements

Problem Statement 1: The number Emergent Bilingual students is increasing, and there is a lack of proficiency to exit the EB program.

Root Cause 1: There is not enough instructional support to ensure our EB students are provided comprehensive instructional support in all 4 language domains in all courses.

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

Problem Statement 2: Emergent Bilingual students are performing low on their Masters EOC exams, English I, 13%, English II, 10%, Algebra I, 25%, Biology, 14%, US History, 31%.

Root Cause 2: Students are not separated into performance groups; there is not enough push to masters in these subgroup areas.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Special Education students are underperforming in the area of Masters in English II, 0% and US History, 29%.

Root Cause 3: There is a lack of support with instructional strategies, targeted at their specific disability.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a gap with our Emergent Bilingual students and their performance on IBC exams, 36.4% passing rate.

Root Cause 4: Career and Technical Education classes need more training and professional development on ways to help their Emergent Bilingual students.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Only 52.4% of our students are passing the IBC exams.

Root Cause 5: There is lack of preparation material for our teachers, and lack of content specific targeted tutorials and intervention for our students.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Overall, our CCMR scores are at 85.7%. Target for our campus is at 90%.

Root Cause 6: Students need targeted focus on math concepts in TSIA, foundational concepts are missing, students need targeted support during intervention.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: CCMR scores for our Emergent Bilingual population is at 72.7%.

Root Cause 7: More support is needed for our EB population in the area of TSIA math and ELAR.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Advanced Placement results for 11th and 12th grade students is at 53.1% overall at a level 3 or higher.

Root Cause 8: There is not enough AP preparation for students throughout the year and a lack of Saturday tutorials for these students.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Advanced Placement results for Emergent Bilingual students is at 27.3% overall at a level 3 or higher.

Root Cause 9: There is not enough AP preparation for students throughout the year and a lack of Saturday tutorials for these students. There is also not a level of targeted support for our EB population.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: TSIA results in Reading were 18.2%, Math at 9.1%, and both subjects, 9.1% for our EB students.

Root Cause 10: There is not enough targeted instruction in the areas of reading and math for Emergent Bilingual students.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: There needs to be more intentional conversations regarding student academic, behavioral, and socioemotional progress.

Root Cause 11: Structures PLCs need to be reinforced and normed.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: There is a need for student SEL lessons to support socioemotional development.

Root Cause 12: Students are displaying a need for more mental awareness.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: There has been an uptick in discipline at Health Professions.

Root Cause 13: There has been an increase in processes and procedures implemented at the campus.

Problem Statement 13 Areas: School Processes & Programs

Problem Statement 14: Over the years, there has been an increase on the focus of safety. Health Professions requires the refinement of current safety plans and procedures.

Root Cause 14: Although safety audits have been successful, there is a need to revisit our safety plan and procedures to ensure the students are safe and to adhere to current and updated policies.

Problem Statement 14 Areas: School Processes & Programs

Problem Statement 15: Student attendance is at 94% at Health Professions.

Root Cause 15: There needs to be a focus on educating the students on the impacts of absences. Health Professions does not have a solid structure and method of communicating, reinforcing, and providing incentives for attendance.

Problem Statement 15 Areas: Perceptions

Problem Statement 16: There are not enough celebrations and achievement recognitions at Health Professions to promote student retention.

Root Cause 16: There is a lack of planning for activities geared at promoting student retention.

Problem Statement 16 Areas: Perceptions

Problem Statement 17: There is a need for increased parental involvement at Health Professions.

Root Cause 17: There is a lack of a strong PTSO, and programs to encourage parents to visit our campus.

Problem Statement 17 Areas: Perceptions

Problem Statement 18: There needs to be an increase in the amount of communication to our stakeholders.

Root Cause 18: Parents are not fully informed of district and campus events, deadlines, and opportunities.

Problem Statement 18 Areas: Perceptions

Problem Statement 19: Campus enrollment has not hit the target of 900 students.

Root Cause 19: There is a lack of awareness of our campus, competition with neighboring schools, and a need to provide differentiated opportunities for students to be encouraged to enroll at Health Professions.

