South Texas Independent School District

South Texas ISD Health Professions

2025-2026 Campus Improvement Plan

Accountability Rating: Not Rated

Mission Statement

The mission of South Texas ISD Health Professions is to educate and inspire students to pursue excellence in healthcare through innovative learning experiences, cultivating a commitment to addressing global challenges and empowering them to become leaders within their chosen fields and communities.

Vision

The vision of South Texas ISD Health Professions is to empower the next generation of healthcare professionals through a rigorous and innovative education while cultivating an unparalleled commitment to excellence.

Value Statement

Supportive: Helping and encouraging each other to succeed, creating a positive and caring school environment.

Excellence: Always aiming to do your best and achieve high standards in your studies and activities.

Respectful: Treating everyone with kindness and consideration, and valuing others' opinions and feelings.

Values: Following important principles that guide your actions and decisions, like honesty and integrity.

Empathetic: Understanding and caring about how others feel and being supportive when they need it.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student population:

School Population	Count	Percent
Student Total	**781**	**100%**
9th Grade	166	21.25%
10th Grade	213	27.27%
11th Grade	210	26.89%
12th Grade	192	24.58%

Student programs:

Student Programs	Count	Percent
Dyslexia	26	3.33%
Gifted and Talented	99	12.68%
Regional Day School Program for the Deaf	0	0.00%
Section 504	40	5.12%
Special Education (SPED)	43	5.51%
Bilingual/ESL		
Emergent Bilingual (EB)	136	17.41%
Bilingual	0	0.00%
English as a Second Language (ESL)	125	16.01%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	0	0.00%
Title I Part A		
Schoolwide Program	781	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	Count	Percent
At-Risk	267	34.19%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	9	1.15%
Intervention Indicator	2	0.26%
Migrant	8	1.02%
Military Connected	1	0.13%
Transfer In Students	0	0%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	501	64.15%
Free Meals	251	32.14%
Reduced-Price Meals	1	0.13%
Other Economic Disadvantage	249	31.88%
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	0	0.00%
Is Unaccompanied Youth	1	0.13%

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): 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 2 (Prioritized): The Emergent Bilingual proficiency levels need to increase overall to exit the EB program and to close the gaps.
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

Student Learning Summary

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Emergent Bilingual students are performing low on their Masters EOC exams, English I, 32%, English II, 12%, Algebra I, 8%, Biology, 27%, US History, 24%.
Root Cause: Students are not separated into performance groups; there is not enough push to masters in these subgroup areas.

Problem Statement 2 (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 3 (Prioritized): Overall, our CCMR scores are at 82%. 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 4 (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 5 (Prioritized): Advanced Placement results for 11th and 12th grade students is at 30% 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 6 (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 7 (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 8 (Prioritized): The Emergent Bilingual proficiency levels need to increase overall to exit the EB program and to close the gaps.
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 9 (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 10 (Prioritized): There needs to be a 20% increase academic growth in Algebra I, English I, and English II scores.
Root Cause: Students lack the prerequisite skills and require resources and support to obtain those skills.

Problem Statement 11 (Prioritized): There needs to be an increase for dual credit opportunities for all students.
Root Cause: CCMR is currently at 80%. We need to be at 100%.

Problem Statement 12 (Prioritized): There is a need for an increase in professional development opportunities for teachers.
Root Cause: Teachers do not have a well rounded, prescriptive set of professional development opportunities to support student learning.

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: 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 Emergent Bilingual proficiency levels need to increase overall to exit the EB program and to close the gaps.
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.

Problem Statement 7 (Prioritized): There needs to be an increase for dual credit opportunities for all students.
Root Cause: CCMR is currently at 80%. We need to be at 100%.

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 Emergent Bilingual proficiency levels need to increase overall to exit the EB program and to close the gaps.
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 Emergent Bilingual proficiency levels need to increase overall to exit the EB program and to close the gaps.

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, 32%, English II, 12%, Algebra I, 8%, Biology, 27%, US History, 24%.

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

Root Cause 3: Career and Technical Education classes need more training and professional development on ways to help their Emergent Bilingual students.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Overall, our CCMR scores are at 82%. Target for our campus is at 90%.

Root Cause 4: Students need targeted focus on math concepts in TSIA, foundational concepts are missing, students need targeted support during intervention.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: CCMR scores for our Emergent Bilingual population is at 72.7%.

Root Cause 5: More support is needed for our EB population in the area of TSIA math and ELAR.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Advanced Placement results for 11th and 12th grade students is at 30% overall at a level 3 or higher.

Root Cause 6: There is not enough AP preparation for students throughout the year and a lack of Saturday tutorials for these students.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Advanced Placement results for Emergent Bilingual students is at 27.3% overall at a level 3 or higher.

Root Cause 7: 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 7 Areas: Student Learning

Problem Statement 8: TSIA results in Reading were 18.2%, Math at 9.1%, and both subjects, 9.1% for our EB students.

Root Cause 8: There is not enough targeted instruction in the areas of reading and math for Emergent Bilingual students.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: There needs to be more intentional conversations regarding student academic, behavioral, and socioemotional progress.

Root Cause 9: Structures PLCs need to be reinforced and normed.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: There is a need for student SEL lessons to support socioemotional development.

Root Cause 10: Students are displaying a need for more mental awareness.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: 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 11: 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 11 Areas: School Processes & Programs

Problem Statement 12: Student attendance is at 94% at Health Professions.

Root Cause 12: 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 12 Areas: Perceptions

Problem Statement 13: There are not enough celebrations and achievement recognitions at Health Professions to promote student retention.

Root Cause 13: There is a lack of planning for activities geared at promoting student retention.

Problem Statement 13 Areas: Perceptions

Problem Statement 14: There is a need for increased parental involvement at Health Professions.

Root Cause 14: There is a lack of a strong PTSO, and programs to encourage parents to visit our campus.

Problem Statement 14 Areas: Perceptions

Problem Statement 15: There needs to be an increase in the amount of communication to our stakeholders.

Root Cause 15: Parents are not fully imformed of district and campus events, deadlines, and opportunities.

Problem Statement 15 Areas: Perceptions

Problem Statement 16: Campus enrollment has not hit the target of 900 students.

Root Cause 16: 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 16 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 17: Health Professions currently has 7 CTE programs of study.

Root Cause 17: There is a need for expoloration of other programs of study to increase the amount of opportunities for our students.

Problem Statement 17 Areas: School Processes & Programs

Problem Statement 18: There needs to be a 20% increase academic growth in Algebra I, English I, and English II scores.

Root Cause 18: Students lack the prerequisite skills and require resources and support to obtain those skills.

Problem Statement 18 Areas: Student Learning

Problem Statement 19: There needs to be an increase for dual credit opportunities for all students.

Root Cause 19: CCMR is currently at 80%. We need to be at 100%.

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

Problem Statement 20: There is a need for an increase in professional development opportunities for teachers.

Root Cause 20: Teachers do not have a well rounded, prescriptive set of professional development opportunities to support student learning.

Problem Statement 20 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- 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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Revised/Approved: March 28, 2025

Goal 1: STUDENT ACHIEVEMENT - By the end of June 2026, Health Professions will strengthen formative assessment practices to enhance student engagement and achievement at all grade levels. Through Professional Learning Communities (PLCs), a comprehensive formative assessment system will be implemented and refined, ensuring students master academic standards for college and career readiness.

Performance Objective 1: By June 2026, 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: 2025 STAAR Results and TELPAS reports;
2. Campus/District data: Eduphoria data reports (checkpoint and benchmark data);
3. Intervention data reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
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 **Funding Sources:** - 199 - General Fund				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
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 **Funding Sources:** Instructional Supplies and Supplemental Materials for Emergent Bilingual Students - 199 - English Language Learner - 199-11-6395-25 - $8,000, Instructional Supplies, Lunches and Incentives for Saturday School - 211 - Title I, Part A School Wide - 211-11-6395-30 - $7,000, Instructional Supplies, Lunches and Incentives for Saturday School - 199 - General Fund - 199-11-6395-30 - $6,000, Instructional Supplies and Supplemental Materials for Special Education Students - 199 - Special Education - 199-11-6395-23 - $3,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
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 **Funding Sources:** ESL Supplies for EB Learners - 199 - English Language Learner - 199-11-6395-25 - $2,000, Academic Textbooks (Social Studies/Math Adoption, Consumables for Core) - 199 - General Fund - 199-11-6321-11 - $250,000, OnData Suite - 199 - General Fund - 199-11-6239-11 - $1,041, Kuta Software - 199 - General Fund - 199-11-6249-11 - $1,250, Cavas - 199 - General Fund - 199-11-6249-11 - $11,500, Science Gizmos - 199 - General Fund - 199-11-6249-11 - $2,500, Instructure INC. - 199 - General Fund - 199-11-6249-11 - $11,300, SHI Securly & Govt. Solutions - 199 - General Fund - 199-11-6249-11 - $13,000, Academic Supplies - 199 - General Fund - 199-11-6395-11 - $25,000, Science Supplies - Vernier - 199 - General Fund - 199-11-6395-11 - $10,000, Science Textbooks - Sirius Education - 199 - General Fund - 199-11-6395-11 - $5,000, Supplies and Materials for AP Courses - 199 - General Fund - 199-11-6395-21 - $42,000, Title 1 Funds for Materials and Supplies - 199 - General Fund - 199-11-6395-30 - $20,000, Science Supplies and Services (Chemical Disposal, iPad carts to support Instruction, Vernier Educational Supplies, Lab Equipment, - 199 - General Fund - 199-11-6395-11 - $125,000, Science Technology - iPad Cart to support Biology EOC course - 199 - General Fund - 199-11-6398-11 - $20,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 4: Create opportunities for professional learning focused on improving learning and student growth for every student population. **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 **Funding Sources:** LPAC Folder Review - 199 - English Language Learner - 199-13-6299-25 - $4,000, Apple Distinguished School Technology for students - 199 - General Fund - 199-11-6398-11 - $56,000, Responsive Learning, Stetson & Associates, Dyslexic Training, S3 Strategies training for teachers - 199 - Special Education - 199-13-6299-23 - $10,000, ZTastic Solutions - 199 - English Language Learner - 199-13-6299-25 - $4,000, IOWA Assessment - 199 - English Language Learner - 199-13-6299-25 - $2,000, Apple Distinguished School Technology for Faculty - 199 - General Fund - 199-13-6398-11 - $56,000, Technology to support Apple Distinguished School Requirements - 199 - General Fund - 199-11-6398-11 - $70,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
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 2025 - 2026 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 **Funding Sources:** - 199 - General Fund				

Strategy 6 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
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 **Funding Sources:** Summit K12 ELD Mastery - 199 - English Language Learner - 199-11-6299-25 - $12,500, Riverside Insight - 199 - General Fund - 199-11-6216-21 - $400, UWorld LLC - 199 - General Fund - 199-11-6395-21 - $45,000, Teachtown - 199 - Special Education - 199-11-6249-23 - $1,300, Professional Services to assist with Instruction - 199 - Special Education - 199-11-6219-23 - $6,000, Tele-Pro Communications (to support Special Education Instruction) - 199 - Special Education - 199-11-6299-23 - $3,500, PAES Lab license renewal - 199 - Special Education - 199-11-6395-23 - $1,500, TeachTown supplies - 199 - Special Education - 199-11-6395-23 - $13,000, Special Education Supplies - 199 - Special Education - 199-11-6395-23 - $15,000, Lifeskills ipads - 199 - Special Education - 199-11-6398-23 - $5,000, Lifeskills non consumable supplies (kitchen counter, bathroom installation of cabinets, bedroom/laundry, living room couches) - 199 - Special Education - 199-11-6398-23 - $35,000 , Special Education Technology - 199 - Special Education - 199-11-6398-23 - $10,000, Student TELPAS Sessions - 199 - English Language Learner - 199-11-6299-25 - $15,000, Laptop Cart to support EB Essay Writing - 199 - English Language Learner - 199-11-6398-25 - $23,000, Dyslexia Training - 199 - General Fund - 199-13-6299-37 - $3,000, Parent Dyslexia Training - 199 - General Fund - 199-13-6299-37 - $1,500, Reading Pens to support Dyslexia Learners - 199 - General Fund - 199-11-6398-37 - $20,000, Dyslexia Supplies - 199 - General Fund - 199-11-6395-37 - $1,500, Dyslexia Technology - 199 - General Fund - 199-11-6398-43 - $17,000, Dyslexia Supplies (IEP) - 199 - General Fund - 199-11-6395-43 - $5,000				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: STUDENT ACHIEVEMENT - By the end of June 2026, Health Professions will strengthen formative assessment practices to enhance student engagement and achievement at all grade levels. Through Professional Learning Communities (PLCs), a comprehensive formative assessment system will be implemented and refined, ensuring students master academic standards for college and career readiness.

Performance Objective 2: By June 2026, 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	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Purchase instructional resources and professional development to support instruction in TSIA, IBC, AP, ACT and SAT 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 **Funding Sources:** Teacher TSIA Training - 199 - General Fund - 199-13-6239-38 - $2,000, Counselor TSIA Training - 199 - General Fund - 199-31-6239-38 - $200, TSIA training for Special Education Students-ESC1 - 199 - General Fund - 199-11-6239-23 - $5,000, TSIA training for Emergent Bilingual Students -ESC1 - 199 - General Fund - 199-11-6239-25 - $5,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 2: Provide testing opportunities for students to take the TSIA, IBC, AP, ACT & SAT and 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 **Funding Sources:** TSIA Vouchers - 199 - General Fund - 199-11-6216-38 - $7,000, TSIA Instructional Materials for tutorial sessions - 199 - General Fund - 199-11-6395-38 - $5,000, Ipad Cart for TSIA testing - 199 - General Fund - 199-11-6398-38 - $20,000, Fall SAT Exam - 199 - General Fund - 199-11-6216-38 - $17,000, Fall PreACT exams - 199 - General Fund - 199-11-6216-38 - $5,000, IBC Pre Exams - 199 - General Fund - 199-11-6216-38 - $15,000, IBC National Health Career Assn. - 199 - General Fund - 199-11-6216-38 - $70,000, IBC Dental Exam - 199 - General Fund - 199-11-6216-38 - $7,000, Collegeboard Exams - 199 - General Fund - 199-11-6216-38 - $15,000, ACT Exams - 199 - General Fund - 199-11-6216-38 - $15,000, EMT Certification Exam - 199 - General Fund - 199-11-6216-38 - $5,000, IBC Dental Assistant Exam - 199 - General Fund - 199-11-6216-38 - $5,000				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: STUDENT ACHIEVEMENT - By the end of June 2026, Health Professions will strengthen formative assessment practices to enhance student engagement and achievement at all grade levels. Through Professional Learning Communities (PLCs), a comprehensive formative assessment system will be implemented and refined, ensuring students master academic standards for college and career readiness.

Performance Objective 3: By June 2026, 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	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Sustain and support current opportunities for post-secondary partnerships (UTRGV, STC) 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 **Funding Sources:** Increase in Tuition (490 student course requests for dual education) - 199 - General Fund - 199-11-6223-38 - $350,000, Increase in Student Textbooks for dual courses - 199 - General Fund - 199-11-6321-38 - $350,000, Materials and Supplies for Dual Credit Courses - 199 - General Fund - 199-11-6395-38 - $12,000, Technology Support for OnRamps, STC Dual, and UTRGV Courses - iPads, Lab Equipment - 199 - General Fund - 199-11-6398-38				

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

Goal 1: STUDENT ACHIEVEMENT - By the end of June 2026, Health Professions will strengthen formative assessment practices to enhance student engagement and achievement at all grade levels. Through Professional Learning Communities (PLCs), a comprehensive formative assessment system will be implemented and refined, ensuring students master academic standards for college and career readiness.

Performance Objective 4: By June 2026, Health Professions will increase the number of training opportunities targeting comprehensive instructional strategies for Emergent Bilingual students.

Evaluation Data Sources: Training Opportunities

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Conduct monthly workshops focused on instructional strategies for teaching the four language domains, including listening, speaking, reading, and writing. **Problem Statements:** Demographics 2 - Student Learning 8 - School Processes & Programs 4 - Perceptions 6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 2: Utilize online platforms for teachers to access resources and share best practices for supporting language development in all content areas. **Problem Statements:** Demographics 2 - Student Learning 8 - School Processes & Programs 4 - Perceptions 6 **Funding Sources:** Sheltered Strategies Training - S3 Strategies - 199 - General Fund - 199-13-6299-25 - $4,000, Summit K12 - 199 - General Fund - 199-13-6299-25 - $4,000, Student EB Trainings - 199 - General Fund - 199-11-6299-25 - $15,000, Emergent Bilingual Campus Technology - 199 - General Fund - 199-11-6398-25 - $20,000				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: The Emergent Bilingual proficiency levels need to increase overall to exit the EB program and to close the gaps. **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 8: The Emergent Bilingual proficiency levels need to increase overall to exit the EB program and to close the gaps. **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 4: The Emergent Bilingual proficiency levels need to increase overall to exit the EB program and to close the gaps. **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 Emergent Bilingual proficiency levels need to increase overall to exit the EB program and to close the gaps. **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 2: STUDENT SUPPORT - By June 2026, Health Professions will enhance and expand its comprehensive Social-Emotional Learning (SEL) program, integrating a supportive system that addresses both the academic and social-emotional needs of students across all grade levels.

