

South Texas Independent School District

South Texas ISD World Scholars

2024-2025 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

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

The World Scholars' total enrollment for the 2023-2024 school year was 454 students. Our population consists of 261 females and 193 males. Our demographic make up is as follows: 12% special education; 14% gifted and talented; 13% emergent bilingual; 7% 504; 67% economically disadvantaged and 25% at-risk. Total amount of teachers is 40 and 7 paraprofessionals with a total faculty and staff of 70.

Demographics Strengths

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

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

World Scholars parents and students choose World Scholars for its dedication to academic excellence, academic programs, and its educational post-secondary preparedness for their children's future.

Problem Statements Identifying Demographics Needs

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

Problem Statement 2 (Prioritized): Student data (transcripts, assessment data, report cards, program placement, etc.) is often limited at the beginning of the year; therefore, course selections, state compliance interventions, enrichment, and appropriate special program placement can take time. **Root Cause:** Previous and/or home districts delay the transfer of student academic information.

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

Student Learning

Student Learning Summary

Our most current STAAR EOC data reflects an overall passing rate of 93% for the 2022-2023 school year which is was a 3% increase compared to the 2021-2022 school year. For each tested STAAR EOC in the 2022-2023 school year, World Scholars received 96% overall in English Language Arts which is a 7% increase from 21-22, 92% in Mathematics which is an increase of 4% from 21-22, 98% in Science which is an increase of 6% from 21-22, and 99% in Social Studies which was maintained from 21-22.

STAAR EOC passing percentage by population:

- **Special Education** had an 81% passing in English I; 72% in English II; 86% in Algebra I; 89% in Biology; 100% in US History
- **Emergent Bilinguals** had a 96% passing in English I; 80% in English II; 89% in Algebra I; 100% in Biology; 96% in US History
- **Economically Disadvantaged** had a 96% passing in English I; 87% in English II; 88% in Algebra I; 100% in Biology; 99% in US History

In 2021-2022, the graduating senior class had a graduation rate of 99.3% and 0% drop-out rate. College, Career, Military Readiness was at an 88.7%.

Student Learning Strengths

Our strengths are in the area of science and social studies with the overall campus receiving 98% on the biology EOC and 99% on the US

history EOC passing rates.

School Processes & Programs

School Processes & Programs Summary

World Scholars provides various academic programs. Student at World Scholars are provided with traditional core subject classes (RLA, science, math, and social studies). Additionally, the campus provides its students the opportunity to take advanced level classes through the International Baccalaureate (iB) program and partnerships with the University of Texas-Rio Grande Valley and South Texas College. World Scholars offers multiple programs of study in the Career Technical Education (CTE) classes: Law and Public Service, Arts, Audio/Video Technology, and Communications, Business, Marketing and Finance, Hospitality and Tourism, and Science, Technology, Engineering and Mathematics. World Scholars also provides fine arts courses in art, theatre arts and music.

Academics: Pre-IB courses, IB courses, Dual Academies, Dual Enrollment, Level I-IV CTE courses, fine arts courses

World Scholars also believes in a balance between robust academic studies, opportunities in UIL academic competitions, and athletic/extra-curricular opportunities for its students. The World Scholars athletic program focuses on building well-rounded athletes in the follow sports: Flag-football, soccer, softball, basketball, and volleyball. Students also participate in Esports.

School Processes & Programs Strengths

World Scholars collaboratively engages with district coordinators and directors in an effort to establish and facilitate ongoing program success for all student populations. Each campus program is managed by campus administration and the counseling team. With clearly defined program course sequences and crosswalks, students at World Scholars are able to receive prescriptive student schedules to meet all student needs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): World Scholars various program opportunities will continue to focus on the development of individualized student schedules. **Root Cause:** The curriculum and instructional design of various programs necessitates monitoring and adjusting from year to year.

Perceptions

Perceptions Summary

At World Scholars the administrative teams values insight from all campus stakeholders. Throughout the academic school year, teachers and staff receive surveys focused on a campus pulse check, recruitment ideas for enrollment purposes, teacher reassignment interest within their subject area/department, professional development requests, professional learning communities focused on reviewing the campus improvement plan, campus data and plans of action, etc.