Problem Statement 19 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 20: Health Professions currently has 7 CTE programs of study.

Root Cause 20: There is a need for exploration of other programs of study to increase the amount of opportunities for our students.

Problem Statement 20 Areas: School Processes & Programs

Goals

Goal 1: STUDENT ACHIEVEMENT - All Health Professions students will master academic standards to ensure college and career readiness.





Performance Objective 1: By June 2025, Health Professions students will increase student performance by 10% on STAAR EOC in English I, II, Biology, US History EOC, and Algebra I Masters level.

High Priority

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize the PLC process in all STAAR EOC tested core content areas Strategy's Expected Result/Impact: Student achievement will increase in all content areas Staff Responsible for Monitoring: Administrators, Counselors, Teachers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 - School Processes & Programs 1 Funding Sources: - 199 - General Fund	Formative		
	Jan	Mar	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for students to receive Saturday Blitz, in-school interventions, and after school tutorials targeted instruction in the STAAR EOC tested content areas. Strategy's Expected Result/Impact: Student achievement will increase in all content areas. Staff Responsible for Monitoring: Administrators, Counselors, Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 Funding Sources: - 199 - General Fund, - 211 - Title I, Part A School Wide, - 199 - Special Education, - 199 - English Language Learner	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional resources, supplies, and technology will be purchased to support and supplement EOC targeted instruction and assessments in all core tested subject areas. Strategy's Expected Result/Impact: Student achievement will increase in all content areas. Staff Responsible for Monitoring: Administrators, Counselors, Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 10 - School Processes & Programs 4 - Perceptions 6 Funding Sources: - 199 - General Fund, - 199 - Special Education, - 199 - English Language Learner, - 224 - IDEA B, Special Education	Formative		
	Jan	Mar	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Create opportunities for professional learning focused on improving learning and student growth for every student. Strategy's Expected Result/Impact: Increased overall student achievement. Staff Responsible for Monitoring: Administration 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 - School Processes & Programs 4 - Perceptions 6 Funding Sources: - 199 - General Fund, - 199 - Special Education, - 199 - English Language Learner	Formative		
	Jan	Mar	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Create targeted, weekly schedules to conduct walkthroughs, provide coaching and feedback, hold bi-weekly collaboration meetings, and bi-weekly data conversation meetings. Strategy's Expected Result/Impact: By the end of the 2024-2025 school year, 100% of the Instructional Leadership Team will use and structure their weekly calendars to strategically schedule at least 60% of their time for teacher walk-throughs/observations, data analysis, progress monitoring, coaching and feedback, and collaborative meetings. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: School Processes & Programs 1 Funding Sources: - 199 - General Fund	Formative		
	Jan	Mar	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Provide targeted support and instructional materials special populations students to increase academic achievement in all content areas. Strategy's Expected Result/Impact: Increase special populations (Special Education, Emergent Bilingual, Economically Disadvantaged, Gifted and Talented, Migrant) academic achievement by 5%. Staff Responsible for Monitoring: Administration, Teachers, Counselors TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 6, 8, 9, 10 - School Processes & Programs 4 - Perceptions 6 Funding Sources: - 199 - Special Education, - 199 - English Language Learner	Formative		
	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The number Emergent Bilingual students is increasing, and there is a lack of proficiency to exit the EB program. Root Cause: There is not enough instructional support to ensure our EB students are provided comprehensive instructional support in all 4 language domains in all courses.

Student Learning

Problem Statement 1: Emergent Bilingual students are performing low on their Masters EOC exams, English I, 13%, English II, 10%, Algebra I, 25%, Biology, 14%, US History, 31%. **Root Cause:** Students are not separated into performance groups; there is not enough push to masters in these subgroup areas.

Problem Statement 2: Special Education students are underperforming in the area of Masters in English II, 0% and US History, 29%. **Root Cause:** There is a lack of support with instructional strategies, targeted at their specific disability.

Problem Statement 3: There is a gap with our Emergent Bilingual students and their performance on IBC exams, 36.4% passing rate. **Root Cause:** Career and Technical Education classes need more training and professional development on ways to help their Emergent Bilingual students.

