South Texas Independent School District

South Texas ISD Preparatory Academy

2024-2025 Campus Improvement Plan

Mission Statement

The mission of South Texas ISD Preparatory Academy is to serve students through an engaging and challenging curriculum that prepares them for future learning.

Vision

The vision of the South Texas ISD Preparatory Academy community is to promote successful students by focusing on learning, working together, and being accountable for results.

Core Beliefs

South Texas Independent School District Students will be prepared for life after high school because we hold these beliefs:

Diversity: Embracing diverse learning styles for all students

Relevance: Learning must be relevant and applicable to the real world

Innovation: Encouraging creative thinking, adaptability, and the use of cutting-edge educational practices

Value: Students prioritize and recognize the significance of education

Excellence: Commitment to reaching the highest standards of academic excellence

Relationships: Positive relationships are at the heart of all teaching and learning

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Since its inception in 2008, South Texas ISD Preparatory Academy has focused on serving the educational needs of students in a low socio-economic, tri-county area in the southmost of Rio Grande Valley (RGV) of Texas, tip affording sixth, seventh, and eighth graders the experience "of engaging and challenging curriculum," as stated in its mission statement. The district stretches over three counties, Cameron, Hidalgo and Willacy, and overlaps 28 other school districts, an area of 3,643 miles. South Texas Preparatory Academy offers grades 6th-8th. Students complete an online enrollment form which is on a first come first serve basis. Our limitation to enrollment is the number of seats available for each grade level.

Demographics Strengths

2023-24 School Year

732 Total Students

6th - 241 students

7th - 249 students

8th - 242 students

Females-376

Males-356

Ethnic Distribution

Hispanic - 582 students **79.5%**

American Indian - 0 students

Asian - 75 students **10.3%**

Black - 17 students **2.32%**

White - 41 students **5.6%**

Native Hawaiian - 0 students

Special Education - 35 Students

Economic Disadvantage

Free - 269 students

Reduced - 80 students

Migrant - 2 students

Homeless - 0 students

At Risk - 220 students

Emergent Bilingual - 162 students

Gifted and Talented - 218 Students

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The special population (special ed, Section 504, EB) numbers have increased over the years. **Root Cause:** More families are looking for alternative services for their children with special needs.

Problem Statement 2 (Prioritized): Student enrollment has grown, and Preparatory Academy has wait-lists in all grade levels. Each grade level is at capacity and class sizes are limited to 25 to prevent learning loss. The campus building is at capacity and cannot add additional teachers and support staff. **Root Cause:** Families are looking for other options than their neighboring schools for their children.

Problem Statement 3 (Prioritized): As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing. **Root Cause:** As the number of students increases on campus, there are more differentiated learning styles within a classroom. Also, as the number of students who are identified as Special Education or Emergent Bilingual increases at the campus there is a need for differentiated lessons.

Student Learning

Student Learning Summary

The district has reinforced that all core teachers will utilize the TEKS Resource System to ensure a vertically aligned curriculum. Over the years, Preparatory Academy has progressed to the final PLC stages, resulting in a collaborative school culture that has yielded increased student performance. The faculty has bonded, unifying our curriculum which allows for better academic support in the different areas. Teacher planning is purposeful, moving from discussing the targeted objectives and skills to sharing strategies and research-based practices. These collaborative efforts have led to highly effective teaching and successful student learning, evidenced not only by the high-ranking test results but also by the achievements of our students in and out of the classroom.

Student Learning Strengths

Preparatory Academy historically has done well in the State of Texas Assessment of Academic Readiness (STAAR) assessments at the approaches level. The school continues to plan to address the meets and master levels for all students. The number of students enrolled in advanced coursework demonstrates our efforts to prepare our students for the rigor of high school and college. Students' numerous triumphs in various categories at the Texas state-level Technology Student Association (TSA). Health Occupations Students of America (HOSA) and Texas Math and Science Coaches Association (TMSCA), for example, testify to our overall success. Winning multiple sweepstakes for University Interscholastic League (UIL) academic competitions further reflects our school's effectiveness.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing. **Root Cause:** As the number of students increases on campus, there are more differentiated learning styles within a classroom. Also, as the number of students who are identified as Special Education or Emergent Bilingual increases at the campus there is a need for differentiated lessons.