Performance Objective 1: By June 2026, Health Professions will develop and implement the MTSS process to respond to students with academic, behavior, and expand its comprehensive Social-Emotional Learning (SEL) program 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	Reviews			
	Formative			Summative
	Jan	Mar	June	June
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 **Funding Sources:** - 199 - General Fund				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
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 **Funding Sources:** - 199 - General Fund				

Strategy 3 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 3: Implement a weekly SEL lesson plan across all grade levels that focuses on mental awareness, emotional regulation, and social skills. These lessons should be integrated into existing curriculum and delivered by classroom teachers with support from school counselors. **Problem Statements:** Perceptions 1 **Funding Sources:** Counselor Training and Travel - 199 - General Fund - 199-31-6411-99 - $5,500, Counselor Technology - 199 - General Fund - 199-31-6398-99 - $10,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 4: Establish a school-wide SEL committee that includes teachers, counselors, and administrators to monitor the implementation of SEL lessons and provide ongoing professional development on SEL strategies and mental health awareness. **Problem Statements:** Perceptions 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 5: Conduct monthly professional development sessions for teachers on identifying and responding to students' socioemotional needs, including training on the MTSS process and how to make appropriate referrals to Section 504 or Special Education. **Problem Statements:** Perceptions 1				

Strategy 6 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 6: Create a system for regular check-ins with students identified as needing additional socioemotional support, utilizing school counselors and social workers to provide targeted interventions and track progress. **Problem Statements:** Perceptions 1				

Strategy 7 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 7: Develop partnerships with local mental health organizations to provide resources and workshops for students and families on mental awareness and socioemotional development, ensuring these resources are accessible and culturally relevant. **Problem Statements:** Perceptions 1 **Funding Sources:** Parent SEL Sessions - 199 - General Fund - 199-31-6299-99 - $3,000				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

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 2: STUDENT SUPPORT - By June 2026, Health Professions will enhance and expand its comprehensive Social-Emotional Learning (SEL) program, integrating a supportive system that addresses both the academic and social-emotional needs of students across all grade levels.

Performance Objective 2: 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	Reviews			
	Formative			Summative
	Jan	Mar	June	June
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 **Funding Sources:** - 199 - General Fund				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
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 **Funding Sources:** - 199 - General Fund				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: STUDENT SUPPORT - By June 2026, Health Professions will enhance and expand its comprehensive Social-Emotional Learning (SEL) program, integrating a supportive system that addresses both the academic and social-emotional needs of students across all grade levels.

Performance Objective 3: 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	Reviews			
	Formative			Summative
	Jan	Mar	June	June
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 **Funding Sources:** - 199 - General Fund				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: PROGRAM EXPANSION - By June 2026, Health Professions will implement strategic initiatives to expand and strengthen its core curriculum foundation and CTE programs of study, enhancing support for students.

Performance Objective 1: Addition of the Interdisciplinary Program partnership with South Texas College to offer more in house core content dual courses.

Strategy 1 Details	Reviews			
Strategy 1: Establish a dedicated team to coordinate with South Texas College to align curriculum and ensure dual credit courses meet both high school and college standards.	Formative			Summative
	Jan	Mar	June	June
TEA Priorities: Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 3, 11 - School Processes & Programs 6, 7 **Funding Sources:** - 199 - General Fund				

Strategy 2 Details	Reviews			
Strategy 2: Collaborate with South Texas College to identify and align core content courses that can be offered as dual credit, ensuring they meet both high school and college requirements.	Formative			Summative
	Jan	Mar	June	June
Problem Statements: Student Learning 11 - School Processes & Programs 7				

Strategy 3 Details	Reviews			
Strategy 3: Conduct informational sessions for students and parents to increase awareness and understanding of the benefits and requirements of dual credit courses, aiming to increase enrollment from 80% to 100%.	Formative			Summative
	Jan	Mar	June	June
Problem Statements: Student Learning 11 - School Processes & Programs 7 **Funding Sources:** Travel for student visits to colleges and universities - 199 - General Fund - 199-11-6412-38 - $2,500, Employee travel for college and university visits - 199 - General Fund - 199-13-6411-38 - $800				

Strategy 4 Details	Reviews			
Strategy 4: Provide professional development for teachers to become qualified dual credit instructors, focusing on the specific requirements and expectations of South Texas College.	Formative			Summative
	Jan	Mar	June	June
Problem Statements: Student Learning 11 - School Processes & Programs 7				

Strategy 5 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 5: Establish a support system for students enrolled in dual credit courses, including tutoring and academic advising, to ensure successful completion and transition to college-level coursework. **Problem Statements:** Student Learning 11 - School Processes & Programs 7				

Strategy 6 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 6: Monitor and evaluate the implementation of the dual credit program through regular feedback from students, teachers, and college partners, making adjustments as needed to improve participation and success rates. **Problem Statements:** Student Learning 11 - School Processes & Programs 7				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Overall, our CCMR scores are at 82%. 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 11: There needs to be an increase for dual credit opportunities for all students. **Root Cause**: CCMR is currently at 80%. We need to be at 100%.
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.
Problem Statement 7: There needs to be an increase for dual credit opportunities for all students. **Root Cause**: CCMR is currently at 80%. We need to be at 100%.

Goal 3: PROGRAM EXPANSION - By June 2026, Health Professions will implement strategic initiatives to expand and strengthen its core curriculum foundation and CTE programs of study, enhancing support for students.

Performance Objective 2: Health Professions will implement strategic initiatives to grow all CTE programs of study.

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Establish partnerships with local healthcare facilities and organizations and provide content curricular support, including technological advances and materials in our CTE programs of study. **Problem Statements:** School Processes & Programs 6 **Funding Sources:** Drug Testing for CTE Programs of Study - 199 - General Fund - 199-11-6218-22 - $15,000, Partnership with EMT Contract - 199 - General Fund - 199-11-6219-22 - $2,000, Radiation Control License - 199 - General Fund - 199-11-6249-22 - $1,500, Biomedical Sim Lab supplies - Growing program - 199 - General Fund - 199-11-6299-22 - $12,500, CTE Supplies - Technology - 199 - General Fund - 199-11-6398-22 - $40,000, Instructor Travel to Clinical Sites - 199 - General Fund - 199-11-6411-22 - $4,000, Insurance for students - 199 - General Fund - 199-11-6425-22 - $9,000, Lab Coats, Patches, Pins, Advisory planning - 199 - General Fund - 199-11-6499-22 - $1,700, Texas State Board of Pharmacy Fees - 199 - General Fund - 199-11-6499-22 - $3,000, CTE Academic Supplies & PPE - 199 - General Fund - 199-11-6395-22 - $85,000				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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 expoloration of other programs of study to increase the amount of opportunities for our students.

Goal 4: TEACHER CAPACITY - By June 2026, Health Professions will advance teaching excellence and improve student learning outcomes through the support of professional development, implementing a robust, adaptive, and sustainable educator growth and development program.

Performance Objective 1: By June 2026, Health Professions will increase the percentage of teachers participating in professional development opportunities from 90 - 100%, accounting for all content areas and their needs.

Evaluation Data Sources: Needs assessment, student population

Strategy 1 Details	Reviews			
Strategy 1: Conduct a needs assessment survey to identify specific areas where teachers require professional development.	Formative			Summative
Problem Statements: Student Learning 12	Jan	Mar	June	June

Strategy 2 Details	Reviews			
Strategy 2: Schedule monthly professional development workshops focused on identified areas of need, ensuring a variety of topics are covered.	Formative			Summative
	Jan	Mar	June	June
Problem Statements: Student Learning 12 **Funding Sources:** Teacher Instructional Strategy Professional Development - 199 - General Fund - 199-13-6299-21 - $8,000, ESC1 Professional Development - 199 - General Fund - 199-13-6239-21 - $1,000				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 12: There is a need for an increase in professional development opportunities for teachers. **Root Cause**: Teachers do not have a well rounded, prescriptive set of professional development opportunities to support student learning.

Goal 4: TEACHER CAPACITY - By June 2026, Health Professions will advance teaching excellence and improve student learning outcomes through the support of professional development, implementing a robust, adaptive, and sustainable educator growth and development program.

Performance Objective 2: By June 2026, Health Professions will ensure that 100% of teachers apply new strategies learned from professional development in their classrooms.

Strategy 1 Details	Reviews			
Strategy 1: Facilitate follow-up sessions where teachers can share how they have implemented new strategies and discuss any challenges faced.	Formative			Summative
	Jan	Mar	June	June
Problem Statements: Student Learning 12				

Strategy 2 Details	Reviews			
Strategy 2: Pair teachers with instructional coaches who can provide support and guidance as they apply new strategies in their classrooms.	Formative			Summative
	Jan	Mar	June	June
Problem Statements: Student Learning 12				

Strategy 3 Details	Reviews			
Strategy 3: Encourage teachers to set personal goals for implementing new strategies and track their progress over time.	Formative			Summative
	Jan	Mar	June	June
Problem Statements: Student Learning 12				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 12: There is a need for an increase in professional development opportunities for teachers. **Root Cause**: Teachers do not have a well rounded, prescriptive set of professional development opportunities to support student learning.

Goal 5: RETENTION & GROWTH - By the end of 2026, Health Professions will develop and implement a strategic plan to recruit, develop, and retain highly qualified teachers and staff, with a strong emphasis on hiring educators with master's degrees in their content areas. Additionally, the plan will focus on strengthening student recruitment and retention efforts, aiming to increase student recruitment by 10%.

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	Reviews			
	Formative			Summative
	Jan	Mar	June	June
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 **Funding Sources:** Flyers, School Merchandise, School Spirit - 199 - General Fund - 199-31-6499-99 - $15,000, Advertising Material - 199 - General Fund - 199-23-6395-99 - $6,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
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 **Funding Sources:** - 199 - General Fund				

Strategy 3 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
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 **Funding Sources:** - 199 - General Fund				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: RETENTION & GROWTH - By the end of 2026, Health Professions will develop and implement a strategic plan to recruit, develop, and retain highly qualified teachers and staff, with a strong emphasis on hiring educators with master's degrees in their content areas. Additionally, the plan will focus on strengthening student recruitment and retention efforts, aiming to increase student recruitment by 10%.

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	Reviews			
	Formative			Summative
	Jan	Mar	June	June
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 **Funding Sources:** Items for student celebrations - 199 - General Fund - 199-31-6499-99 - $1,000, Graduation Expenses - 199 - General Fund - 199-11-6499-11 - $50,000, Student Awards - 199 - General Fund - 199-11-6499-11 - $5,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 2: Collaborate with industry professionals and post-secondary institutions to enhance student's career readiness skills and explore future educational opportunities during the school year including summer camps. **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 **Funding Sources:** Summer Camps - Universities and Organizations - 199 - General Fund - 199-11-6412-11 - $60,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 3: Improve our current academic, extracurricular and co-curricular activities by promoting growth and increasing opportunities for our students. **Strategy's Expected Result/Impact:** Increase in enrollment in Esports, Fine Arts, and athletic programs. Increase enrollment in UIL, HOSA, BPA, and all academic programs. **Funding Sources:** Contracted Services (Arbiter, Rank One, Fees and Dues - 199 - General Fund - 199-36-6299-91 - $25,000, Supplies for new athletic events - Softball - 199 - General Fund - 199-36-6395-91 - $40,000, Supplies for new athletic events - Baseball - 199 - General Fund - 199-36-6395-91 - $30,000, Supplies for athletic events (all other sports) - 199 - General Fund - 199-36-6395-91 - $40,000, Field Items, Tents, large price items - 199 - General Fund - 199-36-6398-91 - $10,000, Employee travel (local, area, regional, state events) - 199 - General Fund - 199-36-6395-91 - $15,000, Travel Expenses for students (local, area, regional, state events) - 199 - General Fund - 199-36-6412-91 - $70,000, Operating expenses (water, snacks, trophies, etc.) - 199 - General Fund - 199-36-6499-91 - $25,000, Fees & Dues - 199 - General Fund - $25,000, Travel for all co-curricular local, area, regional, state, national, and global events (academic, extracurricular) - 199 - General Fund - 199-36-6412-99 - $190,000, Membership fees, NASSP, Consultants - 199 - General Fund - 199-36-6249-99 - $9,000, TMSCA, NHS Fees, Esports equipment - 199 - General Fund - 199-36-6395-99 - $3,000, Esports furniture for competitions - 199 - General Fund - 199-36-6398-99 - $75,000 , UIL Academic Supplies - 199 - General Fund - 199-36-6395-99 - $3,000, Extracurricular Employee Travel - 199 - General Fund - 199-36-6411-99 - $30,000, UIL Membership Fee, TSCAAL, NHS, TMSCA, TSCAAL, Weslaco East HS - 199 - General Fund - 199-36-6499-99 - $20,000				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: RETENTION & GROWTH - By the end of 2026, Health Professions will develop and implement a strategic plan to recruit, develop, and retain highly qualified teachers and staff, with a strong emphasis on hiring educators with master's degrees in their content areas. Additionally, the plan will focus on strengthening student recruitment and retention efforts, aiming to increase student recruitment by 10%.

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	Reviews			
	Formative			Summative
	Jan	Mar	June	June
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				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: RETENTION & GROWTH - By the end of 2026, Health Professions will develop and implement a strategic plan to recruit, develop, and retain highly qualified teachers and staff, with a strong emphasis on hiring educators with master's degrees in their content areas. Additionally, the plan will focus on strengthening student recruitment and retention efforts, aiming to increase student recruitment by 10%.

Performance Objective 4: Develop a structured plan for student retention activities to be implemented by June 2026.

Strategy 1 Details	Reviews			
Strategy 1: Form a committee of teachers, students, and parents to brainstorm and plan retention activities for the school year.	Formative			Summative
	Jan	Mar	June	June
Problem Statements: Perceptions 3				

Strategy 2 Details	Reviews			
Strategy 2: Schedule quarterly meetings to review and adjust the retention plan based on student feedback and participation rates.	Formative			Summative
	Jan	Mar	June	June
Problem Statements: Perceptions 3				

Strategy 3 Details	Reviews			
Strategy 3: Create a calendar of events that includes both academic and extracurricular activities aimed at engaging students and promoting retention.	Formative			Summative
	Jan	Mar	June	June
Problem Statements: Perceptions 3				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Perceptions
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.

Goal 5: RETENTION & GROWTH - By the end of 2026, Health Professions will develop and implement a strategic plan to recruit, develop, and retain highly qualified teachers and staff, with a strong emphasis on hiring educators with master's degrees in their content areas. Additionally, the plan will focus on strengthening student recruitment and retention efforts, aiming to increase student recruitment by 10%.

Performance Objective 5: Differentiate and expand program offerings to attract a diverse student body by June 2026.

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Introduce new elective courses and extracurricular activities that align with student interests and career pathways in health professions. **Problem Statements:** Demographics 1 - Student Learning 9 - School Processes & Programs 5 - Perceptions 7				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 2: Offer summer camps or workshops focused on health professions to engage potential students and showcase the campus's strengths. **Problem Statements:** Demographics 1 - Student Learning 9 - School Processes & Programs 5 - Perceptions 7				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: 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 9: 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 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 5: RETENTION & GROWTH - By the end of 2026, Health Professions will develop and implement a strategic plan to recruit, develop, and retain highly qualified teachers and staff, with a strong emphasis on hiring educators with master's degrees in their content areas. Additionally, the plan will focus on strengthening student recruitment and retention efforts, aiming to increase student recruitment by 10%.

Performance Objective 6: Increase collaboration with feeder schools (RSA, STPA) to boost enrollment from 149 to 175 student by June 2026.

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Organize visits and camps for feeder schools to present information about the campus and its programs to students and parents. **Problem Statements:** Demographics 1 - Student Learning 9 - School Processes & Programs 5 - Perceptions 7 **Funding Sources:** New Scholar Academy Supplies - 199 - General Fund - 199-11-6395-11 - $60,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 2: Provide informational materials and presentations to feeder school counselors to ensure they are knowledgeable about the campus offerings. **Problem Statements:** Demographics 1 - Student Learning 9 - School Processes & Programs 5 - Perceptions 7				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: 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 9: 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 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 6: COMMUNICATION - By June 2026, Health Professions will create and implement a comprehensive communication system to effectively connect and inform all key stakeholders involved in students' education and well-being, ensuring clarity and consistency in information sharing.

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	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Health Professions will send monthly newsletters to all district stakeholders and utilize remind to commununicate 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				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 6: COMMUNICATION - By June 2026, Health Professions will create and implement a comprehensive communication system to effectively connect and inform all key stakeholders involved in students' education and well-being, ensuring clarity and consistency in information sharing.