Problem Statement 4: Only 52.4% of our students are passing the IBC exams. **Root Cause:** There is lack of preparation material for our teachers, and lack of content specific targeted tutorials and intervention for our students.

Problem Statement 5: Overall, our CCMR scores are at 85.7%. Target for our campus is at 90%. **Root Cause:** Students need targeted focus on math concepts in TSIA, foundational concepts are missing, students need targeted support during intervention.

Problem Statement 6: CCMR scores for our Emergent Bilingual population is at 72.7%. **Root Cause:** More support is needed for our EB population in the area of TSIA math and ELAR.

Problem Statement 7: Advanced Placement results for 11th and 12th grade students is at 53.1% overall at a level 3 or higher. **Root Cause:** There is not enough AP preparation for students throughout the year and a lack of Saturday tutorials for these students.

Problem Statement 8: Advanced Placement results for Emergent Bilingual students is at 27.3% overall at a level 3 or higher. **Root Cause:** There is not enough AP preparation for students throughout the year and a lack of Saturday tutorials for these students. There is also not a level of targeted support for our EB population.

Problem Statement 9: TSIA results in Reading were 18.2%, Math at 9.1%, and both subjects, 9.1% for our EB students. **Root Cause:** There is not enough targeted instruction in the areas of reading and math for Emergent Bilingual students.

Problem Statement 10: The number Emergent Bilingual students is increasing, and there is a lack of proficiency to exit the EB program. **Root Cause:** There is not enough instructional support to ensure our EB students are provided comprehensive instructional support in all 4 language domains in all courses.

School Processes & Programs

Problem Statement 1: There needs to be more intentional conversations regarding student academic, behavioral, and socioemotional progress. **Root Cause:** Structures PLCs need to be reinforced and normed.

Problem Statement 4: The number Emergent Bilingual students is increasing, and there is a lack of proficiency to exit the EB program. **Root Cause:** There is not enough instructional support to ensure our EB students are provided comprehensive instructional support in all 4 language domains in all courses.

Perceptions

Problem Statement 6: The number Emergent Bilingual students is increasing, and there is a lack of proficiency to exit the EB program. **Root Cause:** There is not enough instructional support to ensure our EB students are provided comprehensive instructional support in all 4 language domains in all courses.

Goal 1: STUDENT ACHIEVEMENT - All Health Professions students will master academic standards to ensure college and career readiness.

Performance Objective 2: By June 2025, at least 80% of Health Professions graduates will perform at the postsecondary ready levels on all IBC, TSIA-2, AP, ACT, and SAT exams.

High Priority
Evaluation Data Sources: State Accountability Reports (Domain I CCMR)

Strategy 1 Details	Formative Reviews		
Strategy 1: Purchase instructional resources and professional development to support instruction in TSIA preparation intervention courses, Saturday tutorials, and camps. Strategy's Expected Result/Impact: Increase overall student achievement on TSIA-2. Staff Responsible for Monitoring: Administration, Counselors, 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 Problem Statements: Student Learning 9	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide multiple testing opportunities for students to take the TSIA, analyze results with students, develop tutorial sessions, and create individualized plans to prepare students for TSIA. Strategy's Expected Result/Impact: Increase overall achievement onTSIA and increase post secondary enrollment Staff Responsible for Monitoring: Administration, Counselors, Teachers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 9	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 2 Problem Statements:

Student Learning

Problem Statement 9: TSIA results in Reading were 18.2%, Math at 9.1%, and both subjects, 9.1% for our EB students. **Root Cause:** There is not enough targeted instruction in the areas of reading and math for Emergent Bilingual students.

Goal 1: STUDENT ACHIEVEMENT - All Health Professions students will master academic standards to ensure college and career readiness.

Performance Objective 3: By June 2025, at least 50% of Health Professions graduates will have obtained at least 9 hours in dual credit opportunities.

Evaluation Data Sources: Transcripts, UTRGV, STC, UT Austin rosters.