World Scholars ensures to receive parent input on programs of study during site-based decision making meetings, beginning of the year, middle of the year and end of the year student and parents sessions. This has allowed for World Scholars to make the need adjustments to program offerings, etc.

The campus climate is dedicated to ensuring all students, staff and teachers inclusive of the community feel that there is a safe learning environment provided to all stakeholders. The school culture is one focused on making progress and growth for its non-professional and professional staff in an effort to continuously and positively impact student success. Additionally, all stakeholders on campus are future focused in an effort to re-establish and build campus programs for all current and future students.

Perceptions Strengths

With continued focus on making yearly improvements, World Scholars campus stakeholders collaborate to establish strong program foundations in all programs from iB to dual enrollment and CTE. World Scholars also values interdisciplinary studies opportunities throughout its departments.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): World Scholars teachers and staff believe that student success stems from establishing clear pathways for core classes, CTE programs of study and iB and dual enrollment opportunities. **Root Cause:** Student enrollment in classes which must follow course prerequisites.

Problem Statement 2 (Prioritized): World Scholars will continue to increase communication with the school community to impact continued enrollment throughout the year. **Root Cause:** Enrollment declined in the 24-25 school year.

Priority Problem Statements

Problem Statement 1: Initially, students transferring into World Scholars find it challenging to adapt to the implementation of its rigorous course curriculum most especially in the areas of reading, writing, and math.

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

Problem Statement 1 Areas: Demographics

Problem Statement 2: Student data (transcripts, assessment data, report cards, program placement, etc.) is often limited at the beginning of the year; therefore, course selections, state compliance interventions, enrichment, and appropriate special program placement can take time.

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

Problem Statement 2 Areas: Demographics

Problem Statement 3: Special Education and Emergent bilingual populations continue to make academic progress; World Scholars will continue to have a keen focus on their academic growth in quarter assessments, mock assessments, and EOY STAAR and/or TELPAS results.

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

Problem Statement 3 Areas: Demographics

Problem Statement 4: World Scholars various program opportunities will continue to focus on the development of individualized student schedules.

Root Cause 4: The curriculum and instructional design of various programs necessitates monitoring and adjusting from year to year.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: World Scholars teachers and staff believe that student success stems from establishing clear pathways for core classes, CTE programs of study and iB and dual enrollment opportunities.

Root Cause 5: Student enrollment in classes which must follow course prerequisites.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: World Scholars will continue to increase communication with the school community to impact continued enrollment throughout the year.

Root Cause 6: Enrollment declined in the 24-25 school year.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: By June 2025, student STAAR performance in all EOC and IB subject areas will increase by 5%

Performance Objective 1: Campus Administration and teacher(s) in all departments will focus on strategic curriculum planning, monitoring, and adjusting for quarters 1-4.





High Priority

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Implementation of a minimum of 10 walkthroughs per week to provide instructional and classroom management feedback and instructional support to teachers. Strategy's Expected Result/Impact: To increase teacher capacity in classroom management and instruction and an effort to prioritize student mastery Staff Responsible for Monitoring: Campus Principal; Assistant Principals Title I: 2.4, 2.5 Problem Statements: School Processes & Programs 1	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will attend Summer Curriculum Writing to develop yearlong curriculum for all subject areas. Strategy's Expected Result/Impact: To increase student progress and growth Staff Responsible for Monitoring: Campus Principal, Assistant Principals, Department Leads Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 3	Formative		
	Jan	Mar	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Incorporate weekly Professional Learning Communities (PLCs) to analyze student data, assess and evaluate quarter lesson plans, and make necessary revisions to lesson plans. Strategy's Expected Result/Impact: To increase student performance on local and state assessment and IB Staff Responsible for Monitoring: Campus Principal; assistant principal; IB coordinator; department leads Title I: 2.6 Problem Statements: Demographics 2	Formative		
	Jan	Mar	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Establish trackers and portfolios for quarter assessments (Eduphoria), CTE completers (Eduthings), CCMR (accountability) , STAAR EOC, IB Strategy's Expected Result/Impact: To keep track of student/teacher data for State Accountability/IB Staff Responsible for Monitoring: Campus Principal; Assistant Principals, Department Leads, Teachers Title I: 2.6 Problem Statements: Perceptions 1	Formative		
	Jan	Mar	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Implement district common assessments to track yearlong student progress and growth in STAAR EOC and IB courses. Strategy's Expected Result/Impact: To capture valid data to monitor and adjust lesson plans to enhance student mastery Staff Responsible for Monitoring: Campus Principal; Assistant Principals; IB Coordinator; department leads; teachers Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 2	Formative		
	Jan	Mar	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Hold monthly IB meetings to discuss curriculum, instructional needs, students data review, and student needs Strategy's Expected Result/Impact: To increase the number of IB students passing the IB exams Staff Responsible for Monitoring: Campus Principal, IB coordinator, IB Teachers Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1	Formative		
	Jan	Mar	June