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	Reviews			
	Formative			Summative
	Jan	Mar	June	June
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				

0% No Progress 100% Accomplished Continue/Modify Discontinue

State Compensatory

Budget for South Texas ISD Health Professions

Total SCE Funds: $2,200,000.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Campus Funding Summary

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2	Instructional Supplies, Lunches and Incentives for Saturday School	199-11-6395-30	$6,000.00
1	1	3	SHI Securly & Govt. Solutions	199-11-6249-11	$13,000.00
1	1	3	Cavas	199-11-6249-11	$11,500.00
1	1	3	Science Supplies - Vernier	199-11-6395-11	$10,000.00
1	1	3	Science Textbooks - Sirius Education	199-11-6395-11	$5,000.00
1	1	3	Science Supplies and Services (Chemical Disposal, iPad carts to support Instruction, Vernier Educational Supplies, Lab Equipment,	199-11-6395-11	$125,000.00
1	1	3	Instructure INC.	199-11-6249-11	$11,300.00
1	1	3	Academic Textbooks (Social Studies/Math Adoption, Consumables for Core)	199-11-6321-11	$250,000.00
1	1	3	Supplies and Materials for AP Courses	199-11-6395-21	$42,000.00
1	1	3	Science Technology - iPad Cart to support Biology EOC course	199-11-6398-11	$20,000.00
1	1	3	Science Gizmos	199-11-6249-11	$2,500.00
1	1	3	Academic Supplies	199-11-6395-11	$25,000.00
1	1	3	OnData Suite	199-11-6239-11	$1,041.00
1	1	3	Title 1 Funds for Materials and Supplies	199-11-6395-30	$20,000.00
1	1	3	Kuta Software	199-11-6249-11	$1,250.00
1	1	4	Apple Distinguished School Technology for students	199-11-6398-11	$56,000.00
1	1	4	Technology to support Apple Distinguished School Requirements	199-11-6398-11	$70,000.00
1	1	4	Apple Distinguished School Technology for Faculty	199-13-6398-11	$56,000.00
1	1	5			$0.00
1	1	6	Dyslexia Supplies (IEP)	199-11-6395-43	$5,000.00
1	1	6	Dyslexia Supplies	199-11-6395-37	$1,500.00
1	1	6	Parent Dyslexia Training	199-13-6299-37	$1,500.00
1	1	6	Dyslexia Training	199-13-6299-37	$3,000.00
1	1	6	Reading Pens to support Dyslexia Learners	199-11-6398-37	$20,000.00
1	1	6	Riverside Insight	199-11-6216-21	$400.00

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6	UWorld LLC	199-11-6395-21	$45,000.00
1	1	6	Dyslexia Technology	199-11-6398-43	$17,000.00
1	2	1	Counselor TSIA Training	199-31-6239-38	$200.00
1	2	1	TSIA training for Emergent Bilingual Students -ESC1	199-11-6239-25	$5,000.00
1	2	1	Teacher TSIA Training	199-13-6239-38	$2,000.00
1	2	1	TSIA training for Special Education Students-ESC1	199-11-6239-23	$5,000.00
1	2	2	TSIA Instructional Materials for tutorial sessions	199-11-6395-38	$5,000.00
1	2	2	TSIA Vouchers	199-11-6216-38	$7,000.00
1	2	2	EMT Certification Exam	199-11-6216-38	$5,000.00
1	2	2	IBC Pre Exams	199-11-6216-38	$15,000.00
1	2	2	Ipad Cart for TSIA testing	199-11-6398-38	$20,000.00
1	2	2	Collegeboard Exams	199-11-6216-38	$15,000.00
1	2	2	IBC National Health Career Assn.	199-11-6216-38	$70,000.00
1	2	2	Fall SAT Exam	199-11-6216-38	$17,000.00
1	2	2	IBC Dental Assistant Exam	199-11-6216-38	$5,000.00
1	2	2	IBC Dental Exam	199-11-6216-38	$7,000.00
1	2	2	ACT Exams	199-11-6216-38	$15,000.00
1	2	2	Fall PreACT exams	199-11-6216-38	$5,000.00
1	3	1	Materials and Supplies for Dual Credit Courses	199-11-6395-38	$12,000.00
1	3	1	Technology Support for OnRamps, STC Dual, and UTRGV Courses - iPads, Lab Equipment	199-11-6398-38	$0.00
1	3	1	Increase in Tuition (490 student course requests for dual education)	199-11-6223-38	$350,000.00
1	3	1	Increase in Student Textbooks for dual courses	199-11-6321-38	$350,000.00
1	4	2	Sheltered Strategies Training - S3 Strategies	199-13-6299-25	$4,000.00
1	4	2	Emergent Bilingual Campus Technology	199-11-6398-25	$20,000.00
1	4	2	Summit K12	199-13-6299-25	$4,000.00
1	4	2	Student EB Trainings	199-11-6299-25	$15,000.00
2	1	1			$0.00
2	1	2			$0.00
2	1	3	Counselor Training and Travel	199-31-6411-99	$5,500.00

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	3	Counselor Technology	199-31-6398-99	$10,000.00
2	1	7	Parent SEL Sessions	199-31-6299-99	$3,000.00
2	2	1			$0.00
2	2	2			$0.00
2	3	1			$0.00
3	1	1			$0.00
3	1	3	Travel for student visits to colleges and universities	199-11-6412-38	$2,500.00
3	1	3	Employee travel for college and university visits	199-13-6411-38	$800.00
3	2	1	Texas State Board of Pharmacy Fees	199-11-6499-22	$3,000.00
3	2	1	Biomedical Sim Lab supplies - Growing program	199-11-6299-22	$12,500.00
3	2	1	Drug Testing for CTE Programs of Study	199-11-6218-22	$15,000.00
3	2	1	Insurance for students	199-11-6425-22	$9,000.00
3	2	1	Lab Coats, Patches, Pins, Advisory planning	199-11-6499-22	$1,700.00
3	2	1	CTE Supplies - Technology	199-11-6398-22	$40,000.00
3	2	1	CTE Academic Supplies & PPE	199-11-6395-22	$85,000.00
3	2	1	Partnership with EMT Contract	199-11-6219-22	$2,000.00
3	2	1	Instructor Travel to Clinical Sites	199-11-6411-22	$4,000.00
3	2	1	Radiation Control License	199-11-6249-22	$1,500.00
4	1	2	Teacher Instructional Strategy Professional Development	199-13-6299-21	$8,000.00
4	1	2	ESC1 Professional Development	199-13-6239-21	$1,000.00
5	1	1	Advertising Material	199-23-6395-99	$6,000.00
5	1	1	Flyers, School Merchandise, School Spirit	199-31-6499-99	$15,000.00
5	1	2			$0.00
5	1	3			$0.00
5	2	1	Items for student celebrations	199-31-6499-99	$1,000.00
5	2	1	Student Awards	199-11-6499-11	$5,000.00
5	2	1	Graduation Expenses	199-11-6499-11	$50,000.00
5	2	2	Summer Camps - Universities and Organizations	199-11-6412-11	$60,000.00
5	2	3	Fees & Dues		$25,000.00
5	2	3	Contracted Services (Arbiter, Rank One, Fees and Dues	199-36-6299-91	$25,000.00

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	2	3	Extracurricular Employee Travel	199-36-6411-99	$30,000.00
5	2	3	Supplies for new athletic events - Softball	199-36-6395-91	$40,000.00
5	2	3	UIL Membership Fee, TSCAAL, NHS, TMSCA, TSCAAL, Weslaco East HS	199-36-6499-99	$20,000.00
5	2	3	Field Items, Tents, large price items	199-36-6398-91	$10,000.00
5	2	3	Travel for all co-curricular local, area, regional, state, national, and global events (academic, extracurricular)	199-36-6412-99	$190,000.00
5	2	3	Employee travel (local, area, regional, state events)	199-36-6395-91	$15,000.00
5	2	3	Esports furniture for competitions	199-36-6398-99	$75,000.00
5	2	3	Travel Expenses for students (local, area, regional, state events)	199-36-6412-91	$70,000.00
5	2	3	Supplies for athletic events (all other sports)	199-36-6395-91	$40,000.00
5	2	3	Membership fees, NASSP, Consultants	199-36-6249-99	$9,000.00
5	2	3	Operating expenses (water, snacks, trophies, etc.)	199-36-6499-91	$25,000.00
5	2	3	Supplies for new athletic events - Baseball	199-36-6395-91	$30,000.00
5	2	3	TMSCA, NHS Fees, Esports equipment	199-36-6395-99	$3,000.00
5	2	3	UIL Academic Supplies	199-36-6395-99	$3,000.00
5	6	1	New Scholar Academy Supplies	199-11-6395-11	$60,000.00
				Sub-Total	$2,783,691.00
				Budgeted Fund Source Amount	$3,043,037.00
				+/- Difference	$259,346.00

199 - State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$30,500.00
				+/- Difference	$30,500.00

199 - Special Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Instructional Supplies and Supplemental Materials for Special Education Students	199-11-6395-23	$3,000.00
1	1	4	Responsive Learning, Stetson & Associates, Dyslexic Training, S3 Strategies training for teachers	199-13-6299-23	$10,000.00

199 - Special Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6	TeachTown supplies	199-11-6395-23	$13,000.00
1	1	6	Special Education Technology	199-11-6398-23	$10,000.00
1	1	6	PAES Lab license renewal	199-11-6395-23	$1,500.00
1	1	6	Teachtown	199-11-6249-23	$1,300.00
1	1	6	Professional Services to assist with Instruction	199-11-6219-23	$6,000.00
1	1	6	Special Education Supplies	199-11-6395-23	$15,000.00
1	1	6	Lifeskills non consumable supplies (kitchen counter, bathroom installation of cabinets, bedroom/laundry, living room couches)	199-11-6398-23	$35,000.00
1	1	6	Lifeskills ipads	199-11-6398-23	$5,000.00
1	1	6	Tele-Pro Communications (to support Special Education Instruction)	199-11-6299-23	$3,500.00
				Sub-Total	$103,300.00
				Budgeted Fund Source Amount	$104,775.00
				+/- Difference	$1,475.00

199 - English Language Learner					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Instructional Supplies and Supplemental Materials for Emergent Bilingual Students	199-11-6395-25	$8,000.00
1	1	3	ESL Supplies for EB Learners	199-11-6395-25	$2,000.00
1	1	4	ZTastic Solutions	199-13-6299-25	$4,000.00
1	1	4	LPAC Folder Review	199-13-6299-25	$4,000.00
1	1	4	IOWA Assessment	199-13-6299-25	$2,000.00
1	1	6	Summit K12 ELD Mastery	199-11-6299-25	$12,500.00
1	1	6	Student TELPAS Sessions	199-11-6299-25	$15,000.00
1	1	6	Laptop Cart to support EB Essay Writing	199-11-6398-25	$23,000.00
				Sub-Total	$70,500.00
				Budgeted Fund Source Amount	$59,700.00
				+/- Difference	-$10,800.00

211 - Title I, Part A School Wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Instructional Supplies, Lunches and Incentives for Saturday School	211-11-6395-30	$7,000.00

211 - Title I, Part A School Wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$7,000.00
				Budgeted Fund Source Amount	$384,620.00
				+/- Difference	$377,620.00

244 - Career Technical Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$95,000.00
				+/- Difference	$95,000.00

255 - Title II, Part A Training					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$38,200.00
				+/- Difference	$38,200.00

397 - Advanced Placement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$4,000.00
				+/- Difference	$4,000.00

410 - Instructional Materials Allotment					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$70,000.00
				+/- Difference	$70,000.00
				Grand Total Budgeted	$3,829,832.00
				Grand Total Spent	$2,964,491.00
				+/- Difference	$865,341.00

South Texas Independent School District

South Texas ISD Medical Professions

2025-2026 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

South Texas ISD Medical Professions is a public magnet high school with open enrollment that serves Cameron, Hidalgo, and Willacy counties. The student population of 820 is predominately economically disadvantaged Hispanics with a male to female ratio of 1:2. With 76.4% of teachers being Hispanic, students benefit from learning from teachers who can relate to their unique challenges of living in a border region. Our focus of preparing competent entry-level medical professionals is supported by our Career and Technical teachers that account for twenty-seven percent of our faculty. Our college preparatory program and rigorous AP and Honors curriculum is supported by 58% of teachers who hold a Master's degree with an average of eighteen years of experience. Stakeholders of Medical Professions include students, parents, medical and culinary community partners, teachers, staff, and administration. Involvement of all stakeholders in developing and implementing the campus improvement plan has led to a plethora of accolades including being State and Nationally ranked in the last 14 years.

Mission:

At South Texas ISD Medical Professions, our mission is to offer a transformative education that implements innovative teaching methods, cultivates critical thinking, and instills compassion and ethics, empowering students with the skills to emerge as leaders in a global community.

Vision:

Our vision is to cultivate a generation of compassionate leaders through innovative education so they may be equipped to navigate and impact the global community

Core Values:

The core values we follow are:

1. **Mastery** – We strive for outstanding quality and performance fostering a culture of continuous improvement and encourage others to achieving the highest standards in every aspect.
2. **Ethics** - We adhere to a set of ethical principles and values in efforts to create a trustworthy environment for learning and growth.
3. **Diversity** – We embrace and value each other's diversity and uniqueness, and we are united through our shared vision, mission, and school culture.
4. **Innovation** – We continuously seek new ideas and opportunities to make learning more relevant and engaging.
5. **Community** – We foster meaningful relationships to achieve more together than we can alone.
6. **Accountability**– We hold ourselves and each other accountable to achieve our goals and make the right decisions.
7. **Leadership-** We lead by example to inspire and empower others while fostering growth within each other.

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

The core values we follow are those of mastery, ethics, diversity, innovation, community, accountability, and leadership. We foster a culture of respect, transparency, and data driven decision making to build trusting relationships with each other and all those we serve.Intervention at early stages is critical to support and guide the efforts and motivation of our student populations. Interventions can include testing, placement, tutorials, modifications, communication with parent and student as well as opportunities in activities both academic and nonacademic settings to instill perseverance and develop social-emotional strength. Supports are also available to students receiving special education services, class/testing accommodations, in-class-support, special education counseling, speech therapy and occupational therapy (based on need), and even school supplies and electronic devices. In addition, our campus offers dual enrollment classes, 11 health science and 2 culinary arts certification programs that include food handlers, safeserv, clinical medical assistant, medical laboratory assistant, and pharmacy technician among others to prepare our students for a career path and maximize their post-secondary education.

Based on the 24-25 Fall PEIMS, the following data represents Medical Professions.

Student Demographics (2024 - 2025 Fall PEIMS)	Count	Percent
Gender		
Female	533	65.00%
Male	287	35.00%
Ethnicity		
Hispanic-Latino	790	96.34%
Race		
American Indian - Alaskan Native	0	0.00%

Student Demographics (2024 - 2025 Fall PEIMS)	Count	Percent
Asian	11	1.34%
Black - African American	0	0.00%
Native Hawaiian - Pacific Islander	0	0.00%
White	18	2.20%
Two-or-More	1	0.12%
Student Programs (2023 - 2024 Fall PEIMS)	**Count**	**Percent**
Dyslexia	34	4.15%
Gifted and Talented	50	6.10%
Section 504	54	6.59%
Special Education (SPED)	50	6.10%
Bilingual/ESL		
Emergent Bilingual (EB)	152	18.54%
Bilingual	0	0.00%
English as a Second Language (ESL)	152	18.54%
Title I Part A		
Schoolwide Program	820	100.00%
Student Indicators (2022 - 2023 Fall PEIMS)	**Count**	**Percent**
At-Risk	251	30.61%
Foster Care	0	0.00%
Migrant	1	0.12%
Economic Disadvantage		
Economic Disadvantage Total	536	65.37%
Free Meals	290	35.37%
Reduced-Price Meals	6	0.73%
Homeless and Unaccompanied Youth		
Homeless Status Total	1	0.12%
Doubled Up	1	0.12%
Not Unaccompanied Youth	1	0.12%
Is Unaccompanied Youth	0	0.00%

The following is staff data based on the 2023--2024 TAPR Report:

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**76.3**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	68.8	90.2%	61.2%	63.9%
Teachers	55.6	72.9%	44.7%	48.3%
Professional Support	5.2	6.8%	6.5%	11.1%
Campus Administration (School Leadership)	8.0	10.5%	5.9%	3.3%
Educational Aides	7.5	9.8%	5.1%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	3.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	3.0	n/a	23.0	13,870.0
Part-time Counselors	2.0	n/a	0.0	1,172.0
Total Minority Staff	**66.3**	**86.9%**	**92.4%**	**54.4%**
Teachers by Ethnicity				
African American	0.0	0.0%	0.7%	12.6%
Hispanic	45.6	82.0%	82.0%	30.1%
White	8.0	14.4%	12.7%	53.4%
American Indian	1.0	1.8%	0.7%	0.3%
Asian	0.0	0.0%	3.6%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	1.8%	0.3%	1.3%
Teachers by Sex				
Males	18.0	32.4%	38.9%	24.5%
Females	37.6	67.6%	61.1%	75.5%
Teachers by Highest Degree Held				
No Degree	5.6	10.1%	2.6%	2.5%
Bachelors	23.0	41.3%	62.0%	71.7%
Masters	27.0	48.5%	34.2%	24.9%
Doctorate	0.0	0.0%	1.3%	0.8%
Teachers by Years of Experience				
Beginning Teachers	2.0	3.6%	2.5%	8.7%
1-5 Years Experience	4.0	7.2%	16.3%	27.4%
6-10 Years Experience	6.8	12.2%	19.6%	20.2%
11-20 Years Experience	25.9	46.5%	37.2%	27.1%
21-30 Years Experience	14.0	25.2%	20.1%	13.7%
Over 30 Years Experience	3.0	5.4%	4.3%	3.0%
Number of Students per Teacher	15.1	n/a	14.8	14.7

Demographics Strengths

Medical Professions has many strengths including:

Experienced and well qualified teachers

Large number of community partners

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

Strong connection between students and teachers

Manageable student to teacher ratio 20:1

Problem Statements Identifying Demographics Needs

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

Problem Statement 2 (Prioritized): Student chronic absenteeism rate has increased from 5.4% to 10% leading to an attendance rate of 90.6%. A decrease of 7.6%
Root Cause: Students may be facing physical or mental health challenges that have not been addressed, leading to frequent absences.

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

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

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

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

Student Learning

Student Learning Summary

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

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

Data summary:

English I

Approaches 94%; SPED 43%; EB 93%

Meets 81%; SPED 43%; EB 70%

Masters 24%; SPED 0%; EB 7%

English II

Approaches 96%; SPED 85%; EB 90%

Meets 84%; SPED 23%; EB 60%

Masters 13%; SPED 0%; EB 7%

Alg 1

Approaches 98%; SPED N/A%; EB 90%

Meets 57%; SPED N/A%; EB 35%

Masters 23%; SPED N/A%; EB 6%

Biology

Approaches 97%; SPED NA%; EB 100%

Meets 57%; SPED NA%; EB 35%

Masters 11%; SPED NA%; EB 4%

US History

Approaches 100%; SPED 100%; EB 100%

Meets 81%; SPED 33%; EB 68%

Master 38%; SPED 11%; EB21%

The graduation rate exceeded state performance but not district performance.

Graduation rate:

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

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

The CCMR exceeded state and district performance.

CCMR:

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

The dropout rate matched district performance and exceeded state performance.

Dropout Rate:

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

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

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

EOC Results:

EOC Eng.I: Approaches Grade Level from 95% to 94% (decreased), Meets Grade Level 75% to 81% (increased)dsssd, Masters Grade Level 24% increased years EOC Eng.II: Approaches increase 96%, Meets Grade Level 84% increase, Masters Grade Level 13% (decreased) EOC Algebra I: Approaches 97% to 98% (increased), Meets from 55% to 57% (increased), Masters 14% to 13% (decreased) EOC Biology: Approaches 99% to 97% (decreased), Meets from 76% to 71% (decreased), Masters from 30% to 11% (decreased), EOC U.S. History: Approaches from 100% to 100%, Meets from 84% to 81% (decreased), Masters from 44% to 38% (decreased)

Student Performance and Progress

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

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

Race/Ethnicity- comparing progress between years

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

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

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

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

Student Groups-comparing progress between years.