Strategy 1 Details	Formative Reviews		
Strategy 1: Create opportunities for post-secondary partnerships by offering dual courses through our current curriculum. Strategy's Expected Result/Impact: Increased number of students taking dual credit classes. 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: Student Learning 5, 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 3 Problem Statements:

Student Learning
Problem Statement 5: Overall, our CCMR scores are at 85.7%. Target for our campus is at 90%. Root Cause: Students need targeted focus on math concepts in TSIA, foundational concepts are missing, students need targeted support during intervention.
Problem Statement 6: CCMR scores for our Emergent Bilingual population is at 72.7%. Root Cause: More support is needed for our EB population in the area of TSIA math and ELAR.

Goal 2: STUDENT SUPPORT - All Health Professions students will benefit from a supportive system to support academic and social emotional needs.

Performance Objective 1: By June 2025, Health Professions will develop and implement the MTSS process to respond to students with academic, behavior, and social emotional needs to determine appropriate interventions, referral to Section 504, or referral to Special Education.

Evaluation Data Sources: Student Information System, Teacher feedback, self-assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers engage in PLCs focused on sharing best practices, data conversations, analyzing student data, and discussing instructional strategies to improve student academic performance. Strategy's Expected Result/Impact: Overall increase in student academic progress through biweekly department collaboration PLC meetings and weekly PLC data conversation meetings. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Teachers Title I: 2.4, 2.5, 2.6 - 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 Funding Sources: - 199 - General Fund	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide SE support through the delivery of SEL lessons during Academic Mentoring with more available resources that provide students with level 1 support. Strategy's Expected Result/Impact: Increased social emotional support, 2 times per month. Staff Responsible for Monitoring: Counselors, Teachers 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	Formative		
	Jan	Mar	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Health Professions will provide opportunities to advocate for mental health issues through presentation, lunch and learns, and lunch bunch. Strategy's Expected Result/Impact: Increased social emotional support, 2 times per month. Staff Responsible for Monitoring: Counselors, Teachers 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	Formative		
	Jan	Mar	June
<div><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>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>			

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: There needs to be more intentional conversations regarding student academic, behavioral, and socioemotional progress. Root Cause: Structures PLCs need to be reinforced and normed.
Perceptions
Problem Statement 1: There is a need for student SEL lessons to support socioemotional development. Root Cause: Students are displaying a need for more mental awareness.

Goal 3: SAFETY - Health Professions will ensure a safe learning environment for all students.

Performance Objective 1: Health professions will create academic, behavior, and discipline systems to support a safe campus culture to ensure student learning.

Evaluation Data Sources: Student Information Systems, School Safety Plans

Strategy 1 Details	Formative Reviews		
Strategy 1: Review current district and state discipline charts and align to the campus discipline management plan, including discipline processes and expectations. Strategy's Expected Result/Impact: Decrease overall number of student discipline referrals. Staff Responsible for Monitoring: Administration, Security Personnel, Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2 Funding Sources: - 199 - General Fund	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Purchase incentives and create a stronger discipline management program to reduce the number of tardies, students skipping class, and promote student ID use; provide positive incentives. Strategy's Expected Result/Impact: Decrease the number of tardies and students out of the classroom. Increase the number of students wearing student IDs, increase positive incentives to reward good behavior. Staff Responsible for Monitoring: Administration, counselors, teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2 Funding Sources: - 199 - General Fund	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>Continue/Modify</div> <div><div><div></div></div>Discontinue</div>			

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: There has been an uptick in discipline at Health Professions. Root Cause: There has been an increase in processes and procedures implemented at the campus.

Goal 3: SAFETY - Health Professions will ensure a safe learning environment for all students.

Performance Objective 2: Health Professions will establish a safety committee to conduct safety reviews throughout the school year.

Evaluation Data Sources: Meeting minutes, safety binder

Strategy 1 Details	Formative Reviews		
Strategy 1: Health Professions safety committee will refine current safety procedures, including communication and organize safety audits. Strategy's Expected Result/Impact: The safety committee will create a safety plan to address campus deficiencies and concerns. Staff Responsible for Monitoring: Administration, Counselors, Teachers, Security Personnel, Maintenance TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 3 Funding Sources: - 199 - General Fund	Formative		
	Jan	Mar	June

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No Progress

100%

Accomplished

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Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 3: Over the years, there has been an increase on the focus of safety. Health Professions requires the refinement of current safety plans and procedures. Root Cause: Although safety audits have been successful, there is a need to revisit our safety plan and procedures to ensure the students are safe and to adhere to current and updated policies.