Strategy 7 Details	Formative Reviews		
Strategy 7: Implement Workshop Wednesdays once a month by department to share and showcase teacher best practices and instructional strategies. Strategy's Expected Result/Impact: To increase teacher instructional capacity Staff Responsible for Monitoring: Campus Principal, Department Heads Title I: 2.4, 2.5, 2.6 Problem Statements: School Processes & Programs 1	Formative		
	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Initially, students transferring into World Scholars find it challenging to adapt to the implementation of its rigorous course curriculum most especially in the areas of reading, writing, and math. Root Cause: Students transferring into World Scholars have been under-identified for special needs and/or English language proficiency programs; hence, the rigorous curriculum presents academic challenges for these students in the first quarter of their transition to World Scholars
Problem Statement 2: Student data (transcripts, assessment data, report cards, program placement, etc.) is often limited at the beginning of the year; therefore, course selections, state compliance interventions, enrichment, and appropriate special program placement can take time. Root Cause: Previous and/or home districts delay the transfer of student academic information.
Problem Statement 3: Special Education and Emergent bilingual populations continue to make academic progress; World Scholars will continue to have a keen focus on their academic growth in quarter assessments, mock assessments, and EOY STAAR and/or TELPAS results. Root Cause: Academic gaps exist because students enter school with varying levels of academic and instructional preparedness and rigor in curriculum.
School Processes & Programs
Problem Statement 1: World Scholars various program opportunities will continue to focus on the development of individualized student schedules. Root Cause: The curriculum and instructional design of various programs necessitates monitoring and adjusting from year to year.
Perceptions
Problem Statement 1: World Scholars teachers and staff believe that student success stems from establishing clear pathways for core classes, CTE programs of study and iB and dual enrollment opportunities. Root Cause: Student enrollment in classes which must follow course prerequisites.

Goal 2: By June 2025, special populations (Sped and EB) students will increase their STAAR and/or TELPAS performance by 5%.

Performance Objective 1: Campus Administration, Counselors and teachers will devise prescriptive plans for special education and emergent bilingual students to increase academic success and build performance level hoppers on STAAR.

High Priority
Evaluation Data Sources: Intervention data, BOY, MOY, EOY, STAAR EOC data

Strategy 1 Details	Formative Reviews		
Strategy 1: Review transcripts, cumulative folders, and prior years ARD paperwork to utilize student information to develop prescriptive annual goals for all special education students based on their 2023-2024 STAAR results, previous years teacher feedback, etc. Strategy's Expected Result/Impact: To increase student IEP goals attainment Staff Responsible for Monitoring: Campus Principal, Special Education Teachers, Teachers, Counselors Title I: 2.6 Problem Statements: Demographics 3	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Review LPAC folder and utilize student information to develop individualized plans for emergent bilingual students based off STAAR EOC and TELPAS results and establish monitoring system by quarter.. Strategy's Expected Result/Impact: Increase student progress and academic growth Staff Responsible for Monitoring: Campus Principal; Assistant Principals; EB campus coordinator, and general education teachers Title I: 2.6 Problem Statements: Demographics 2	Formative		
	Jan	Mar	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide more professional development opportunities for teachers and paraprofessionals focused on support strategies and the co-teaching model. Strategy's Expected Result/Impact: To provide teachers with more instructional strategies to enhance student mastery Staff Responsible for Monitoring: Campus Principal; Assistant Principals; Department Heads, Teachers Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 3	Formative		
	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></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:

Demographics
Problem Statement 2: Student data (transcripts, assessment data, report cards, program placement, etc.) is often limited at the beginning of the year; therefore, course selections, state compliance interventions, enrichment, and appropriate special program placement can take time. Root Cause: Previous and/or home districts delay the transfer of student academic information.
Problem Statement 3: Special Education and Emergent bilingual populations continue to make academic progress; World Scholars will continue to have a keen focus on their academic growth in quarter assessments, mock assessments, and EOY STAAR and/or TELPAS results. Root Cause: Academic gaps exist because students enter school with varying levels of academic and instructional preparedness and rigor in curriculum.