Problem Statement 2 (Prioritized): The special population (special ed, Section 504, EB) numbers have increased over the years. **Root Cause:** More families are looking for alternative services for their children with special needs.

Problem Statement 3 (Prioritized): Student enrollment has grown, and Preparatory Academy has wait-lists in all grade levels. Each grade level is at capacity and class sizes are limited to 25 to prevent learning loss. The campus building is at capacity and cannot add additional teachers and support staff. **Root Cause:** Families are looking for other options than their neighboring schools for their children.

School Processes & Programs

School Processes & Programs Summary

The administrative team, along with the assistance of various advisory/collaborative teams, guides school operations and monitors improvements, with the principal serving as the authority in any action regarding school management and development. Preparatory Academy's administrative team consists of the principal, three assistant principals, three counselors, and a part-time social worker. Additionally, team and department leaders and the Site-Based Decision-Making Committee (SBDM) act as advisory groups and oversee Preparatory Academy's operation and ongoing development. Recurring meetings of these groups collect, analyze, and use student data to revise curriculum and instruction, develop intervention strategies, and discuss common concerns. This collaborative approach maintains high interest, engagement, and rigor. The principal and/or support staff attend these reoccurring meetings and collect data. Furthermore, the principal meets every nine weeks with the Student Ambassadors—student representatives from each academic team--to discuss concerns brought forth by the student body.

Preparatory Academy administration acts proactively to update the campus improvement plan and review policies and procedures that address a variety of matters, updating regulatory documents through monthly collaboration with SBDM and department and academic teams. With the assistance of all advisory groups, the administrative team is responsible for all curricular and instructional matters, master schedules, staff development, and school operations. In addition, the principal, with the support of the assistant principals, is responsible for staff evaluation, financial matters, plant maintenance, discipline, school programs, and activities. The administrative team works in collaboration with office staff, reviewing and revising policies and procedures concerning PEIMS, budget, and resource allocations.

School Processes & Programs Strengths

PLC meetings have been prioritized, with teachers holding collaborative meetings weekly. Departments have designated meeting times to plan and to develop lessons according to students, formative assessment results. Teachers work collaboratively to identify students who would benefit from receiving instruction using varied approaches and different resources. During the second semester when Support Enrichment Time ends, our school transitions to class rotations specifically to provide preparation for the upcoming state assessments for all students. Teachers use this time to target specific content and test-taking strategies. These rotations have allowed for growth in the percentages of students reaching the Meets and Masters level on state assessments. If at the end of a grading period, a student has not been successful, a teacher can offer an academic contract that allows another opportunity for the student to improve.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The special population (special ed, Section 504, EB) numbers have increased over the years. **Root Cause:** More families are looking for alternative services for their children with special needs.

Problem Statement 2 (Prioritized): As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing. **Root Cause:** As the number of students increases on campus, there are more differentiated learning styles within a classroom. Also, as the number of students who are identified as Special Education or Emergent Bilingual increases at the campus there is a need for differentiated lessons.

Perceptions

Perceptions Summary

Preparatory Academy believes in and treats all stakeholders as family. Because of the historical perception, the community has had about the school regarding high academic achievement and a well-rounded education, we hold all stakeholders to high standards by collaborating to achieve this goal.

Perceptions Strengths

Preparatory Academy has consistently been able to meet enrollment numbers.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Student enrollment has grown, and Preparatory Academy has wait-lists in all grade levels. Each grade level is at capacity and class sizes are limited to 25 to prevent learning loss. The campus building is at capacity and cannot add additional teachers and support staff. **Root Cause:** Families are looking for other options than their neighboring schools for their children.

Problem Statement 2 (Prioritized): As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing. **Root Cause:** As the number of students increases on campus, there are more differentiated learning styles within a classroom. Also, as the number of students who are identified as Special Education or Emergent Bilingual increases at the campus there is a need for differentiated lessons.