Goal 4: RETENTION & GROWTH - Promote district and campuses to promote teacher retention rates and increase student enrollment by 5%.

Performance Objective 1: Develop marketing plan that will promote campus enrollment.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Purchase campus merchandise and marketing products to promote campus enrollment. Strategy's Expected Result/Impact: Increase campus enrollment. Staff Responsible for Monitoring: Administration, counselors, staff, teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: Demographics 2 - Student Learning 11 - School Processes & Programs 5 - Perceptions 7 Funding Sources: - 199 - General Fund	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Schedule monthly community events targeted at showcasing our campus. Strategy's Expected Result/Impact: Increase campus enrollment. Staff Responsible for Monitoring: Administration, Counselors, Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: Demographics 2 - Student Learning 11 - School Processes & Programs 5 - Perceptions 5, 7 Funding Sources: - 199 - General Fund	Formative		
	Jan	Mar	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Promote campus through the Fall and Spring showcase, advisement sessions, and social media efforts to promote growth. Strategy's Expected Result/Impact: Increase campus enrollment. Staff Responsible for Monitoring: Administration, Counselors, Teachers, Staff TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: Demographics 2 - Student Learning 11 - School Processes & Programs 5 - Perceptions 5, 7 Funding Sources: - 199 - General Fund	Formative		
	Jan	Mar	June

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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Campus enrollment has not hit the target of 900 students. Root Cause: There is a lack of awareness of our campus, competition with neighboring schools, and a need to provide differentiated opportunities for students to be encouraged to enroll at Health Professions.
Student Learning
Problem Statement 11: Campus enrollment has not hit the target of 900 students. Root Cause: There is a lack of awareness of our campus, competition with neighboring schools, and a need to provide differentiated opportunities for students to be encouraged to enroll at Health Professions.
School Processes & Programs
Problem Statement 5: Campus enrollment has not hit the target of 900 students. Root Cause: There is a lack of awareness of our campus, competition with neighboring schools, and a need to provide differentiated opportunities for students to be encouraged to enroll at Health Professions.
Perceptions
Problem Statement 5: There needs to be an increase in the amount of communication to our stakeholders. Root Cause: Parents are not fully imformed of district and campus events, deadlines, and opportunities.
Problem Statement 7: Campus enrollment has not hit the target of 900 students. Root Cause: There is a lack of awareness of our campus, competition with neighboring schools, and a need to provide differentiated opportunities for students to be encouraged to enroll at Health Professions.





Goal 4: RETENTION & GROWTH - Promote district and campuses to promote teacher retention rates and increase student enrollment by 5%.

Performance Objective 2: Health Professions will create opportunities to attract and retain students through our campus culture, extracurricular opportunities and programs of study.

Evaluation Data Sources: Student rosters and participation

Strategy 1 Details	Formative Reviews		
Strategy 1: Promote and celebrate attendance, positive behavior and achievements in academic and extracurricular activities. Strategy's Expected Result/Impact: Increase student retention. TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2, 3 Funding Sources: - 199 - General Fund	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase parental involvement through campus specific celebrations including muffins with mom, donuts with dad, and mums with mom. Strategy's Expected Result/Impact: Increase student retention. Staff Responsible for Monitoring: Administration, Counselors, Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 4, 5 Funding Sources: - 199 - General Fund	Formative		
	Jan	Mar	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Collaborate with industry professionals and post-secondary institutions to enhance student's career readiness skills and explore future educational opportunities. Strategy's Expected Result/Impact: Increase external workforce and post-secondary opportunities. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, CTE teachers Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 6 Funding Sources: - 199 - General Fund	Formative		
	Jan	Mar	June