Goal 3: Throughout the 2024-2025 school year, the implementation of the comprehensive district attendance plan will ensure overall district compliance with federal and state accountability guidelines.

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

High Priority

Evaluation Data Sources: Decision-ed reports, District Attendance reports, Attendance Committee meetings, attendance tracking system, Teacher daily attendance record, Parental Communication logs, district Attendance Summary documents

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus social worker will present attendance reports to administrators and counselors at each progress reporting period. Strategy's Expected Result/Impact: To increase daily attendance percentages for ADA Staff Responsible for Monitoring: Campus Administration, Counselors, Social Worker Title I: 2.6 Problem Statements: Demographics 2	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Hold to quarterly attendance committee meetings to regularly evaluate student attendance and develop individualized plans of action for attendance recovery. Strategy's Expected Result/Impact: Increase average daily attendance Staff Responsible for Monitoring: Campus Administration, Assistant Principals, Counselors, Social Worker Title I: 2.6 Problem Statements: Demographics 2	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Establish monitoring periods to include home visits for students with chronic absenteeism. Strategy's Expected Result/Impact: To increase average daily attendance Staff Responsible for Monitoring: Campus Administration; Assistant principals, Counselors, Social Worker Title I: 2.6 Problem Statements: Demographics 2	Formative		
	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Student data (transcripts, assessment data, report cards, program placement, etc.) is often limited at the beginning of the year; therefore, course selections, state compliance interventions, enrichment, and appropriate special program placement can take time. **Root Cause:** Previous and/or home districts delay the transfer of student academic information.

Goal 3: Throughout the 2024-2025 school year, the implementation of the comprehensive district attendance plan will ensure overall district compliance with federal and state accountability guidelines.

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

High Priority

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide quarterly incentives for students with perfect attendance. Strategy's Expected Result/Impact: To increase ADA Staff Responsible for Monitoring: Campus Principal; Assistant Principals; Social Worker; Counselors; Attendance clerk Title I: 2.4 Problem Statements: Demographics 2	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 2 Problem Statements:

Demographics
Problem Statement 2: Student data (transcripts, assessment data, report cards, program placement, etc.) is often limited at the beginning of the year; therefore, course selections, state compliance interventions, enrichment, and appropriate special program placement can take time. Root Cause: Previous and/or home districts delay the transfer of student academic information.

Goal 4: Throughout the 2024-2025 school year, there will be continued efforts to engage families in campus decision-making opportunities.

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

High Priority

Evaluation Data Sources: TAPR report

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop systems such as stakeholder surveys to provide input and feedback from all stakeholders, provide a campus newsletter reflecting current data and new implementation plans to meet campus goals and participate in collaborate projects focused on student success. Strategy's Expected Result/Impact: To increase parental involvement Staff Responsible for Monitoring: Campus Administration; Teachers; PSTO; Title I: 4.2 Problem Statements: Demographics 1	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue partnership opportunities with Higher Education Systems and the local community in an effort to provide post-secondary opportunities and internships for World Scholars. Strategy's Expected Result/Impact: To impact student achievement and opportunities Staff Responsible for Monitoring: Campus Principal; Assistant Principals; Counselors Title I: 2.4, 4.2 Problem Statements: Perceptions 1	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Continued learning opportunities such as work-based learning for CTE practicum course in an effort to immerse students' in career preparation programs with hands on, real-world experiences. Strategy's Expected Result/Impact: To promote community involvement and engagement and increase student achievement Staff Responsible for Monitoring: Campus Administration; Assistant principals, Community leaders; CTE teachers Title I: 2.4, 4.2 Problem Statements: Perceptions 1	Formative		
	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

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

Perceptions

Problem Statement 1: World Scholars teachers and staff believe that student success stems from establishing clear pathways for core classes, CTE programs of study and iB and dual enrollment opportunities. **Root Cause:** Student enrollment in classes which must follow course prerequisites.