Priority Problem Statements

Problem Statement 1: As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.

Root Cause 1: As the number of students increases on campus, there are more differentiated learning styles within a classroom. Also, as the number of students who are identified as Special Education or Emergent Bilingual increases at the campus there is a need for differentiated lessons.

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

Problem Statement 2: The special population (special ed, Section 504, EB) numbers have increased over the years.

Root Cause 2: More families are looking for alternative services for their children with special needs.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 3: Student enrollment has grown, and Preparatory Academy has wait-lists in all grade levels. Each grade level is at capacity and class sizes are limited to 25 to prevent learning loss. The campus building is at capacity and cannot add additional teachers and support staff.

Root Cause 3: Families are looking for other options than their neighboring schools for their children.

Problem Statement 3 Areas: Demographics - Student Learning - 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

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

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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

Goals

Goal 1: By June 2025, ELAR Scores will be at 100/90/80

Performance Objective 1: Students will demonstrate mastery of early literacy in writing and become proficient writers.

Evaluation Data Sources: Summative Assessments
CBA's
Benchmarks
STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: Progress monitoring done every three weeks will document student growth. The monitoring documentation will identify students in need of additional support such as ELA acceleration during enrichment.	**Formative**		
	Jan	Mar	June
Strategy's Expected Result/Impact: Continuous Growth in ELAR by students. **Staff Responsible for Monitoring:** ELAR Teachers **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 3 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 2			

Strategy 2 Details	Formative Reviews		
Strategy 2: ELAR teachers will utilize effective programs such as K12 Summit, Sirius, Writable, Lowman Resources, No Red Ink and Flow Reading Fluency to support the development of ELAR skills for students who need intervention.	**Formative**		
	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in student performance in ELAR. **Staff Responsible for Monitoring:** ELAR Teachers Assistant Principals **Title I:** 2.4 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Student Learning 1 - School Processes & Programs 2 - Perceptions 2			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The special population (special ed, Section 504, EB) numbers have increased over the years.   **Root Cause**: More families are looking for alternative services for their children with special needs.
Problem Statement 3: As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.   **Root Cause**: As the number of students increases on campus, there are more differentiated learning styles within a classroom. Also, as the number of students who are identified as Special Education or Emergent Bilingual increases at the campus there is a need for differentiated lessons.

Student Learning
Problem Statement 1: As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.   **Root Cause**: As the number of students increases on campus, there are more differentiated learning styles within a classroom. Also, as the number of students who are identified as Special Education or Emergent Bilingual increases at the campus there is a need for differentiated lessons.
Problem Statement 2: The special population (special ed, Section 504, EB) numbers have increased over the years.   **Root Cause**: More families are looking for alternative services for their children with special needs.

School Processes & Programs
Problem Statement 1: The special population (special ed, Section 504, EB) numbers have increased over the years.   **Root Cause**: More families are looking for alternative services for their children with special needs.
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Perceptions
Problem Statement 2: As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.   **Root Cause**: As the number of students increases on campus, there are more differentiated learning styles within a classroom. Also, as the number of students who are identified as Special Education or Emergent Bilingual increases at the campus there is a need for differentiated lessons.

Goal 2: By June 2025, Math STAAR Scores will be at 100/85/60

Performance Objective 1: Progress monitoring done every three weeks will document student growth. The monitoring documentation will identify students in need of additional support such as ELA acceleration during enrichment.

    Evaluation Data Sources: Walkthroughs
    Observations
    Lessons Plans
    Student Assessment Scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Analyze data from BOY, MOY and EOY to modify instruction and scope and sequence for all math content areas.	**Formative**		
Strategy's Expected Result/Impact: Differentiated instruction during lessons Increase academic performance for all students including Special Population Demographics.	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Math Teachers Assistant Principals Principal **Title I:** 2.4, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 3 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 2			