 No Progress
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Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 6: Health Professions currently has 7 CTE programs of study. Root Cause: There is a need for exploration of other programs of study to increase the amount of opportunities for our students.
Perceptions
Problem Statement 2: Student attendance is at 94% at Health Professions. Root Cause: There needs to be a focus on educating the students on the impacts of absences. Health Professions does not have a solid structure and method of communicating, reinforcing, and providing incentives for attendance. Problem Statement 3: There are not enough celebrations and achievement recognitions at Health Professions to promote student retention. Root Cause: There is a lack of planning for activities geared at promoting student retention. Problem Statement 4: There is a need for increased parental involvement at Health Professions. Root Cause: There is a lack of a strong PTSO, and programs to encourage parents to visit our campus. Problem Statement 5: There needs to be an increase in the amount of communication to our stakeholders. Root Cause: Parents are not fully imformed of district and campus events, deadlines, and opportunities.

Goal 4: RETENTION & GROWTH - Promote district and campuses to promote teacher retention rates and increase student enrollment by 5%.

Performance Objective 3: Develop a plan of action that will support the recruitment, development and retention of highly qualified teachers and staff to increase the percentage of teacher with more than five years of experience.

Evaluation Data Sources: Teacher retention reports, TIA

Strategy 1 Details	Formative Reviews		
Strategy 1: Recruit teachers that meet the criteria to teach post-secondary instruction. Strategy's Expected Result/Impact: More opportunities for students to take dual credit courses on campus. Staff Responsible for Monitoring: Administration, counselors, teachers, post-secondary institutions TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 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 3 Problem Statements:

School Processes & Programs
Problem Statement 6: Health Professions currently has 7 CTE programs of study. Root Cause: There is a need for expoloration of other programs of study to increase the amount of opportunities for our students.

Goal 5: COMMUNICATION - Health Professions will increase communication with parents and engage families and the community to support student achievement and enhance district goals.

Performance Objective 1: Increase communication with all district stakeholders (parents, students, community, employees, etc.) to keep them informed about district and campus events.

Strategy 1 Details	Formative Reviews		
Strategy 1: Health Professions will send monthly newsletters to all district stakeholders and utilize remind to communicate upcoming events. Strategy's Expected Result/Impact: Increase communication with district stakeholders. Staff Responsible for Monitoring: Administration, Counseling, Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 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 1 Problem Statements:

Perceptions
Problem Statement 5: There needs to be an increase in the amount of communication to our stakeholders. Root Cause: Parents are not fully imformed of district and campus events, deadlines, and opportunities.

Goal 5: COMMUNICATION - Health Professions will increase communication with parents and engage families and the community to support student achievement and enhance district goals.

Performance Objective 2: Implement a feedback system for all stakeholders to share their thoughts, concerns, and suggestions regarding the current communication processes.

Evaluation Data Sources: Communication reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Regularly evaluate the effectiveness of the communication process through surveys, feedback forms, or data analysis and make improvements based on the findings. Strategy's Expected Result/Impact: Increased level of communication and transparency to all stakeholders Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Teachers, Secretaries Title I: 4.1, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 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 2 Problem Statements:

Perceptions
Problem Statement 5: There needs to be an increase in the amount of communication to our stakeholders. Root Cause: Parents are not fully imformed of district and campus events, deadlines, and opportunities.

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	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	2	1			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
4	2	3			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,675,300.00
+/- Difference					\$1,675,300.00
199 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	6			\$0.00

199 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$53,400.00
+/- Difference					\$53,400.00
199 - English Language Learner					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	6			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$43,500.00
+/- Difference					\$43,500.00
211 - Title I, Part A School Wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$93,000.00
+/- Difference					\$93,000.00
212 - Title I, Part C Migrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$6,000.00
+/- Difference					\$6,000.00
224 - IDEA B, Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$26,000.00
+/- Difference					\$26,000.00

244 - Career Technical Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$12,000.00
+/- Difference					\$12,000.00
255 - Title II, Part A Training					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$36,500.00
+/- Difference					\$36,500.00
Grand Total Budgeted					\$1,945,700.00
Grand Total Spent					\$0.00
+/- Difference					\$1,945,700.00