Goal 4: Throughout the 2024-2025 school year, there will be continued efforts to engage families in campus decision-making opportunities.

Performance Objective 2: Re-establish the use of daily/monthly parent community information pieces focused on campus initiatives, campus events and campus successes throughout the school year to promote World Scholars programs.

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase use of social media platforms, campus/district website and Infinite Campus messages to parents and/or the school community Strategy's Expected Result/Impact: To encourage more participation and partnerships with all stakeholders Staff Responsible for Monitoring: Campus Principal; Assistant principals; Social Media Specialist; Webmaster Title I: 4.1, 4.2 Problem Statements: Perceptions 2	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue community events such as the athletic Tailgate, nationally recognized days (Grandparents Day, Veterans Day), Fall and Spring Campus Showcase, and monthly Recruitment event opportunities. Strategy's Expected Result/Impact: To increase parental and community involvement Staff Responsible for Monitoring: Campus Principal; assistant principals; clubs and organizations sponsors; teachers and staff Title I: 4.1, 4.2 Problem Statements: Perceptions 2	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Increase membership, support and collaboration of the campus Parent, Student, Teacher Organization (PSTO). Strategy's Expected Result/Impact: Increase campus involvement and support Staff Responsible for Monitoring: Campus principal; assistant principals; counselors; teachers; students Title I: 4.1, 4.2 Problem Statements: Perceptions 2	Formative		
	Jan	Mar	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Implement weekly campus updates for faculty and staff and monthly parent newsletters. Strategy's Expected Result/Impact: Increase campus and community communication Staff Responsible for Monitoring: Campus Principal; Assistant principals Title I: 4.1, 4.2 Problem Statements: Perceptions 2	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 2: World Scholars will continue to increase communication with the school community to impact continued enrollment throughout the year. Root Cause: Enrollment declined in the 24-25 school year.

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide campus support systems for new to district teachers through offering professional development opportunities in classroom management, skills-based trainings, writing across the curriculum, etc. Strategy's Expected Result/Impact: To provide tools and resources to increase student academic achievement Staff Responsible for Monitoring: Campus Principal Title I: 2.6 Problem Statements: Demographics 1	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide campus teacher mentorship programs as educator support systems and to promote teacher retention. Strategy's Expected Result/Impact: To increase new teacher outreach and promote active engagement and involvement Staff Responsible for Monitoring: Campus Principal; Assistant Principals; Department Heads Title I: 2.5 Problem Statements: School Processes & Programs 1	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Incorporate social committees focused on building teachers relationships and a positive campus culture Strategy's Expected Result/Impact: To ensure teachers and staff are immersed in the campus Staff Responsible for Monitoring: Campus administration; counselors; department heads; teachers and staff Title I: 2.5 Problem Statements: Demographics 1	Formative		
	Jan	Mar	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Organize and establish committees for campus culture, recruitment events, school-wide events, etc. Strategy's Expected Result/Impact: To ensure teachers and staff work collaboratively toward all campus goals. Staff Responsible for Monitoring: Campus Administration, counselors, department leads, teachers and staff Title I: 2.6 Problem Statements: Demographics 1	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:

Demographics
Problem Statement 1: Initially, students transferring into World Scholars find it challenging to adapt to the implementation of its rigorous course curriculum most especially in the areas of reading, writing, and math. Root Cause: Students transferring into World Scholars have been under-identified for special needs and/or English language proficiency programs; hence, the rigorous curriculum presents academic challenges for these students in the first quarter of their transition to World Scholars
School Processes & Programs
Problem Statement 1: World Scholars various program opportunities will continue to focus on the development of individualized student schedules. Root Cause: The curriculum and instructional design of various programs necessitates monitoring and adjusting from year to year.

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

Performance Objective 1: Develop a marketing plan that promotes World Scholars academic programs, dual enrollment partnerships, iB program, CTE programs of study, and athletics.