Strategy 2 Details	Formative Reviews		
Strategy 2: Progress monitoring done every three weeks will document student growth. The monitoring documentation will identify students in need of additional support such as math acceleration during enrichment.	**Formative**		
Strategy's Expected Result/Impact: Improve students' math scores	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers Counselors Administrators **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 3 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 2			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The special population (special ed, Section 504, EB) numbers have increased over the years.   **Root Cause**: More families are looking for alternative services for their children with special needs.
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Student Learning
Problem Statement 1: As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.   **Root Cause**: As the number of students increases on campus, there are more differentiated learning styles within a classroom. Also, as the number of students who are identified as Special Education or Emergent Bilingual increases at the campus there is a need for differentiated lessons.
Problem Statement 2: The special population (special ed, Section 504, EB) numbers have increased over the years.   **Root Cause**: More families are looking for alternative services for their children with special needs.

School Processes & Programs
Problem Statement 1: The special population (special ed, Section 504, EB) numbers have increased over the years.   **Root Cause**: More families are looking for alternative services for their children with special needs.
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Problem Statement 2: As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.   **Root Cause**: As the number of students increases on campus, there are more differentiated learning styles within a classroom. Also, as the number of students who are identified as Special Education or Emergent Bilingual increases at the campus there is a need for differentiated lessons.

Goal 3: By June 2025, 8th Grade Science and Biology Scores will be at 100/95/80

Performance Objective 1: Will evaluate and monitor students using campus and district assessment data throughout the school year.

    Evaluation Data Sources: Summative Assessments
CBA's
Benchmarks

Strategy 1 Details	Formative Reviews		
Strategy 1: Use supplemental software that focuses on Science such as Sirius, Lowman Education, and other STAAR Review Programs throughout the school year to address deficiencies.	**Formative**		
	Jan	**Mar**	**June**

Strategy's Expected Result/Impact: An increase of students reaching the approaches, meets and masters status on STAAR.
    Staff Responsible for Monitoring: Science Teachers
Assistant Principals
Principal
 	
    Title I:
2.4, 2.6
 - ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Demographics 1, 3 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 2			

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

Performance Objective 1 Problem Statements:

| Demographics |
|---|
| **Problem Statement 1**: The special population (special ed, Section 504, EB) numbers have increased over the years.   **Root Cause**: More families are looking for alternative services for their children with special needs. |
| **Problem Statement 3**: As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.   **Root Cause**: As the number of students increases on campus, there are more differentiated learning styles within a classroom. Also, as the number of students who are identified as Special Education or Emergent Bilingual increases at the campus there is a need for differentiated lessons. |
| **Student Learning** |
| **Problem Statement 1**: As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.   **Root Cause**: As the number of students increases on campus, there are more differentiated learning styles within a classroom. Also, as the number of students who are identified as Special Education or Emergent Bilingual increases at the campus there is a need for differentiated lessons. |

Student Learning

Problem Statement 2: The special population (special ed, Section 504, EB) numbers have increased over the years.   **Root Cause**: More families are looking for alternative services for their children with special needs.

School Processes & Programs

Problem Statement 1: The special population (special ed, Section 504, EB) numbers have increased over the years.   **Root Cause**: More families are looking for alternative services for their children with special needs.

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Perceptions

Problem Statement 2: As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.   **Root Cause**: As the number of students increases on campus, there are more differentiated learning styles within a classroom. Also, as the number of students who are identified as Special Education or Emergent Bilingual increases at the campus there is a need for differentiated lessons.

Goal 4: By June 2025, 8th Grade Social Studies STAAR Scores will be at 95/70/50

Performance Objective 1: Students will be able to utilize the skills needed in social studies such as using maps, graphs, and charts and analyzing political cartoons.

    Evaluation Data Sources: CBA's
Benchmarks
Summative Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will reinforce social studies skills by teaching students map, graph, and chart skills utilizing software programs such as Lowmans and DeckToyz.	**Formative**		
	Jan	**Mar**	**June**
Strategy's Expected Result/Impact: Students will be able to analyze and answer questions from maps, charts, graphs, and political cartoons. **Staff Responsible for Monitoring:** Social Studies Teachers Assistant Principals **Title I:** 2.4 **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Student Learning 1 - School Processes & Programs 2 - Perceptions 2			

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.   **Root Cause**: As the number of students increases on campus, there are more differentiated learning styles within a classroom. Also, as the number of students who are identified as Special Education or Emergent Bilingual increases at the campus there is a need for differentiated lessons.