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

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

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

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

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

Graduation:

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

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

Special Populations

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

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

Supports:

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

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

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

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

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

Student Learning Strengths

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

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

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

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

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

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

Problem Statements Identifying Student Learning Needs

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

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

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

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

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

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

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

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

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

Programs and opportunities for students:

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

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

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

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

School Processes & Programs Strengths

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

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

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

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

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

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

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

Problem Statements Identifying School Processes & Programs Needs

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

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

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

Perceptions

Perceptions Summary

At South Texas ISD Medical Professions, our mission is to offer a transformative education that implements innovative teaching methods, cultivates critical thinking, and instills compassion and ethics, empowering students with the skills to emerge as leaders in a global community. Our vision is to cultivate a generation of compassionate leaders through innovative education so they may be equipped to navigate and impact the global community. . The core values we follow are those of mastery, ethics, diversity, innovation, community, accountability, and leadership. We foster a culture of respect, transparency, and data driven decision making to build trusting relationships with each other and all those we serve. (Students, parents, community members and community partnerships) The community describes our campus as a prestigious school that gives students limitless opportunities for college and career preparation with strong and challenging academic programs focused on science, health and medical fields. The community believes in STISD and recognizes our school and teachers as some of the best in the state and nation, trusting us in providing the best possible education with our various programs and certifications to lead their children to a promising future. We engage in all stakeholders by involving students, parents, staff, faculty, and our community in sharing our vision, mission, goals, strategies, and values to create a safe environment while upholding high expectations. We accomplish this task by providing a variety of services and open houses/showcases. For example, we held various COVID and flu vaccine clinics not only for our faculty and staff but also for our students and their families. Twice a year we host two open houses in the evening, mainly for students and parents. Furthermore, twice a year we open our campus to the community during our showcases. At the time of the showcases, any member of the community can tour our campus, meet our faculty and staff, and participate in our free health screenings. We also get our community involved through our clinical partners that provide external clinical rotations for our students. We meet with our clinical partners once a year through advisory committees to share our goals, values, missions, and visions, but also to receive feedback on our certification programs. Our administrators, faculty, staff, community, and partnerships with institutions build strong relationships and work together to support one another and achieve common goals that will best benefit our students and future leaders.

Student Engagement:

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

Community Engagement:

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

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

Community Engagement:

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

Students:

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

Teachers:

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

Perceptions Strengths

The perceived strengths are the following:

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

Problem Statements Identifying Perceptions Needs

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

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

Priority Problem Statements

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

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

Problem Statement 1 Areas: Demographics

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

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

Problem Statement 2 Areas: Demographics

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

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

Problem Statement 3 Areas: Student Learning

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

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

Problem Statement 4 Areas: Student Learning

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

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

Problem Statement 5 Areas: Student Learning

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

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

Problem Statement 6 Areas: Student Learning

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

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

Problem Statement 7 Areas: Perceptions

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

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

Problem Statement 8 Areas: School Processes & Programs

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

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

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

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

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

Problem Statement 10 Areas: Student Learning

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

Root Cause 11: Students may be facing physical or mental health challenges that have not been addressed, leading to frequent absences.

Problem Statement 11 Areas: Demographics

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

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

Problem Statement 12 Areas: Demographics

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

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

Problem Statement 13 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

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

Student Data: Student Groups

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

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

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

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

High Priority

HB3 Goal

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

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

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

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

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

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

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

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

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

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

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

Student Learning

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

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

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

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

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

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

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

School Processes & Programs

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

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

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

Perceptions

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

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

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

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

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

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

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

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

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

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

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

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

High Priority

HB3 Goal

Evaluation Data Sources: STISD College Score Report.

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Continue the District's initiative of school day testing for SAT, TSIA2, and/or ACT examination for 2022-2023 school year. **Strategy's Expected Result/Impact:** Increase the number of students who take the TSIA2, SAT or ACT earlier in their high school experience. Increase the score report available to the District so that there is at least one college entrance score report on each student. **Staff Responsible for Monitoring:** Teachers Administrators Counselors **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 6 **Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A School Wide, - 204 - Title IV, Part A Student Support and Academi				

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

Performance Objective 3 Problem Statements:

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

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

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

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

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

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

Performance Objective 4 Problem Statements:

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

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

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

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

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

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

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

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

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: EB students EOC test scores are below state and district levels for meets grade and masters grade level. **Root Cause**: Student language barrier hinders their translation and/or comprehension of instructional strategies.
Problem Statement 5: There is a gap in performance between all students and Special ED and EB students. **Root Cause**: Teachers and other staff need to individualize instruction and educational plans to support the students unique needs.
Student Learning
Problem Statement 1: There is a gap in performance between all students and Special ED and EB students. **Root Cause**: Teachers and other staff need to individualize instruction and educational plans to support the students unique needs.
School Processes & Programs
Problem Statement 2: There is a gap in performance between all students and Special ED and EB students. **Root Cause**: Teachers and other staff need to individualize instruction and educational plans to support the students unique needs.

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

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

High Priority

HB3 Goal

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

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

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

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

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Performance Objective 6 Problem Statements:

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

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

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

High Priority

HB3 Goal

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

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

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

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

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: EB students EOC test scores are below state and district levels for meets grade and masters grade level. **Root Cause**: Student language barrier hinders their translation and/or comprehension of instructional strategies.
Problem Statement 3: Community partners are focused on the healthcare field excluding our culinary pathway. **Root Cause**: Medical Professions has moved from a predominantly health science focus to adding culinary arts as a career choice. The school's vision and mission focus on the school's previous focus on the medical field.
Student Learning
Problem Statement 4: Teachers need more training in classroom best practices to include PBL, Active Learning Framework, and various modalities in the classroom environment. **Root Cause**: Classroom best practices need be concise in an instructional framework and purposeful training to provided aligned feedback to teachers so that they can internalize and implement the best practices.
Problem Statement 5: Increasing student achievement scores in all areas. **Root Cause**: Students and teachers need to adapt their teaching and learning strategies to reach new levels

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

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

High Priority

HB3 Goal

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

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

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

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

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

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 5: There is a gap in performance between all students and Special ED and EB students. **Root Cause**: Teachers and other staff need to individualize instruction and educational plans to support the students unique needs.
Student Learning
Problem Statement 1: There is a gap in performance between all students and Special ED and EB students. **Root Cause**: Teachers and other staff need to individualize instruction and educational plans to support the students unique needs.
School Processes & Programs
Problem Statement 2: There is a gap in performance between all students and Special ED and EB students. **Root Cause**: Teachers and other staff need to individualize instruction and educational plans to support the students unique needs.

Goal 3: Implement and monitor the district comprehensive attendance plan to ensure overall district compliance with federal and state accountability guidelines.

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

High Priority

HB3 Goal

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

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

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

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

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

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Student chronic absenteeism rate has increased from 5.4% to 10% leading to an attendance rate of 90.6%. A decrease of 7.6% **Root Cause**: Students may be facing physical or mental health challenges that have not been addressed, leading to frequent absences.
Student Learning
Problem Statement 5: Increasing student achievement scores in all areas. **Root Cause**: Students and teachers need to adapt their teaching and learning strategies to reach new levels
School Processes & Programs
Problem Statement 1: Several students continue to fail 3 or more despite team and administration interventions. **Root Cause**: Students will not respond to intervention plan mainly due to lack of motivation and interest.
Perceptions
Problem Statement 1: Not all parents are using our means of communication, REMIND, which we use most frequently for immediate information. **Root Cause**: Parents might not have the means, knowledge, or training in the use of communication platforms with our school such as REMIND, which we use most frequently for immediate information and only online trainings are have not been available to parents.

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

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

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Increase the number of parents attending activities by our Parent Connection Program. The Parent Connection program encourages parents to participate in the educational, social and emotional development of their son or daughter. Further, it helps parents create a support and networking system with each other. All meetings are held in English and Spanish, with topics that relate to adolescents and/or families, Family Literacy, and Parent/Family Engagement. The STISD Parent Connection Meeting will be held virtually via the Zoom platform/In-person. Topics for the meeting are presented by STISD Staff and guest speakers. **Strategy's Expected Result/Impact:** Increase in parent participation at meetings. **Staff Responsible for Monitoring:** Principal Assistant Principal Social Worker Counselors Teachers **Title I:** 4.1 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 **Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A School Wide, - 212 - Title I, Part C Migrant				

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

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

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

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

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

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

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

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

High Priority

HB3 Goal

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

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

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

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

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

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

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

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

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

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

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: EB students EOC test scores are below state and district levels for meets grade and masters grade level. **Root Cause**: Student language barrier hinders their translation and/or comprehension of instructional strategies.
Problem Statement 2: Student chronic absenteeism rate has increased from 5.4% to 10% leading to an attendance rate of 90.6%. A decrease of 7.6% **Root Cause**: Students may be facing physical or mental health challenges that have not been addressed, leading to frequent absences.
Problem Statement 6: Due to recent national security concerns, we need to ensure our facilities are safe and secure. **Root Cause**: Safety and security measures not being consistently upheld.
Student Learning
Problem Statement 7: Due to recent national security concerns, we need to ensure our facilities are safe and secure. **Root Cause**: Safety and security measures not being consistently upheld.
School Processes & Programs
Problem Statement 3: Due to recent national security concerns, we need to ensure our facilities are safe and secure. **Root Cause**: Safety and security measures not being consistently upheld.
Perceptions
Problem Statement 2: Due to recent national security concerns, we need to ensure our facilities are safe and secure. **Root Cause**: Safety and security measures not being consistently upheld.

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

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

High Priority

HB3 Goal

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

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

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

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

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

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

Demographics
Problem Statement 2: Student chronic absenteeism rate has increased from 5.4% to 10% leading to an attendance rate of 90.6%. A decrease of 7.6% **Root Cause**: Students may be facing physical or mental health challenges that have not been addressed, leading to frequent absences.
Student Learning
Problem Statement 6: According to the most recent TAPR, not every student is earning a point in the qualifying areas for CCMR. **Root Cause**: A cohesive CCMR plan needs to be implemented to include an aligned curriculum to the content and appropriate student time.

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

Performance Objective 1: Develop and retain highly qualified teachers and staff

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Provide Common Planning time for departments and grade-level teams. **Strategy's Expected Result/Impact:** Increased collaboration between and among department and grade-level teachers. **Staff Responsible for Monitoring:** Administration Team Leaders Department Leaders **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4, 5 **Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A School Wide, - 255 - Title II, Part A Training				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 2: Create a professional development plan based on teacher, department, and team needs. **Strategy's Expected Result/Impact:** Increase teacher capacity. **Staff Responsible for Monitoring:** Administration Team Leaders Department Leaders **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 5, 6 **Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A School Wide, - 255 - Title II, Part A Training, - 199 - Special Education, - 199 - English Language Learner, - 212 - Title I, Part C Migrant, - 224 - IDEA B, Special Education, - 244 - Career Technical Education				

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

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

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Student chronic absenteeism rate has increased from 5.4% to 10% leading to an attendance rate of 90.6%. A decrease of 7.6% **Root Cause**: Students may be facing physical or mental health challenges that have not been addressed, leading to frequent absences.
Student Learning
Problem Statement 4: Teachers need more training in classroom best practices to include PBL, Active Learning Framework, and various modalities in the classroom environment. **Root Cause**: Classroom best practices need be concise in an instructional framework and purposeful training to provided aligned feedback to teachers so that they can internalize and implement the best practices.
Problem Statement 5: Increasing student achievement scores in all areas. **Root Cause**: Students and teachers need to adapt their teaching and learning strategies to reach new levels
Problem Statement 6: According to the most recent TAPR, not every student is earning a point in the qualifying areas for CCMR. **Root Cause**: A cohesive CCMR plan needs to be implemented to include an aligned curriculum to the content and appropriate student time.

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

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

High Priority

HB3 Goal

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

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

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

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

Strategy 4 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 4: Establish showcases and advisement seminar that include group and individual tours of the campus to educate the community about the campus and district mission. **Strategy's Expected Result/Impact:** Better understanding of our program offerings by the community that we serve. Increase partnerships and enrollment **Staff Responsible for Monitoring:** District Public Relations Staff Webmaster Social Media Coordinator Teachers Counselors Administration **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 3 **Funding Sources:** - 199 - General Fund				

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

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

Performance Objective 1 Problem Statements:

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

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

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

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Medical Professions will encourage and increase student and parent participation in district and campus extracurricular events, such as , Texas HOSA, UIL, Chess, Battle of the Books, PASF, and softball, soccer games, and Parent Connections meetings. **Strategy's Expected Result/Impact:** Social and community interactions **Staff Responsible for Monitoring:** Teachers and administrators **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 **Funding Sources:** - 199 - General Fund, - 244 - Career Technical Education				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 2: Increase the opportunities for students to social activities such as enrichment days, assemblies, presentations, enrichment activities during advisory, showcases, recruitment/community service activities, and social gatherings. **Strategy's Expected Result/Impact:** Increase school culture, student connections, retention of student body. **Staff Responsible for Monitoring:** Teachers and administrators **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 3, 5 - Student Learning 1 - School Processes & Programs 2				

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Community partners are focused on the healthcare field excluding our culinary pathway. **Root Cause**: Medical Professions has moved from a predominantly health science focus to adding culinary arts as a career choice. The school's vision and mission focus on the school's previous focus on the medical field.
Problem Statement 5: There is a gap in performance between all students and Special ED and EB students. **Root Cause**: Teachers and other staff need to individualize instruction and educational plans to support the students unique needs.
Student Learning
Problem Statement 1: There is a gap in performance between all students and Special ED and EB students. **Root Cause**: Teachers and other staff need to individualize instruction and educational plans to support the students unique needs.
School Processes & Programs
Problem Statement 2: There is a gap in performance between all students and Special ED and EB students. **Root Cause**: Teachers and other staff need to individualize instruction and educational plans to support the students unique needs.
Perceptions
Problem Statement 1: Not all parents are using our means of communication, REMIND, which we use most frequently for immediate information. **Root Cause**: Parents might not have the means, knowledge, or training in the use of communication platforms with our school such as REMIND, which we use most frequently for immediate information and only online trainings are have not been available to parents.

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

Performance Objective 3: We will meet 100% of our enrollment goal by introducing courses that attract students.

Evaluation Data Sources: Student enrollment data, student survey of course interests

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: We will add Choir 1 and Band 1 for the 2025-2026 school year to offer more courses that attract students. **Strategy's Expected Result/Impact:** Students will no longer choose their home campus if we offer the courses they are interested in. **Staff Responsible for Monitoring:** Campus admin **Title I:** 2.5, 2.52 **Problem Statements:** Demographics 4				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

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

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

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

High Priority

HB3 Goal

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

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

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

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

Strategy 5 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 5: Ensure the CTE Department has the most up-to-date technology for its certification testing and online textbooks. **Title I:** 2.4, 2.5 **Problem Statements:** Student Learning 3, 5				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Community partners are focused on the healthcare field excluding our culinary pathway. **Root Cause**: Medical Professions has moved from a predominantly health science focus to adding culinary arts as a career choice. The school's vision and mission focus on the school's previous focus on the medical field.
Student Learning
Problem Statement 3: More consistency is needed in using formative and summative data to drive their instruction to include non-tested subjects (electives). **Root Cause**: More strategies are needed for non-tested subjects in order to support tested subjects.

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

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

2025-2026 Site Based Decision Making Team

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

Campus Funding Summary

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

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

199 - State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	1			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,933,442.00
				+/- Difference	$1,933,442.00

199 - Special Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	3			$0.00
1	5	4			$0.00
2	1	2			$0.00
2	1	3			$0.00
5	1	2			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$66,997.00
				+/- Difference	$66,997.00

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

204 - Title IV, Part A Student Support and Academi					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1			$0.00
1	4	1			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$46,200.00
				+/- Difference	$46,200.00

211 - Title I, Part A School Wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	4			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	3	1			$0.00
1	4	1			$0.00
1	5	2			$0.00
1	5	4			$0.00
1	6	1			$0.00
1	6	2			$0.00
1	6	3			$0.00
1	7	1			$0.00
1	7	3			$0.00
3	1	1			$0.00
3	1	2			$0.00
3	1	3			$0.00
3	1	4			$0.00
4	1	1			$0.00
4	1	2			$0.00
4	1	3			$0.00
4	1	4			$0.00
4	2	1			$0.00
4	2	2			$0.00
4	2	3			$0.00
4	2	4			$0.00
4	2	5			$0.00
4	2	7			$0.00
4	2	8			$0.00
4	2	9			$0.00
5	1	1			$0.00

211 - Title I, Part A School Wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	2			$0.00
5	1	4			$0.00
7	1	1			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$274,307.00
				+/- Difference	$274,307.00

212 - Title I, Part C Migrant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	1			$0.00
5	1	2			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$4,132.00
				+/- Difference	$4,132.00

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

244 - Career Technical Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00

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

255 - Title II, Part A Training					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$0.00
1	5	1			$0.00
1	5	2			$0.00
1	5	3			$0.00
1	5	4			$0.00
1	6	1			$0.00
1	6	2			$0.00
1	6	3			$0.00
1	7	1			$0.00
1	7	3			$0.00
2	1	1			$0.00
4	1	3			$0.00
4	2	2			$0.00
4	2	3			$0.00
4	2	4			$0.00
4	2	5			$0.00
4	2	7			$0.00
4	2	8			$0.00
4	2	9			$0.00
5	1	1			$0.00
5	1	2			$0.00

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

350 - English Language Learner					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
1	5	1			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$18,088.00
				+/- Difference	$18,088.00

397 - Advanced Placement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,200.00
				+/- Difference	$2,200.00

410 - Instructional Materials Allotment					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2			$0.00
1	7	1			$0.00
1	7	3			$0.00
7	1	1			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$148,382.00
				+/- Difference	$148,382.00
				Grand Total Budgeted	$4,572,666.00
				Grand Total Spent	$0.00

410 - Instructional Materials Allotment					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$4,572,666.00

Addendums

2021-22 Texas Academic Performance Report (TAPR)

District Name: SOUTH TEXAS ISD

Campus Name: SOUTH TEXAS ISD MEDICAL PROFESSIONS

Campus Number: 031916003

2022 Accountability Rating: A

Distinction Designations:

- **Academic Achievement in Science**
- **Academic Achievement in Social Studies**
- **Top 25 Percent: Comparative Academic Growth**
- **Postsecondary Readiness**

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

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

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

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

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

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

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

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

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

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

SOUTH TEXAS ISD MEDICAL PROFESSIONS (031916003) - SOUTH TEXAS ISD - CAMERON COUNTY

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

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

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

\- Indicates there are no students in the group.