Evaluation Data Sources: 23-24 enrollment reports vs. 24-25 enrollment reports, new to district parent surveys, marketing reports.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement the use of a campus events calendar (collaboration calendar) to communicate and promote school and community recruitment events. Strategy's Expected Result/Impact: To increase awareness of our newly established partnerships and programs of study Staff Responsible for Monitoring: Campus Administration, Counselors, Campus Secretary Title I: 2.5 Problem Statements: Demographics 1	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: World Scholars clubs and organizations will continue with community service projects (i.e. 5K; parades; market days; civic responsibilities). Strategy's Expected Result/Impact: To build awareness of well-roundedness in our school organization Staff Responsible for Monitoring: Campus administrators; Counselors; teachers and staff Title I: 2.5 Problem Statements: Demographics 1	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: World Scholars will build summer internship programs with the local community. Strategy's Expected Result/Impact: To provide more real-world, hands on opportunities and learning for students. Staff Responsible for Monitoring: Campus principal, assistant principals, CTE department lead, CTE teachers Title I: 2.5 Problem Statements: Perceptions 1	Formative		
	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

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

Perceptions

Problem Statement 1: World Scholars teachers and staff believe that student success stems from establishing clear pathways for core classes, CTE programs of study and iB and dual enrollment opportunities. **Root Cause:** Student enrollment in classes which must follow course prerequisites.

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Evaluate current campus technology to purchase new student laptops and computer on wheels along with teacher laptops. Strategy's Expected Result/Impact: To increase instructional technology use to impact student learning Staff Responsible for Monitoring: Campus administrators. Title I: 2.5 Problem Statements: Demographics 1	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a campus Instructional technology plan to meet the campus' instructional goals through digital teaching and learning tools. Strategy's Expected Result/Impact: Enhance and ensure students mastery Staff Responsible for Monitoring: Campus Principal; Assistant Principals; Instructional Technologist Title I: 2.5 Problem Statements: Demographics 1	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:

Demographics
Problem Statement 1: Initially, students transferring into World Scholars find it challenging to adapt to the implementation of its rigorous course curriculum most especially in the areas of reading, writing, and math. Root Cause: Students transferring into World Scholars have been under-identified for special needs and/or English language proficiency programs; hence, the rigorous curriculum presents academic challenges for these students in the first quarter of their transition to World Scholars

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

Performance Objective 1: Increase CTE certifications and practicum community/business partnerships

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

Strategy 1 Details	Formative Reviews		
Strategy 1: To expand practicum partnerships with local businesses for CTE students. Strategy's Expected Result/Impact: Increase engagement in CTE courses and completion of certifications Staff Responsible for Monitoring: Campus administration; counselors; CTE department head and teachers Title I: 2.5 Problem Statements: Perceptions 1	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase student CTE completer status on IBCs. Strategy's Expected Result/Impact: To meet 100% completer status in 2023-2024 Staff Responsible for Monitoring: Campus administration; counselors; CTE department head and teachers Title I: 2.5 Problem Statements: Perceptions 1	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Encourage student participation in Career and Technical Student Organizations (CTSO) in all programs Strategy's Expected Result/Impact: To provide real-world experiences to increase post secondary career success Staff Responsible for Monitoring: Campus administration; counselors; CTE department head and teachers Title I: 2.5 Problem Statements: Perceptions 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>Continue/Modify</div></div> <div><div></div><div>Discontinue</div></div>			





Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: World Scholars teachers and staff believe that student success stems from establishing clear pathways for core classes, CTE programs of study and iB and dual enrollment opportunities. Root Cause: Student enrollment in classes which must follow course prerequisites.

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

Performance Objective 2: Increase college readiness and preparedness for all students.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase TSI tutoring and testing opportunities for grades 9-11. Strategy's Expected Result/Impact: To prepare kids for acceptance into dual enrollment partnerships. Staff Responsible for Monitoring: Campus Administration; Counselors; Teachers Title I: 2.5, 2.6 Problem Statements: Perceptions 1	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase SAT and ACT tutoring and testing opportunities for grades 10-12. Strategy's Expected Result/Impact: To prepare students to meet college entrance criteria. Staff Responsible for Monitoring: Campus Administration; Counselors; Teachers Title I: 2.5, 2.6 Problem Statements: Perceptions 1	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Increase CTE completer status. Strategy's Expected Result/Impact: To prepare students with future careers. Staff Responsible for Monitoring: Campus Administration; Counselors; Teachers Title I: 2.5 Problem Statements: Perceptions 1	Formative		
	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: World Scholars teachers and staff believe that student success stems from establishing clear pathways for core classes, CTE programs of study and iB and dual enrollment opportunities. Root Cause: Student enrollment in classes which must follow course prerequisites.