Student Learning
Problem Statement 1: As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.   **Root Cause**: As the number of students increases on campus, there are more differentiated learning styles within a classroom. Also, as the number of students who are identified as Special Education or Emergent Bilingual increases at the campus there is a need for differentiated lessons.

School Processes & Programs
Problem Statement 2: As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing. **Root Cause**: As the number of students increases on campus, there are more differentiated learning styles within a classroom. Also, as the number of students who are identified as Special Education or Emergent Bilingual increases at the campus there is a need for differentiated lessons.

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Problem Statement 2: As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing. **Root Cause**: As the number of students increases on campus, there are more differentiated learning styles within a classroom. Also, as the number of students who are identified as Special Education or Emergent Bilingual increases at the campus there is a need for differentiated lessons.

Goal 4: By June 2025, 8th Grade Social Studies STAAR Scores will be at 95/70/50

Performance Objective 2: Students will be able to reach the Meets level on the 8th grade Social Studies STAAR Exam

    Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Use Lowman's resources to enhance knowledge of course content, for example, STAAR Blitz, warm-ups, lessons, and assignments that are offered by Lowman's. The Department will also utilize online programs such as Quizizz, Blooket, and Kahoot to help retention of history content.	**Formative**		
	Jan	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student performance: Approaches, Meets & Masters			
Staff Responsible for Monitoring: Social Studies Teachers			
Assistant Principal			
Title I:			
2.4			
- **ESF Levers:**			
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			
Problem Statements: Demographics 1, 3 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 2			

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The special population (special ed, Section 504, EB) numbers have increased over the years.   **Root Cause**: More families are looking for alternative services for their children with special needs.
Problem Statement 3: As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.   **Root Cause**: As the number of students increases on campus, there are more differentiated learning styles within a classroom. Also, as the number of students who are identified as Special Education or Emergent Bilingual increases at the campus there is a need for differentiated lessons.

Student Learning
Problem Statement 1: As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.   **Root Cause**: As the number of students increases on campus, there are more differentiated learning styles within a classroom. Also, as the number of students who are identified as Special Education or Emergent Bilingual increases at the campus there is a need for differentiated lessons.
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School Processes & Programs
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Perceptions
Problem Statement 2: As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.   **Root Cause**: As the number of students increases on campus, there are more differentiated learning styles within a classroom. Also, as the number of students who are identified as Special Education or Emergent Bilingual increases at the campus there is a need for differentiated lessons.

Goal 5: By June 2025, English Language Learners and Special Education students will increase their STAAR performance by 5% at the Approaches, Meets, and Masters levels.

Performance Objective 1: Instructional staff will actively participate in ongoing and targeted professional development opportunities centered around the implementation of formative assessment strategies, fostering the growth of inclusive and supportive learning environments, ultimately improving collaboration and teacher effectiveness.

High Priority

Evaluation Data Sources: Intervention data, BOY, MOY, EOY

Strategy 1 Details	Formative Reviews		
Strategy 1: BOY, MOY, and EOY results will be analyzed to provide targeted interventions	**Formative**		
Strategy's Expected Result/Impact: Special education students' results will reflect a five percent increase in STAAR.	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal Special Education staff Content Teachers **Title I:** 2.4, 2.6 - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1, 2			

Strategy 2 Details	Formative Reviews		
Strategy 2: Review data to design and modify teaching methods to meet the needs of a varied student population and ensure personalized learning experiences.	**Formative**		
Strategy's Expected Result/Impact: Special education and EB students will increase STAAR performance by five percent	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Content Teachers Special education Staff Principal Assistant Principal **Title I:** 2.4, 2.6 - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 3 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 2			