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

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

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

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

* Indicates results are masked due to small numbers to protect student confidentiality.
\- Indicates there are no students in the group.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

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

SOUTH TEXAS ACAD MED PROFESSNS

Total responses: 52

September 1, 2022

About the Survey

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

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

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

Interpreting the Results

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

Guiding Questions

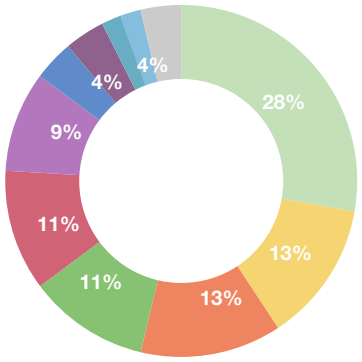
How are teachers recognized for what they've learned? How can learning to code support your students?

Next Steps

Apple Teacher is a free professional learning program designed to help educators build skills on iPad and Mac.
appleteacher.apple.com

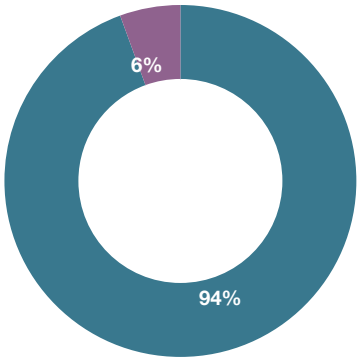
Discover the comprehensive Everyone Can Code curriculum, designed to help teach coding to students from kindergarten to college. When you teach coding, you also teach skills like critical thinking and problem solving.
www.apple.com/everyone-can-code

Subject areas



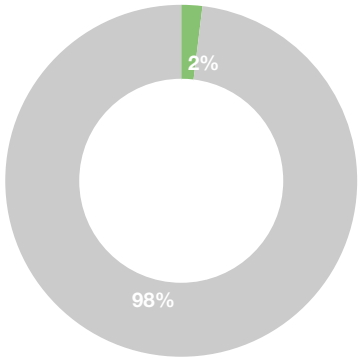
- Career and Technical
- Math
- Social Studies
- Language Arts
- Science
- World Languages
- Music/Arts
- Special Education
- ESL
- Physical Education
- Other

Levels



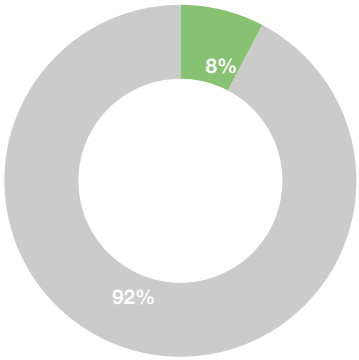
- Nine to twelve
- Higher education

Apple Teacher



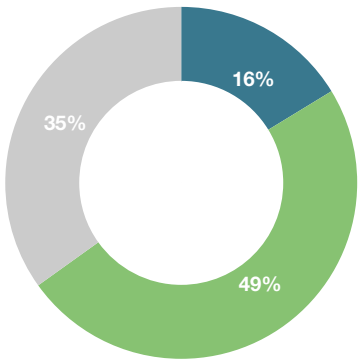
- Completed
- On the way
- Yet to begin

Teach coding



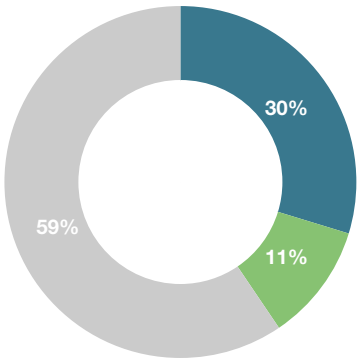
- Yes
- Not yet, but I'm interested
- No

Teacher device



- iPad
- Mac
- Other

Student device



- iPad
- Mac
- Other

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SOUTH TEXAS ACAD MED PROFESSNS

Total responses: 52

September 1, 2022

About Teacher Preparedness and Professional Learning

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

Interpreting the Results

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

Guiding Questions

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

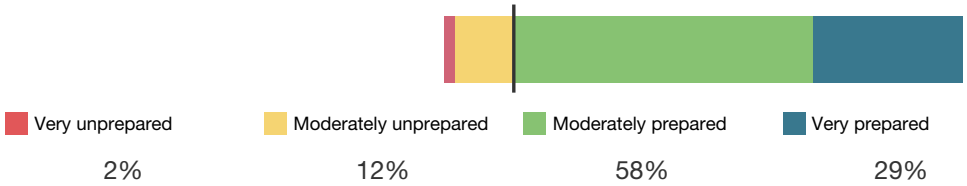
Consider the top professional learning goals for those who feel prepared and those who do not, as shown on the bottom table. How are you meeting the needs of both groups of teachers?

Next Steps

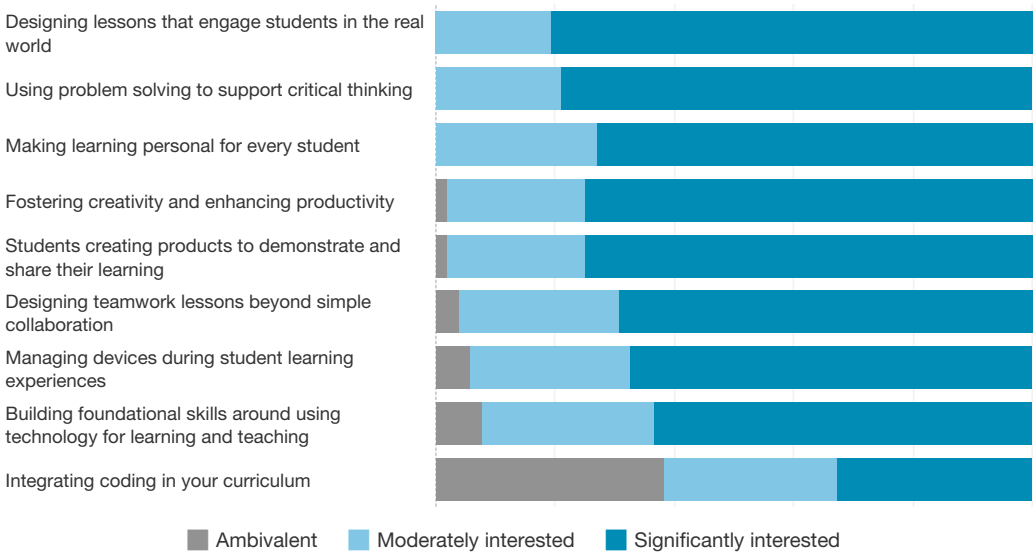
Invite your faculty to explore the Apple Teacher Learning Center, an interactive professional learning experience designed exclusively for teachers.
appleteacher.apple.com

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

Teachers' sense of preparedness for teaching with technology



Professional learning goals with technology



Professional learning goals sorted and ranked

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

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Total responses: 52

September 1, 2022

About Teacher Perception of Technology

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

Interpreting the Results

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

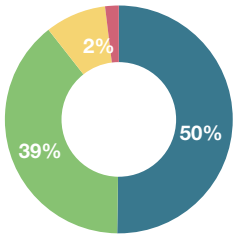
Guiding Questions

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

Next Steps

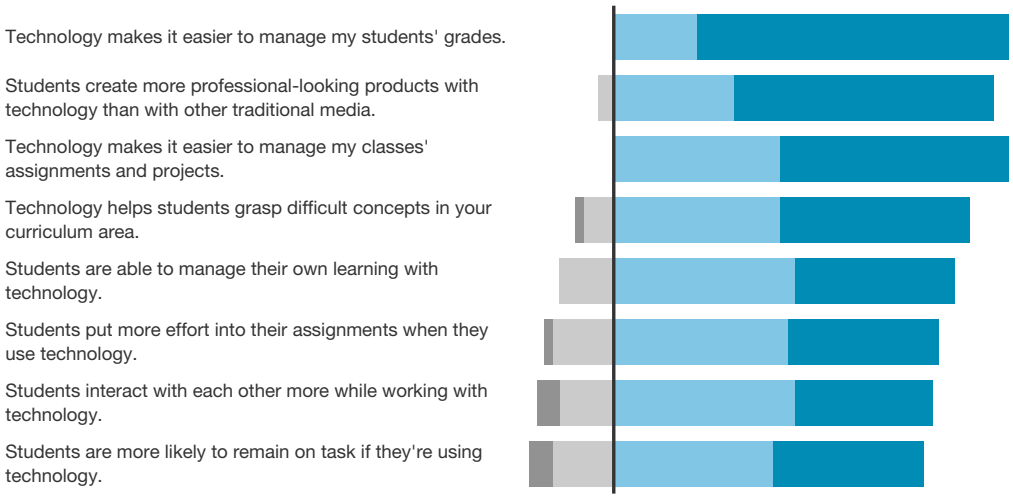
Consider how you can use these results to celebrate what's working and to identify areas that need further support. For example, consider having teachers share their experience related to the items with highly positive results. Conversely, consider asking what changes may need to be made in the areas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

Teacher perception of technology



Very positive · Somewhat positive · Somewhat negative · Very Negative

Teacher perception details



Strongly disagree · Somewhat disagree · Somewhat agree · Strongly agree

Teacher perception data

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

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September 1, 2022

About these Elements of Student Learning

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

Interpreting the Results

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

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

Guiding Questions

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

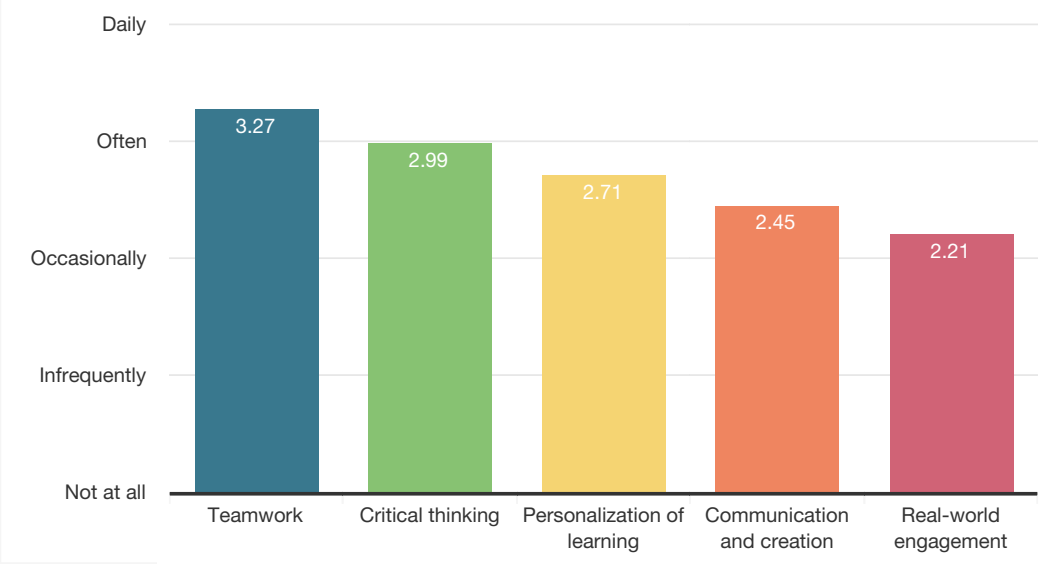
Next Steps

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

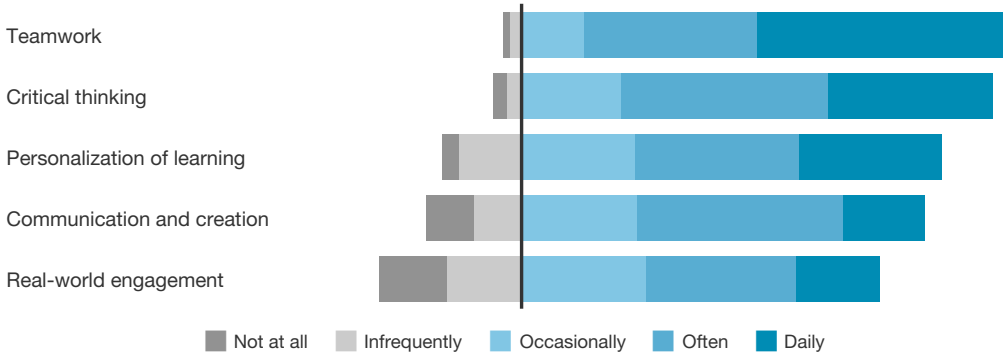
Download the Innovation in Schools book to see how Apple can support your learning, teaching, and school environment.
apple.co/innovationinschools

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

Elements of student learning by frequency



Frequency details



Frequency data

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

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September 1, 2022

About the Products of Student Learning

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

Interpreting the Results

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

Guiding Questions

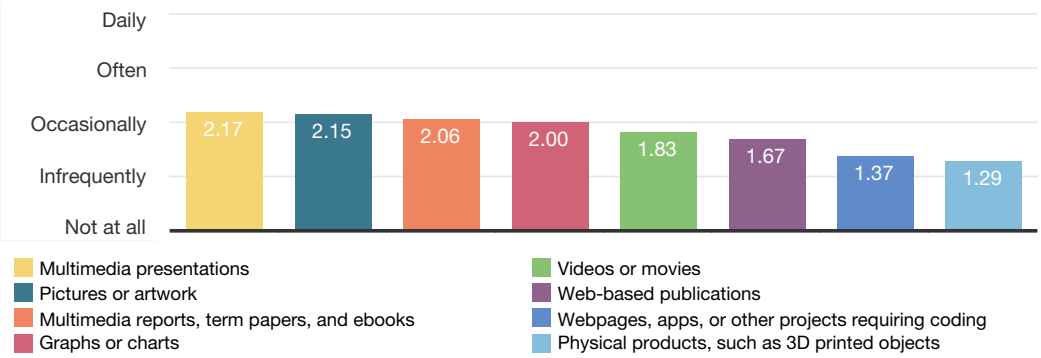
Consider the products with the greatest frequency. How can these products support formative assessment? Do these products help students learn skills relevant to their community and future? What feedback do students get on their products? Which elements of deeper learning are supported by these products?

Next Steps

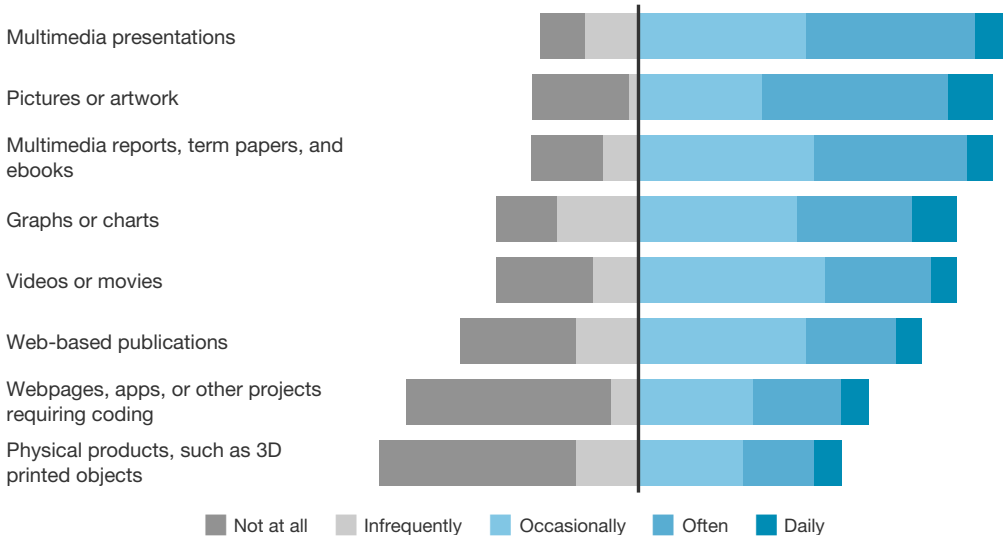
Explore Everyone Can Create project guides, and teach students to develop and communicate ideas through video, photography, music, and drawing.
apple.co/everyone-can-create

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

Student product frequency



Frequency details



Frequency data

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

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South Texas Independent School District

South Texas ISD Preparatory Academy

2025-2026 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.

Value Statement

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

Needs Assessment Overview

Needs Assessment Overview Summary

Campus 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

2024-25 School Year

802 Total Students

6th - 271 students

7th - 260 students

8th - 271 students

Females- 409

Males- 393

Ethnic Distribution

Hispanic - 645 students **80%**

American Indian - 0 students

Asian - 79 students **10%**

Black - 16 students **2%**

White - 42 students **5%**

Native Hawaiian - 0 students

Special Education - 55 Students

Economic Disadvantage

Free - 145 students

Reduced - 215 students

Migrant - 4 students

Homeless - 0 students

At Risk - 203 students

Emergent Bilingual - 114 students

Gifted and Talented - 229 Students

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The special population (special ed, Section 504, EB) numbers have increased over the years. For the 2024-25 school year, the SPED population nearly doubled.
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. Student-Teacher ratio has increased.
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. Departments have a common planning period that can meet 2 to 3 times a week. 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. For the 2024-25 school year, the SPED population nearly doubled.
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. Student-Teacher ratio has increased.
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. For the 2024-25 school year, the SPED population nearly doubled.
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 the academic needs of students. The staff at Preparatory Academy develops relationships with parents during the school year to ensure student success.

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. Student-Teacher ratio has increased.
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. For the 2024-25 school year, the SPED population nearly doubled.

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. Student-Teacher ratio has increased.

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 2026, 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	Reviews			
	Formative			Summative
	Jan	Mar	June	June
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. **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 **Funding Sources:** - 199 - General Fund - $14,226.77				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 2: ELAR teachers will utilize effective programs such as Sirius, Writable, Read Theory, Lowman Resources, No Red Ink and Flow Reading Fluency to support the development of ELAR skills for students who need intervention. **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 **Funding Sources:** - 199 - General Fund - $18,545				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: By June 2026, 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 math acceleration during enrichment.

Evaluation Data Sources: Walkthroughs
Observations
Lessons Plans
Student Assessment Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Analyze data from BOY, MOY and EOY to modify instruction and scope and sequence for all math content areas. **Strategy's Expected Result/Impact:** Differentiated instruction during lessons Increase academic performance for all students including Special Population Demographics. **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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 2: Progress monitoring done every three weeks will document student growth. The monitoring documentation will identify students in need of additional support and resources such as math acceleration during enrichment. **Strategy's Expected Result/Impact:** Improve students' math scores **Staff Responsible for Monitoring:** Teachers Counselors Administrators **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - 199 - General Fund - $10,758.57				

Strategy 3 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 3: Math teachers will utilize effective programs such as Quizizz, Lowman Resources, and Maneuvering the Middle, to support the development of math skills for students who need intervention. **Strategy's Expected Result/Impact:** Increase in student performance in math. **Staff Responsible for Monitoring:** Content Teachers Assistant Principals Principal **Title I:** 2.4, 2.5, 2.51 **Funding Sources:** - 199 - General Fund - $4,270				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: By June 2026, 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 consistently. Students will be identified and placed in acceleration science classes when needed throughout the school year.

Evaluation Data Sources: Summative Assessments
CBA's
Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
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. **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 **Funding Sources:** - 199 - General Fund - $5,550				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 2: Science and biology teachers will utilize resources and effective strategies to support academic growth for all students **Strategy's Expected Result/Impact:** Students will show growth throughout the academic year based on assessments. **Staff Responsible for Monitoring:** Content Teachers Assistant Principal Principal **Title I:** 2.4, 2.5, 2.51, 2.52, 2.6 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - 199 - General Fund - $65,266.42				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: By June 2026, 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	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Teachers will reinforce social studies skills by teaching students map, graph, and chart skills utilizing software programs such as Lowmans and DeckToyz. The Department will also utilize online programs such as Quizizz, Blooket, and Kahoot to help retention of history content. **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 **Funding Sources:** - 199 - General Fund - $1,710				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: By June 2026, 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	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Social Studies teachers will utilize resources to enhance knowledge of course content through effective teaching strategies and prescriptive interventions. **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 **Funding Sources:** - 199 - General Fund - $16,421.78				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: By June 2026, 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	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: BOY, MOY, and EOY results will be analyzed to provide targeted interventions along with research based resources and supplies to ensure academic growth. **Strategy's Expected Result/Impact:** Special education students' results will reflect a five percent increase in STAAR. **Staff Responsible for Monitoring:** Principal Assistant Principal Special Education staff Content Teachers **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 199 - Special Education - $7,841.15				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 2: Review data to design and modify teaching methods to meet the needs of a varied student population and ensure personalized learning experiences **Strategy's Expected Result/Impact:** Special education and EB students will increase STAAR performance by five percent **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 - Student Learning 2 - School Processes & Programs 1				

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

Strategy 4 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 4: Summit K12 and services by Ztastic Solutions will be utilized with fidelity to accelerate reclassification of emergent bilinguals **Strategy's Expected Result/Impact:** Empower all EBs to grow at least one proficiency level. **Staff Responsible for Monitoring:** Content Teachers Assistant Principals Principal **Title I:** 2.4, 2.51, 2.52, 2.53, 2.6 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 1 - Student Learning 2 - School Processes & Programs 1 **Funding Sources:** - 199 - General Fund - $5,000				

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. For the 2024-25 school year, the SPED population nearly doubled. **Root Cause**: More families are looking for alternative services for their children with special needs.
Student Learning
Problem Statement 2: The special population (special ed, Section 504, EB) numbers have increased over the years. For the 2024-25 school year, the SPED population nearly doubled. **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. For the 2024-25 school year, the SPED population nearly doubled. **Root Cause**: More families are looking for alternative services for their children with special needs.

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	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Evaluate yearly and update technology infrastructures at Preparatory Academy to ensure all classrooms have the technology needed for all students. **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 **Funding Sources:** - 199 - General Fund - $322,503.20				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Preparatory Academy will assign an experienced mentor to all new to campus teachers. **Strategy's Expected Result/Impact:** Support teachers on the job Increase teacher retention **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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
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. **Strategy's Expected Result/Impact:** Increase of teacher retention and increase of student STAAR scores. **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				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Ensure that all information shared is clear, concise, and easily understandable. **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				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

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

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

0% No Progress 100% Accomplished Continue/Modify Discontinue

Campus Funding Summary

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$14,226.77
1	1	2			$18,545.00
2	1	2			$10,758.57
2	1	3			$4,270.00
3	1	1			$5,550.00
3	1	2			$65,266.42
4	1	1			$1,710.00
4	2	1			$16,421.78
5	1	4			$5,000.00
6	1	1			$322,503.20
				Sub-Total	$464,251.74
				Budgeted Fund Source Amount	$420,579.15
				+/- Difference	-$43,672.59

199 - Special Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	1			$7,841.15
				Sub-Total	$7,841.15
				Budgeted Fund Source Amount	$60,781.15
				+/- Difference	$52,940.00

244 - Career Technical Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$131,016.00
				+/- Difference	$131,016.00
				Grand Total Budgeted	$612,376.30

244 - Career Technical Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Grand Total Spent	$472,092.89
				+/- Difference	$140,283.41

South Texas Independent School District

South Texas ISD Rising Scholars Academy

2025-2026 Campus Improvement Plan

South Texas ISD

Rising Scholars Academy

GRADES 6-8 | SAN BENITO

Mission Statement

Rising Scholars Academy paves the foundation for academic excellence and leadership via a rigorous and innovative curriculum enhanced by a nurturing system ofsupport, community, and opportunity for all.

Vision

Rising Scholars Academy will cultivate a powerful learning environment that will inspire our students to impact their communities through stewardship and leadership.

Value Statement

Core Values:

Stewardship - We are entrusted and responsible for carrying out our school's mission and ensuring that student learning is ourpriority.

Teamwork - We work hand in hand to support one another and achieve our goals.

Results - We hold ourselves accountable for overcoming obstacles and achieving excellent results for all students.

Integrity - We act with honesty, respect, and responsibility

Community - We are unified by our shared vision, mission, commitments and culture.

Perseverance - We work hard and give 100% effort, never giving up on our goals.

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Goal 2: We will develop and implement an effective communication process to engage and inform all relevant parties involved in the education and well-being of students, ensuring clear and consistent flow of information. 14

Goal 3: We will enrich formative assessment practices to increase student engagement and achievement in all grade levels by implementing and refining a comprehensive formative assessment system through Professional Learning Communities (PLCs). 17
Goal 4: We will enhance the comprehensive Social-Emotional Learning (SEL) program that addresses the needs of students in all grade levels and results in a measurable improvement in students' SEL competencies. 19
Goal 5: We will implement a comprehensive and sustainable initiative to enhance student global readiness, ensuring that our students go to high school with the knowledge, skills, and perspectives necessary to thrive in an interconnected world. 21
Goal 6: We will elevate instructional excellence and student learning outcomes through a comprehensive, dynamic, and sustainable professional development program. 24
Goal 7: We will develop a plan of action that will support the recruitment, development and retention of highly qualified teachers and staff to increase the percentage of teachers with more than five years of experience. 27
Campus Funding Summary 30

Comprehensive Needs Assessment

Demographics

Demographics Summary

We are Rising Scholars Academy! We are the youngest school in the South Texas Independent School District, and we opened our doors in 2015. We serve students from Cameron, Willacy and Hidalgo county, and our students come from public, charter and private schools. Our campus is located in San Benito.

2024 - 2025

Enrollment: 765 (3-25-25)

6th Grade: 221

7th Grade: 282

8th Grade: 262

Attendance: 97%

Ethnicity: Hispanic/Latino: 86.54%; American Indian/Alaskan Native: 0%; Asian: 4.60%; Black/African American: 0.99%; Native Hawaiian/Pacific Islander: 0%; White: 7.39%; Two or More: 0.49%

Economically Disadvantaged: 56.65%

Special Education:4.93%

Section 504: 7.39%

Emergent Bilingual: 18.39%

Gifted & Talented: 16.58%

Demographics Strengths

Our diversity is our strength. Our students and families are invested in their education.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We have seen an increase in special population of students that include SPED, Section 504, Gifted and Talented, and Emergent Bilinguals but we do not have

a proper support system to meet their needs.
Root Cause: Only our ELA department is required to be ESL certified, only core is required to receive their GT hours. It would benefit for all teachers to be certified to better serve our students.

Problem Statement 2: We do not have many parents or community members involved in school events or schoolwide decisions.
Root Cause: There is no active PTSO since COVID.

Problem Statement 3 (Prioritized): Emergent Bilingual population has increased 6.43%
Root Cause: There is a higher enrollment of students based on the home language survey and previous school records; more students have been identified as Emergent Bilinguals.

Problem Statement 4 (Prioritized): Special Education population has significantly increased
Root Cause: More students are being evaluated and identified with disabilities. With students coming in from private and home school we have seen increase in academic difficulties

Student Learning

Student Learning Summary

Curriculum, Instruction, and Assessment

1-Data is used to update:

Used for District Curriculum Planning

Used for Dept Curriculum Planning

Interventions

- Dept & Team

Assessments:

- Scheduling
- Depth of Knowledge
- Improve teaching strategies

2-College:

- Inquiry Based Learning (PBL)

3- Process in place for Instructional Materials:

- Dept Needs Assessment- created by the department
- We would like to set up a specialized committee in special pop needs for purchasing
- ELs, SPED, 504s GT

Student Achievement

1-Eduphoria & TFAR- testing platforms must be screened in order to get effective data that is useful for lesson planning.(P.18)

2- There are several interventions in place for at-risk students, which improve their performance, however, we would like to provide services that can challenge our high performing students: Curriculum opportunities (P20)

- Health Science, Project Lead
- Innovative courses

- Increase differentiation
- Leadership opportunities

3- Intervention- (P 13-15)

- Create a campus bell that is able to allow for effective Intervention sessions
- AIME Enrich/Inter Improvements

Technology

1-Technology used for Assessments & Interv.

(P 18-30)

2- Being aligned with campus needs not with district. (Ex- We have repeated training for Nearpod, S3)

- Middle School Specialized Trainings
- High School Specialized Trainings

We need updated technology structures within campus. Student barriers- we need to emphasize responsible use of technology agreement/plan for students.

Assign Dept Technology Carts that can minimize issues.

3- Professional Development geared towards campus needs. (P 18-19)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a deficit in writing skills across the curriculum
Root Cause: Few specific curriculum guides for writing and minimal opportunities for writing professional development for teachers and coaches. Teachers are not implementing cross curricular writing.

Problem Statement 2 (Prioritized): The student assessment data reveals a steady decline in literacy across the curriculum for all students in tested areas.
Root Cause: Not all teachers have consistently implemented proven literacy strategies into their lessons within all content areas.

Problem Statement 3 (Prioritized): Student mastery performance is consistently below 30% in STAAR Results.
Root Cause: Students lacked foundational skills to prepare them for rigorous content. Administrators lacked consistency in monitoring instructional strategies.

Problem Statement 4 (Prioritized): Students supported by Special Education consistently perform 15-30 percentage points lower than all students in all tested areas.
Root Cause: Special Education students do not perform at grade level due to their area of identified disability.

Problem Statement 5 (Prioritized): Teacher capacity and coaching feedback protocols are not consistently practiced in the school setting.
Root Cause: Not all teachers have consistently received clear classroom expectations and goals, and onboarding instructional support.

Problem Statement 6: We have seen an increase in special population of students that include SPED, Section 504, Gifted and Talented, and Emergent Bilinguals but we do not have

a proper support system to meet their needs.
Root Cause: Only our ELA department is required to be ESL certified, only core is required to receive their GT hours. It would benefit for all teachers to be certified to better serve our students.

Problem Statement 7 (Prioritized): Emergent Bilingual population has increased 6.43%
Root Cause: There is a higher enrollment of students based on the home language survey and previous school records; more students have been identified as Emergent Bilinguals.

Problem Statement 8 (Prioritized): Special Education population has significantly increased
Root Cause: More students are being evaluated and identified with disabilities. With students coming in from private and home school we have seen increase in academic difficulties

Priority Problem Statements

Problem Statement 1: The student assessment data reveals a steady decline in literacy across the curriculum for all students in tested areas.

Root Cause 1: Not all teachers have consistently implemented proven literacy strategies into their lessons within all content areas.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a deficit in writing skills across the curriculum

Root Cause 2: Few specific curriculum guides for writing and minimal opportunities for writing professional development for teachers and coaches. Teachers are not implementing cross curricular writing.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Student mastery performance is consistently below 30% in STAAR Results.

Root Cause 3: Students lacked foundational skills to prepare them for rigorous content. Administrators lacked consistency in monitoring instructional strategies.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students supported by Special Education consistently perform 15-30 percentage points lower than all students in all tested areas.

Root Cause 4: Special Education students do not perform at grade level due to their area of identified disability.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Teacher capacity and coaching feedback protocols are not consistently practiced in the school setting.

Root Cause 5: Not all teachers have consistently received clear classroom expectations and goals, and onboarding instructional support.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Emergent Bilingual population has increased 6.43%

Root Cause 6: There is a higher enrollment of students based on the home language survey and previous school records; more students have been identified as Emergent Bilinguals.

Problem Statement 6 Areas: Demographics - Student Learning

Problem Statement 7: Special Education population has significantly increased

Root Cause 7: More students are being evaluated and identified with disabilities. With students coming in from private and home school we have seen increase in academic difficulties

Problem Statement 7 Areas: Demographics - Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Study of best practices

Goals

Goal 1: We will develop plans to grow and expand the organizational infrastructure and programs to better serve the students and community of the tri-county area.

Performance Objective 1: We will look at historical enrollment data since 2015 (founding) and look at trends including grade levels and residence.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Ensure that programs meet the needs of all students - this will include after school programs, in school programs (AIME), and extracurricular activities. **Strategy's Expected Result/Impact:** Programs will allow for stakeholders to gain a better understanding of offerings at the campus **Staff Responsible for Monitoring:** Campus Leadership Team **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 3, 4 - Student Learning 1, 2, 3, 4, 5, 7, 8 - School Processes & Programs 2 **Funding Sources:** Instructional Supplies - 211 - Title I, Part A School Wide				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 2: We will look at building to determine the maximum capacity of students and teachers **Strategy's Expected Result/Impact:** student enrollment **Staff Responsible for Monitoring:** Campus Leadership Team, Maintenance Supervisor **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Demographics 3, 4 - Student Learning 1, 2, 3, 4, 5, 7, 8 - School Processes & Programs 2				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Emergent Bilingual population has increased 6.43% **Root Cause**: There is a higher enrollment of students based on the home language survey and previous school records; more students have been identified as Emergent Bilinguals.
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Goal 2: We will develop and implement an effective communication process to engage and inform all relevant parties involved in the education and well-being of students, ensuring clear and consistent flow of information.

Performance Objective 1: Increase communication with stakeholders to keep them informed about campus events

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: We will create a system of communication (chain of command) that will allow for easy accessibility for the school community to increase communication **Strategy's Expected Result/Impact:** Communication efforts will aid and enhance the school community **Staff Responsible for Monitoring:** Campus Leadership Team, Social Media/Webmaster, Teachers, Students **Title I:** 2.5, 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 3, 4 - Student Learning 1, 2, 3, 4, 5, 7, 8 - School Processes & Programs 2 **Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A School Wide				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 2: Rising Scholars Academy will use all available methods of communication to increase communication and awareness of campus and district events and news (Remind, Parent Portal, Parent Newsletters, Website, Social Media, Remind, campus display screens, and Marquee) **Strategy's Expected Result/Impact:** Increased communication as a campus; well informed stakeholders **Staff Responsible for Monitoring:** Campus Leadership Team, Webmaster/Social Media **Title I:** 2.5 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 3, 4 - Student Learning 1, 2, 3, 4, 5, 7, 8 - School Processes & Programs 2 **Funding Sources:** - 199 - General Fund				

Strategy 3 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 3: RSA will offer comprehensive parent advisement sessions throughout the year to inform families of our programs, opportunities, and requirements **Strategy's Expected Result/Impact:** Well informed stakeholders and school community regarding campus programming **Staff Responsible for Monitoring:** Campus Leadership Team, Counselors, Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 3, 4 - Student Learning 1, 2, 3, 4, 5, 7, 8 - School Processes & Programs 2 **Funding Sources:** - 199 - General Fund				

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

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School Processes & Programs
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Goal 3: We will enrich formative assessment practices to increase student engagement and achievement in all grade levels by implementing and refining a comprehensive formative assessment system through Professional Learning Communities (PLCs).

Performance Objective 1: We will use data to evaluate and revise curricular content, instruction, and assessment.

High Priority

Evaluation Data Sources: PLCs, student data

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Use Eduphoria for formative and summative assessments to support data driven decisions to support academic needs of students and implement supports for acceleration, intervention, mentoring, and enrichment. **Strategy's Expected Result/Impact:** Meeting the academic needs of students; increase academic success **Staff Responsible for Monitoring:** Campus Leadership Team, Counselors, Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 3, 4 - Student Learning 1, 2, 3, 4, 5, 7, 8 - School Processes & Programs 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 2: During PLCs teachers will collaborate to develop lesson plans, common assessments, analyze data, model instructional strategies, and determine academic needs of students. **Strategy's Expected Result/Impact:** Increased teacher collaboration, increased student engagement and scores **Staff Responsible for Monitoring:** Campus Leadership Team, Teachers **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Demographics 3, 4 - Student Learning 1, 2, 3, 4, 5, 7, 8 - School Processes & Programs 2 **Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A School Wide, - 199 - Special Education, - 199 - English Language Learner, - 244 - Career Technical Education				

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

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Goal 4: We will enhance the comprehensive Social-Emotional Learning (SEL) program that addresses the needs of students in all grade levels and results in a measurable improvement in students' SEL competencies.

Performance Objective 1: Develop the whole child cultivating the social and emotional skills

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Implement Social Emotional Learning (SEL) weekly during AIME **Strategy's Expected Result/Impact:** Focus on SEL skills to increase the use of appropriate social skills **Staff Responsible for Monitoring:** Campus Leadership Team, Counselors, Teachers, Paraprofessionals **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 3, 4 - Student Learning 1, 2, 3, 4, 5, 7, 8 - School Processes & Programs 2 **Funding Sources:** - 199 - General Fund				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 2: Provide responsive and proactive counseling services to meet the needs of our students social and emotional needs **Strategy's Expected Result/Impact:** Students will be equipped to deal with various situations **Staff Responsible for Monitoring:** Campus Leadership Team, Counselors **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 3, 4 - Student Learning 1, 2, 3, 4, 5, 7, 8 - School Processes & Programs 2 **Funding Sources:** - 199 - General Fund				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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School Processes & Programs

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Goal 5: We will implement a comprehensive and sustainable initiative to enhance student global readiness, ensuring that our students go to high school with the knowledge, skills, and perspectives necessary to thrive in an interconnected world.