Strategy 3 Details	Formative Reviews		
Strategy 3: Develop a curriculum that prioritizes student-centered lessons to promote engagement and relevance in the learning process	**Formative**		
Strategy's Expected Result/Impact: Student performance will increase and achievement gaps will close	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Content teachers Elective teachers Principals Assistant Principals **Title I:** 2.4, 2.6 - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Student Learning 1 - School Processes & Programs 2 - Perceptions 2			

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The special population (special ed, Section 504, EB) numbers have increased over the years.   **Root Cause**: More families are looking for alternative services for their children with special needs.
Problem Statement 2: Student enrollment has grown, and Preparatory Academy has wait-lists in all grade levels. Each grade level is at capacity and class sizes are limited to 25 to prevent learning loss. The campus building is at capacity and cannot add additional teachers and support staff.   **Root Cause**: Families are looking for other options than their neighboring schools for their children.
Problem Statement 3: As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.   **Root Cause**: As the number of students increases on campus, there are more differentiated learning styles within a classroom. Also, as the number of students who are identified as Special Education or Emergent Bilingual increases at the campus there is a need for differentiated lessons.

Student Learning
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School Processes & Programs
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Goal 6: Develop a campus Technology plan to meet the needs of instruction for all students.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Evaluate yearly and update technology infrastructures at Preparatory Academy to ensure all classrooms have the technology needed for all students.	**Formative**		
Strategy's Expected Result/Impact: All teachers and students will have access to technology for instruction. **Staff Responsible for Monitoring:** Campus Technician Principal **Title I:** 2.4 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 3 - Perceptions 1	**Jan**	**Mar**	**June**

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Student enrollment has grown, and Preparatory Academy has wait-lists in all grade levels. Each grade level is at capacity and class sizes are limited to 25 to prevent learning loss. The campus building is at capacity and cannot add additional teachers and support staff.   **Root Cause**: Families are looking for other options than their neighboring schools for their children.

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Goal 7: 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: Assist teachers with professional development to continue to improve their delivery of instruction to all students.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Preparatory Academy will assign an experienced mentor to all new to campus teachers.	Formative		
Strategy's Expected Result/Impact: Support teachers on the job Increase teacher retention	Jan	Mar	June
Staff Responsible for Monitoring: Principal Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Student Learning 1 - School Processes & Programs 2 - Perceptions 2			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will have the opportunity to attend professional development throughout the year and summer by companies that specialize in professional development. Professional development will also be embedded into department meetings.	Formative		
Strategy's Expected Result/Impact: Increase of teacher retention and increase of student STAAR scores.	Jan	Mar	June
Staff Responsible for Monitoring: Principal Assistant Principals **Title I:** 2.4 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 3 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 2			

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

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Goal 8: Engage families and the community to support student achievement and enhance campus and district goals with a consistent flow of information.

Performance Objective 1: Provide regular updates on academic schedules, events, and any changes that may affect students' education

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure that all information shared is clear, concise, and easily understandable.	**Formative**		
Strategy's Expected Result/Impact: To engage families and students to support the district goals and student success. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 4.1, 4.2 - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 1, 2 - Student Learning 2, 3 - School Processes & Programs 1 - Perceptions 1	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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Goal 9: Develop a comprehensive campus attendance plan to ensure overall district compliance with federal and state accountability guidelines.

Performance Objective 1: We will implement structures and routines with fidelity to maintain student attendance at 95%

High Priority

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Preparatory Academy will continue to monitor attendance and will continue to contact parents of absent students	**Formative**		
Strategy's Expected Result/Impact: 95% or higher attendance rate	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: PEIMS Clerk Principal Assistant Principals **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Student Learning 3 - Perceptions 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: The attendance committee will review and evaluate absences monthly	**Formative**		
Strategy's Expected Result/Impact: To keep at least 95% attendance rate	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: PEIMS clerk Principal Assistant Principals **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 2 - Student Learning 3 - Perceptions 1			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Home visits will be made to students with excessive absences	**Formative**		
Strategy's Expected Result/Impact: To keep at least 95% attendance rate	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Social worker PEIMS Clerk Principal Assistant Principals **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 2 - Student Learning 3 - Perceptions 1			

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

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