Performance Objective 1: Expand collaborative learning models that integrate real world experiences to enhance instruction

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Build teacher capacity through the utilization of instructional rounds, coaching feedback protocols, and campus professional development **Strategy's Expected Result/Impact:** increased student engagement, aligned curriculum, instruction and assessment. **Staff Responsible for Monitoring:** Campus Leadership Team, Teachers **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, 4 - Student Learning 1, 2, 3, 4, 5, 7, 8 - School Processes & Programs 2 **Funding Sources:** - 199 - General Fund				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 2: Rising Scholars Academy will provide instructional support through campus-led mini sessions focused on instructional methods through modeling best practices, Teach Like A Champion strategies, and Kagan. **Strategy's Expected Result/Impact:** Increase teacher confidence, promote positive school culture, and reduce turnover rate. **Staff Responsible for Monitoring:** Campus Leadership Team, Teachers **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, 4 - Student Learning 1, 2, 3, 4, 5, 7, 8 - School Processes & Programs 2 **Funding Sources:** - 199 - General Fund				

Strategy 3 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 3: Rising Scholars Academy will promote the teacher development through quarterly instructional rounds, and the assignment of an experienced mentor to all new to campus teachers. **Strategy's Expected Result/Impact:** Promote teacher development, and retention. **Staff Responsible for Monitoring:** Campus Leadership Team **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 3, 4 - Student Learning 1, 2, 3, 4, 5, 7, 8 - School Processes & Programs 2 **Funding Sources:** - 199 - General Fund				

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Goal 6: We will elevate instructional excellence and student learning outcomes through a comprehensive, dynamic, and sustainable professional development program.

Performance Objective 1: Evaluate and implement changes to professional development to support staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Provide teachers with various professional development activities during Power Tuesday (PD days) and campus professional development days. **Strategy's Expected Result/Impact:** attend and participate in professional development that supports learning **Staff Responsible for Monitoring:** Campus Leadership Team, Counselors, Teachers **Title I:** 2.4, 2.5, 2.6 **- 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, 4 - Student Learning 1, 2, 3, 4, 5, 7, 8 - School Processes & Programs 2 **Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A School Wide				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 2: Seek out customized campus based professional development and resources that support our teachers and students. **Strategy's Expected Result/Impact:** Attend and participate professional development that supports learning outcomes **Staff Responsible for Monitoring:** Campus Leadership Team, Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 3, 4 - Student Learning 1, 2, 3, 4, 5, 7, 8 - School Processes & Programs 2 **Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A School Wide				

Strategy 3 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 3: Evaluate effectiveness of professional development plan and use results to drive future professional development **Strategy's Expected Result/Impact:** Staff feedback **Staff Responsible for Monitoring:** Campus Leadership Team, Teachers **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 3, 4 - Student Learning 1, 2, 3, 4, 5, 7, 8 - School Processes & Programs 2 **Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A School Wide				

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Goal 7: We will develop a plan of action that will support the recruitment, development and retention of highly qualified teachers and staff to increase the percentage of teachers with more than five years of experience.

Performance Objective 1: Evaluate processes to support teacher recruitment, induction, and retention

Evaluation Data Sources: Teacher turnover rate, exit interviews, staff surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Rising Scholars Academy will provide a culture camp for all new teachers providing culture, expectations, campus procedures, and team building. **Strategy's Expected Result/Impact:** Teacher onboarding, longevity **Staff Responsible for Monitoring:** Campus Leadership Team **Title I:** 2.5, 2.51, 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Demographics 3, 4 - Student Learning 1, 2, 3, 4, 5, 7, 8 - School Processes & Programs 2 **Funding Sources:** - 199 - General Fund				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 2: Rising Scholars Academy will provide instructional support through campus-led mini sessions focused on instructional methods through modeling best practices, Teach Like A Champion strategies, and Kagan. **Strategy's Expected Result/Impact:** Teacher longevity **Staff Responsible for Monitoring:** Campus Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Demographics 3, 4 - Student Learning 1, 2, 3, 4, 5, 7, 8 - School Processes & Programs 2 **Funding Sources:** - 199 - General Fund				

Strategy 3 Details	Reviews			
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	Jan	Mar	June	June
Strategy 3: Rising Scholars Academy will promote the teacher development through quarterly instructional rounds, and the assignment of an experienced mentor to all new to campus teachers. **Strategy's Expected Result/Impact:** teacher longevity **Staff Responsible for Monitoring:** Campus Leadership Team, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Demographics 3, 4 - Student Learning 1, 2, 3, 4, 5, 7, 8 - School Processes & Programs 2 **Funding Sources:** - 199 - General Fund				

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Campus Funding Summary

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1			$0.00
2	1	2			$0.00
2	1	3			$0.00
3	1	2			$0.00
4	1	1			$0.00
4	1	2			$0.00
5	1	1			$0.00
5	1	2			$0.00
5	1	3			$0.00
6	1	1			$0.00
6	1	2			$0.00
6	1	3			$0.00
7	1	1			$0.00
7	1	2			$0.00
7	1	3			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$265,663.52
				+/- Difference	$265,663.52

199 - State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,541.00
				+/- Difference	$3,541.00

199 - Special Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	2			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$36,215.04
				+/- Difference	$36,215.04

199 - English Language Learner					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	2			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$8,960.78
				+/- Difference	$8,960.78

204 - Title IV, Part A Student Support and Academi					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,496.31
				+/- Difference	$3,496.31

211 - Title I, Part A School Wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Supplies		$0.00
2	1	1			$0.00
3	1	2			$0.00
6	1	1			$0.00
6	1	2			$0.00
6	1	3			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$56,360.35
				+/- Difference	$56,360.35

212 - Title I, Part C Migrant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00

212 - Title I, Part C Migrant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

224 - IDEA B, Special Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$20,544.65
				+/- Difference	$20,544.65

244 - Career Technical Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	2			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,180.79
				+/- Difference	$1,180.79

255 - Title II, Part A Training					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$11,328.98
				+/- Difference	$11,328.98

350 - English Language Learner					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$8,553.01
				+/- Difference	$8,553.01

397 - Advanced Placement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00

397 - Advanced Placement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

410 - Instructional Materials Allotment					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
				Grand Total Budgeted	$415,844.43
				Grand Total Spent	$0.00
				+/- Difference	$415,844.43

South Texas Independent School District

South Texas ISD Science Academy

2025-2026 Campus Improvement Plan

Accountability Rating: A

Mission Statement

Mission Statement

The mission of South Texas ISD Science Academy is to offer an exemplary core education with an emphasis on Science, Technology, Engineering, and Mathematics empowering innovative, resilient, and adaptive scholars to lead the next generations.

Vision

Vision Statement

South Texas ISD Science Academy will inspire, equip, and lead students to become dynamic innovators who advance the frontiers of our rapidly evolving societies.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Total Enrollment - 848

Grade 9 - 207

Grade 10 - 231

Grade 11 - 232

Grade 12 - 178

Total females - 287

Total males - 561

Asian - 46

Black/African American - 22

Hispanic - 728

Hawaiian/Pacific Islander - 5

Two or more races - ?

White - 749

EB - 63

Migrant - 3

Economically Disadvantage - 310

GT - 156

At Risk - 252

Special Education - 64

504 - 79

Dyslexia - 41

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Science Academy's Special Education population has grown, highlighting a need for additional resources and support to meet the increased demand.
Root Cause: More students are being evaluated and identified with disabilities. In addition, more families are being referred to us.

Problem Statement 2 (Prioritized): Our population decreases as students enter their junior year.
Root Cause: Families enroll their students in emerging and competitive neighboring "Early College" schools like UTRG Mathematics and Science Academy.

Problem Statement 3 (Prioritized): The female population is under represented at the Science Academy (currently at 33%).
Root Cause: There is a perception that STEM programs and careers are for males.

Problem Statement 4 (Prioritized): The percentage of Science Academy students attempting/passing the TSI (both ELA and Math - especially Math) has decreased.
Root Cause: TSI aligned support (that is - dedicated TSI prep sessions or targeted interventions) are fairly new this year. Students are struggling with prerequisite math skills and gaps exist.

Student Learning

Student Learning Summary

English I EOC

	STISD Science Academy	District	State
At Approaches (2024)	**95.%**	94%	67%
At Meets (2024)	**89%**	87%	54%
At Masters (2024)	**43%**	43%	17%

English II EOC

	STISD Science Academy	District	State
At Approaches (2024)	**97%**	97%	74%
At Meets (2024)	**94%**	90%	60%
At Masters (2024)	**27%**	23%	9%

Algebra EOC

	STISD Science Academy	District	State
At Approaches (2024)	**100%**	95%	79%

	STISD Science Academy	District	State
At Meets (2024)	**72%**	69%	45%
At Masters (2024)	**34%**	43%	25%

Biology EOC

	STISD Science Academy	District	State
At Approaches (2024)	**100%**	98%	91%
At Meets (2024)	**89%**	87%	57%
At Masters (2024)	**44%**	46%	19%

U.S. History EOC

	STISD Science Academy	District	State
At Approaches (2024)	**99%**	99%	95%
At Meets (2024)	**92%**	85%	69%
At Masters (2024)	**62%**	49%	37%

SAT

YEAR	SCIENCE ACADEMY	NATIONAL	TEXAS
2023-2024	**1234**	**1174**	**1157**
2022-2023	1198	1098	1025
2021-2022	1247	1051	1003
2020-2021	1176	1060	1003
2019-2020	1202	1051	1010
2018-2019	1215	1059	1022
2017-2018	1234	106	1032

ACT

YEAR	SCIENCE ACADEMY	NATIONAL	TEXAS
2023-2024	**22.5**	**19.2**	**19.3**
2022-2023	22.5	21	20.2
2021-2022	24	20.3	20.2
2019-2020	28.1	20.6	20.2
2018-2019	25.8	20.7	20.5
2017-2018	25.5	20.8	20.6
2016-2017	25.7	21	20.7

Student Learning Strengths

School Achievements

- "A" Rated School System by the Texas Education Agency (2022) and met 7 out of the 7 Distinction Designations
- Ranked 5th in Texas for "Best Public High School" *Niche* (2024)
- Ranked 5th in Texas for "Best Magnet High School" *Niche* (2024)
- Ranked 12th in Texas for "Best College Prep Public High School" *Niche* (2024)
- Ranked 13th in Texas for "Best High School for STEM" *Niche* (2024)
- Ranked 2nd in Texas for "High Schools with the Best Teachers" *Niche* (2024)

- Ranked 49th in the nation for "Best Public High Schools" *Niche* (2024)
- Ranked 26th in the nation for "Best Magnet High School" Niche (2024)
- Ranked 124th in the nation for "Best College Prep Public High School" Niche (2024)
- Ranked 141st in the nation "Best High School for STEM" Niche (2024)
- Project Lead the Way (PLTW) Distinguished School (19-20); (21 -22), (22-23) (23-24)

- Ranked 41st in US News "Best High Schools" Texas 2024
- Ranked 291st in US News "Best High Schools" National 2024

- Ranked 62nd in the US News "Magnet Schools" 2024

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Science Academy's Special Education population has grown, highlighting a need for additional resources and support to meet the increased demand.

Root Cause: More students are being evaluated and identified with disabilities. In addition, more families are being referred to us.

Problem Statement 2 (Prioritized): The percentage of Science Academy students attempting/passing the TSI (both ELA and Math - especially Math) has decreased.
Root Cause: TSI aligned support (that is - dedicated TSI prep sessions or targeted interventions) are fairly new this year. Students are struggling with prerequisite math skills and gaps exist.

Problem Statement 3 (Prioritized): Mastery percentages for state exams can improve.
Root Cause: Over-testing during the school year creates a lack of urgency and devalues the state testing environment, negatively affecting student's performance.

Problem Statement 4 (Prioritized): Tracking and fully mentoring students during Academic Mentoring.
Root Cause: The absence of a consistent Academic Mentoring schedule leads to brief and frequent rotations. As a result, teachers have limited opportunities to build strong relationships with their students. Students, in turn, feel less motivated to attend or actively engage in Academic Mentoring.

Problem Statement 5 (Prioritized): There is a need for more targeted and differentiated instruction to effectively support the diverse needs of EB, 504, GT and Special Education students.
Root Cause: Over the years, the Science Academy's student population has become increasingly diverse. Teachers have expressed the need in acquiring and utilizing data to plan instruction that meets the specific needs of these sub-populations.

Problem Statement 6 (Prioritized): All students complete CCMR requirements by graduation.
Root Cause: Existing learning gaps among students.

Problem Statement 7 (Prioritized): Improve student attendance.
Root Cause: There is a need of a tracking system, procedures, and incentives to effectively improve student attendance.

Problem Statement 8 (Prioritized): Students must be presented with an opportunity to obtain certification(s) in the area of technology/engineering so that our campus reflects a 10% increase in engineering certifications.
Root Cause: A variety of programs have not been made available.

School Processes & Programs

School Processes & Programs Summary

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

Certifications

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

PLTW

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

Athletic

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

Extracurricular Activities

- UIL
- BPA
- TSA
- Chess
- Art Club

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

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

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

School Processes & Programs Strengths

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

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

Problem Statements Identifying School Processes & Programs Needs

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

Problem Statement 2 (Prioritized): Improve student attendance.
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Root Cause: There is a perception that STEM programs and careers are for males.

Problem Statement 7 (Prioritized): Improved centralized communication methods to prevent information gaps and confusion.
Root Cause: School's website could be more user-friendly by providing easier access to relevant information that students or parents need/seek. There are limitations in the Skyward system and there is no additional official school app to streamline communication.

Problem Statement 8 (Prioritized): Science Academy needs updated audiovisual equipment within meeting areas (cafeteria/gym). .
Root Cause: Absence of an official auditorium/meeting space.

Problem Statement 9 (Prioritized): Tracking and fully mentoring students during Academic Mentoring.
Root Cause: The absence of a consistent Academic Mentoring schedule leads to brief and frequent rotations. As a result, teachers have limited opportunities to build strong relationships with their students. Students, in turn, feel less motivated to attend or actively engage in Academic Mentoring.

Problem Statement 10 (Prioritized): The percentage of Science Academy students attempting/passing the TSI (both ELA and Math - especially Math) has decreased.
Root Cause: TSI aligned support (that is - dedicated TSI prep sessions or targeted interventions) are fairly new this year. Students are struggling with prerequisite math skills and gaps exist.

Perceptions

Perceptions Summary

A Communication Parent Survey was sent out and these were the responses:

CCNA - Communication Parent Survey Responses

Q: If Science Academy designed and offered a phone application that allows you to access school information, receive updates, and learn about various clubs and organizations, would you use it?

41 - YES

4 - NO

Q: How do you rate the current communication method Science Academy uses to communicate school information?

1 - Poor - 17

2 - Fair – 9

3 - Good – 11

4 - Very Good - 5

5 – Excellent - 1

Q: How do you rate the current method of communication teachers use to communicate school information?

1 - Poor - 24

2 - Fair - 16

3 - Good - 2

4 - Very Good - 0

5 – Excellent -0

Q: How do you rate the current method of communication clubs and organizations use to communicate school information?

1 - Poor - 38

2 - Fair - 4

3 - Good

4 - Very Good

5 – Excellent

Q: What is your preferred method to receive information about Science Academy?

Email -19

Text Message - 40

Website - 1

Facebook

Instagram

Other - 1

Summary of Parent Feedback on School Communication

1. General Communication:

o Positive Aspects: Parents appreciate emails and text messages for general school updates. One parent recognizes Skyward as helpful and user-friendly, especially compared to other systems (others disagree).

o Room for Improvement: A more streamlined approach to communication would be preferred, with some parents finding the current system scattered. A single,

consistent place to access information is key. Weekly emails, complemented by a text message, could improve consistency.

2. Teacher Communication:

o While some parents are satisfied with how teachers reach out when there's an issue, others feel they are not consistently kept informed about their child's progress or class activities.

o Several parents noted that teachers don't always proactively communicate, and it can be challenging to get a response, particularly for those with students who may have additional needs (e.g., ADHD).

3. Clubs and Extracurricular Activities:

o Biggest Concern: Many parents expressed frustration with the lack of communication regarding clubs, extracurricular activities, and competitions. They often feel disconnected and find out about events too late, sometimes through social media after the event has passed.

o Suggestions: Communication should involve both students and parents, especially for important details like dates, times, locations, and any changes to schedules. Parents suggest using SportsYOU-style platforms or similar tools for clubs to offer more clarity and consistency.

o Some parents noted that students can be uninformed about opportunities, leading to missed chances for participation in activities, which could also impact their college applications.

4. Club Inclusivity and Recognition:

o There is concern about the selectivity of clubs and the lack of visibility for "regular" students. Parents would like to see a more inclusive approach to celebrating students' achievements and involvement, which could foster a greater sense of belonging.

5. Overall Parent-Teacher Connection:

o While a few parents highlighted positive interactions with specific teachers (such as updates about their child's progress), others felt a lack of connection with the school overall. Some mentioned they feel less involved compared to experiences at other schools.

o Consistent communication, including more frequent grade updates, was also requested. Parents emphasized the importance of weekly grade updates to track student progress more effectively.

Key Takeaways:

• Streamlining Communication: Parents prefer one main channel (e.g., weekly emails) with supporting text messages.

• Consistency Across Clubs: A more systematic approach to informing both students and parents about extracurricular activities is needed.

• Strengthening Teacher-Parent Communication: More proactive and consistent communication from teachers, especially regarding progress and engagement, would be beneficial.

• Celebrating All Students: Parents suggest expanding the recognition of all students' achievements, not just those in competitive areas.

Actual Comments:

Parent #1:

Hi! Just adding my two cents here. I think the emails and text messages are good from the school. Skyward takes a little time to understand. It looks like it is probably better on a desktop than a phone. I share the clubs/sports issues with communication. My son wanted to try out for the soccer team but didn't know that the tryouts had already happened.

In my experience, having only one place to check for information is the best. Parents are willing to do what it takes to get the information they need. Scitech's approach seems too scattered. A weekly email, with a text message announcing it, has worked well at other schools and organizations I have worked with. Incentives for reading the email newsletter are good too at the beginning of the school year to get parents trained. A raffle or trivia to be answered is fun!

A quick shout out to Mr. Favata who has called us twice just to give us an update on how our son is doing and give us an opportunity to ask questions. That was very impressive. Also, Ms. Key has been very helpful and professional.

Thanks for all you do!

Parent #2:

Thank you for collecting feedback on communication!

My biggest personal complaint has been with respect to specific clubs. The coaches communicate with the student only and not the parents. I'm sure that's fine for some families, but they're still just kids and not all the important information gets to the parents (I'm talking time and date and location of meets, changes to practice schedules, etc.). In my opinion, communications should go to the students *and* parents. Happy to help you if you need any assistance on this undertaking!

Parent 3:

-Communication Science Academy uses to communicate school information to parents with text method followed by email and skyward and/or remind: Excellent. Even letting us know of drills is very considerate. The monthly newsletter is very informative. Skyward is not user friendly.

-Method of communication teachers use to communicate school information:

I have not been communicated anything by any teachers, but I presume they will communicate with me if there is a concern with my child in their respective class. I don't expect to have a Remind for each teacher/class. I feel the teacher will reach out to me if needed.

BUT, I do supervise my child's progress on Skyward, and when an assignment/grade is missing, I've MADE my child email the teacher to follow-up, to ask.

My child has come a long way, and is now very comfortable with taking it upon himself to email a teacher.

-Method of communication clubs and organizations use to communicate school information:

Poor.

My child is a freshmen , so it's all new to me and him. I know their sponsors communicate with them and keep them posted.

Here is the anecdote:

At STPA, my child had to basically try-out for TSA, and write an essay and be selected. Sponsors then posted a list letting them know if they made it to the event they chose based on their application and essay.

Now here at SciTech, my child attended meeting, I suppose chose the event, and was expecting confirmation.

January rolls around they go back to school, and still was unaware if he was on the "team" or

“event”. At first I was upset at my child for starting so late, and then he explained that they didn’t know, they thought it was like STPA where sponsor would confirm. Poor kids in his team, they were stressing out

But I see it all as a learning experience, and now we know. Preferred method to receive information about Science Academy: Text

It can be followed by email, Remind or email

Would I use a Science Academy phone application : Absolutely.

I have to point out that Skyward is very helpful and user friendly.

I used Skyward when my kids were at Sharyland ISD and their version is sore to eye! So some positive feedback On STISD’s skyward version

---

Parent #4

It is concerning that these extra curricular activities are not communicated better especially since these opportunities are vital for students to show being well round and active in their school community on college applications. We are having to look for opportunities outside of the school and have even considered others schools because of this. We all know that is very important and I think this should be a considered a priority for the school. Again, not a complaint, just feedback.

Parent #5

I am sure there are many clubs the school offers. I understand most of them are student led and student generated but some seem to be very limited to a select group of students. We follow the schools FB and IG pages also, so most of the time this is when we find out that events and competitions have already happened. Perhaps the person posting on social media can broaden the range of students being featured on their site. We celebrate and are proud of the students who win competitions and get special awards, but it will be nice if “regular” kids

can also be highlighted. It will do so much to boost their morale and sense of belonging. Just my 2 cents.

Parent #6:

Honestly this is my biggest concern with the school (communication). My son doesn't really participate in anything because we don't know about it. I see all these cool opportunities and things that students are doing and I ask my son what that is and why he is not participating and he says he doesn't know what it is. There seems to be a disconnect in the communication of these opportunities, clubs, etc for students and parents.

In all honesty, I know they are in high school and need more accountability, but also as a teacher of teens, if parents are informed, they will encourage and hold their children accountable for more active participation in school events and clubs. At least I know for me and other moms from scitech we have had these conversations about feeling disconnected from the school.It is concerning that these extra curricular activities are not communicated better especially since these opportunities are vital for students to show being well round and active in their school community on college applications. We are having to look for opportunities outside of the school and have even considered others schools because of this. We all know that is very important and I think this should be a considered a priority for the school. Again, not a complaint, just feedback.

I hope this feedback helps! Thank you for bringing this up

Parent #7:

Thanks girl. I will say I feel no connection to Sci Tech. Communication really is challenging sometimes. —— has ADHD and we try to stay up with teachers and some take emailing 3x before we get a response. At other schools you can be part of Student Council even if you are

not elected. You just can't vote. My poor kid only won once for stuco as a freshman then never won again and it affected his morale bc he couldn't be involved even as a non voting member. We have looked to move him. We just aren't happy but we recognize the challenges to moving this late.

The lack of updating is HUGE for us.

We will continue to donate when appropriate but we are way too disconnected from the school at this point. Totally different from my other 2.

I will also add that it's extremely frustrating that many teachers update grades only one time--- when progress is due. This is so foreign to me, even after several years. I wish they would be required to update weekly. I know the teachers work very very hard but I wish there was better communication in that regard. That's just an opportunity for improvement. Not trying to be critical. Regarding clubs, consistency matters. I don't see consistency. Sports YOU has been helpful for sports. Maybe something similar with clubs.

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need for more targeted and differentiated instruction to effectively support the diverse needs of EB, 504, GT and Special Education students.
Root Cause: Over the years, the Science Academy's student population has become increasingly diverse. Teachers have expressed the need in acquiring and utilizing data to plan instruction that meets the specific needs of these sub-populations.

Problem Statement 2 (Prioritized): Science Academy's Special Education population has grown, highlighting a need for additional resources and support to meet the increased demand.
Root Cause: More students are being evaluated and identified with disabilities. In addition, more families are being referred to us.

Problem Statement 3 (Prioritized): Our population decreases as students enter their junior year.

Root Cause: Families enroll their students in emerging and competitive neighboring "Early College" schools like UTRG Mathematics and Science Academy.

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Root Cause: The absence of a consistent Academic Mentoring schedule leads to brief and frequent rotations. As a result, teachers have limited opportunities to build strong relationships with their students. Students, in turn, feel less motivated to attend or actively engage in Academic Mentoring.

Problem Statement 5 (Prioritized): Science Academy needs updated audiovisual equipment within meeting areas (cafeteria/gym). .
Root Cause: Absence of an official auditorium/meeting space.

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Root Cause: School's website could be more user-friendly by providing easier access to relevant information that students or parents need/seek. There are limitations in the Skyward system and there is no additional official school app to streamline communication.

Problem Statement 7 (Prioritized): The female population is under represented at the Science Academy (currently at 33%).
Root Cause: There is a perception that STEM programs and careers are for males.

Priority Problem Statements

Problem Statement 1: Science Academy's Special Education population has grown, highlighting a need for additional resources and support to meet the increased demand.

Root Cause 1: More students are being evaluated and identified with disabilities. In addition, more families are being referred to us.

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

Problem Statement 2: There is a need for more targeted and differentiated instruction to effectively support the diverse needs of EB, 504, GT and Special Education students.

Root Cause 2: Over the years, the Science Academy's student population has become increasingly diverse. Teachers have expressed the need in acquiring and utilizing data to plan instruction that meets the specific needs of these sub-populations.

Problem Statement 2 Areas: Student Learning - Perceptions

Problem Statement 3: All students complete CCMR requirements by graduation.

Root Cause 3: Existing learning gaps among students.

Problem Statement 3 Areas: Student Learning - School Processes & Programs

Problem Statement 4: Improve student attendance.

Root Cause 4: There is a need of a tracking system, procedures, and incentives to effectively improve student attendance.

Problem Statement 4 Areas: Student Learning - School Processes & Programs

Problem Statement 5: Our population decreases as students enter their junior year.

Root Cause 5: Families enroll their students in emerging and competitive neighboring "Early College" schools like UTRG Mathematics and Science Academy.

Problem Statement 5 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 6: Tracking and fully mentoring students during Academic Mentoring.

Root Cause 6: The absence of a consistent Academic Mentoring schedule leads to brief and frequent rotations. As a result, teachers have limited opportunities to build strong relationships with their students. Students, in turn, feel less motivated to attend or actively engage in Academic Mentoring.

Problem Statement 6 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 7: The female population is under represented at the Science Academy (currently at 33%).

Root Cause 7: There is a perception that STEM programs and careers are for males.

Problem Statement 7 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 8: The percentage of Science Academy students attempting/passing the TSI (both ELA and Math - especially Math) has decreased.

Root Cause 8: TSI aligned support (that is - dedicated TSI prep sessions or targeted interventions) are fairly new this year. Students are struggling with prerequisite math skills and gaps exist.

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

Problem Statement 9: Students must be presented with an opportunity to obtain certification(s) in the area of technology/engineering so that our campus reflects a 10% increase in engineering certifications.

Root Cause 9: A variety of programs have not been made available.

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

Problem Statement 10: Mastery percentages for state exams can improve.

Root Cause 10: Over-testing during the school year creates a lack of urgency and devalues the state testing environment, negatively affecting student's performance.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Improved centralized communication methods to prevent information gaps and confusion.

Root Cause 11: School's website could be more user-friendly by providing easier access to relevant information that students or parents need/seek. There are limitations in the Skyward system and there is no additional official school app to streamline communication.

Problem Statement 11 Areas: School Processes & Programs - Perceptions

Problem Statement 12: Science Academy needs updated audiovisual equipment within meeting areas (cafeteria/gym). .

Root Cause 12: Absence of an official auditorium/meeting space.

Problem Statement 12 Areas: School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

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

High Priority

Evaluation Data Sources: Parent and student attendance at campus activities.
2025-2026 student enrollment numbers.

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Campus tours will be provided throughout the school year that highlight our programs and emphasize the SAIL Innovation (Maker-space) lab. The tours will be advertised via social media, website, showcase and newsletters. **Strategy's Expected Result/Impact:** Highlight strengths of the campus to promote future enrollment. **Staff Responsible for Monitoring:** Counselors Administration **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 8 - Perceptions 5 **Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A School Wide				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 2: School campus events and accolades will be promoted on social media and website. Interviews with our students and staff on why they chose STISD will be posted on newsletters and social media. **Strategy's Expected Result/Impact:** Enhance recruitment efforts and promote Science Academy initiatives. **Staff Responsible for Monitoring:** Social media specialist Webmaster Administration Student Organizations **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 7 - Perceptions 6 **Funding Sources:** - 199 - General Fund				

Strategy 3 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 3: Recruitment materials will be given to students, parents, campus club organizations as well as valley wide, for brand recognition that promote STISD and Science Academy. **Strategy's Expected Result/Impact:** Enhance community awareness of our district and campus. **Staff Responsible for Monitoring:** Faculty Counselors Administration **Title I:** 4.1 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2, 3 - School Processes & Programs 5, 6 - Perceptions 3, 7 **Funding Sources:** - 199 - General Fund				

Strategy 4 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 4: Track current recruitment efforts by including a QR code at recruitment events. **Strategy's Expected Result/Impact:** Provide valuable data on where students are coming from, helping us identify which sources or marketing strategies lead to the highest number of sign-ups and allowing for more targeted future outreach. **Staff Responsible for Monitoring:** Technology Specialist Social Media Specialist Administration **Problem Statements:** Demographics 2, 3 - School Processes & Programs 5, 6 - Perceptions 3, 7 **Funding Sources:** - 199 - General Fund				

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Our population decreases as students enter their junior year. **Root Cause**: Families enroll their students in emerging and competitive neighboring "Early College" schools like UTRG Mathematics and Science Academy.
Problem Statement 3: The female population is under represented at the Science Academy (currently at 33%). **Root Cause**: There is a perception that STEM programs and careers are for males.
School Processes & Programs
Problem Statement 5: Our population decreases as students enter their junior year. **Root Cause**: Families enroll their students in emerging and competitive neighboring "Early College" schools like UTRG Mathematics and Science Academy.
Problem Statement 6: The female population is under represented at the Science Academy (currently at 33%). **Root Cause**: There is a perception that STEM programs and careers are for males.
Problem Statement 7: Improved centralized communication methods to prevent information gaps and confusion. **Root Cause**: School's website could be more user-friendly by providing easier access to relevant information that students or parents need/seek. There are limitations in the Skyward system and there is no additional official school app to streamline communication.
Problem Statement 8: Science Academy needs updated audiovisual equipment within meeting areas (cafeteria/gym). . **Root Cause**: Absence of an official auditorium/meeting space.
Perceptions
Problem Statement 3: Our population decreases as students enter their junior year. **Root Cause**: Families enroll their students in emerging and competitive neighboring "Early College" schools like UTRG Mathematics and Science Academy.
Problem Statement 5: Science Academy needs updated audiovisual equipment within meeting areas (cafeteria/gym). . **Root Cause**: Absence of an official auditorium/meeting space.
Problem Statement 6: Improved centralized communication methods to prevent information gaps and confusion. **Root Cause**: School's website could be more user-friendly by providing easier access to relevant information that students or parents need/seek. There are limitations in the Skyward system and there is no additional official school app to streamline communication.
Problem Statement 7: The female population is under represented at the Science Academy (currently at 33%). **Root Cause**: There is a perception that STEM programs and careers are for males.

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

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

Evaluation Data Sources: 2025 - 2026 Sign-in logs

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Students will be supported in attending courses at the university level not offered at our campus during the school day either by physically attending STC, TSTC, UTRGV, and/or OnRamps. **Strategy's Expected Result/Impact:** Increased opportunities for college credits not offered at the campus level. **Staff Responsible for Monitoring:** Counseling Administration **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2, 4 - Student Learning 2, 5, 6 - School Processes & Programs 3, 5, 10 - Perceptions 1, 3 **Funding Sources:** - 211 - Title I, Part A School Wide, - 199 - Special Education, - 199 - English Language Learner , - 199 - General Fund				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 2: Summer enrichment opportunities will be secured for our students through affiliations with universities and through campus based university visits/tours. **Strategy's Expected Result/Impact:** Increase summer enrichment participation and partnerships **Staff Responsible for Monitoring:** Administration Counseling Faculty **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2, 4 - Student Learning 2, 5, 6 - School Processes & Programs 3, 5, 10 - Perceptions 1, 3 **Funding Sources:** - 211 - Title I, Part A School Wide, - 199 - Special Education, - 199 - English Language Learner , - 199 - General Fund				

Strategy 3 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 3: Science Academy's CTE Practicum courses will connect with site locations, and build memorandums of understanding and procedures to continue the growth of the program. **Strategy's Expected Result/Impact:** Recruitment and retention **Staff Responsible for Monitoring:** Program coordinator Counselors Administration **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2, 3 - Student Learning 6, 8 - School Processes & Programs 1, 3, 5, 6 - Perceptions 3, 7 **Funding Sources:** - 244 - Career Technical Education, - 199 - Special Education, - 199 - English Language Learner , - 199 - General Fund				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Our population decreases as students enter their junior year. **Root Cause**: Families enroll their students in emerging and competitive neighboring "Early College" schools like UTRG Mathematics and Science Academy.

Problem Statement 3: The female population is under represented at the Science Academy (currently at 33%). **Root Cause**: There is a perception that STEM programs and careers are for males.

Problem Statement 4: The percentage of Science Academy students attempting/passing the TSI (both ELA and Math - especially Math) has decreased. **Root Cause**: TSI aligned support (that is - dedicated TSI prep sessions or targeted interventions) are fairly new this year. Students are struggling with prerequisite math skills and gaps exist.

Student Learning

Problem Statement 2: The percentage of Science Academy students attempting/passing the TSI (both ELA and Math - especially Math) has decreased. **Root Cause**: TSI aligned support (that is - dedicated TSI prep sessions or targeted interventions) are fairly new this year. Students are struggling with prerequisite math skills and gaps exist.

Problem Statement 5: There is a need for more targeted and differentiated instruction to effectively support the diverse needs of EB, 504, GT and Special Education students. **Root Cause**: Over the years, the Science Academy's student population has become increasingly diverse. Teachers have expressed the need in acquiring and utilizing data to plan instruction that meets the specific needs of these sub-populations.

Problem Statement 6: All students complete CCMR requirements by graduation. **Root Cause**: Existing learning gaps among students.

Problem Statement 8: Students must be presented with an opportunity to obtain certification(s) in the area of technology/engineering so that our campus reflects a 10% increase in engineering certifications. **Root Cause**: A variety of programs have not been made available.

School Processes & Programs

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

Problem Statement 3: All students complete CCMR requirements by graduation. **Root Cause**: Existing learning gaps among students.

Problem Statement 5: Our population decreases as students enter their junior year. **Root Cause**: Families enroll their students in emerging and competitive neighboring "Early College" schools like UTRG Mathematics and Science Academy.

Problem Statement 6: The female population is under represented at the Science Academy (currently at 33%). **Root Cause**: There is a perception that STEM programs and careers are for males.

Problem Statement 10: The percentage of Science Academy students attempting/passing the TSI (both ELA and Math - especially Math) has decreased. **Root Cause**: TSI aligned support (that is - dedicated TSI prep sessions or targeted interventions) are fairly new this year. Students are struggling with prerequisite math skills and gaps exist.

Perceptions

Problem Statement 1: There is a need for more targeted and differentiated instruction to effectively support the diverse needs of EB, 504, GT and Special Education students. **Root Cause**: Over the years, the Science Academy's student population has become increasingly diverse. Teachers have expressed the need in acquiring and utilizing data to plan instruction that meets the specific needs of these sub-populations.

Problem Statement 3: Our population decreases as students enter their junior year. **Root Cause**: Families enroll their students in emerging and competitive neighboring "Early College" schools like UTRG Mathematics and Science Academy.

Problem Statement 7: The female population is under represented at the Science Academy (currently at 33%). **Root Cause**: There is a perception that STEM programs and careers are for males.

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

Performance Objective 2: We will increase TSI testing opportunities, as well as increase student TSI passing rates.

Evaluation Data Sources: TSI data reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Science Academy will provide targeted TSI interventions during enrichment periods, after school tutorials, and Saturday tutorials. **Strategy's Expected Result/Impact:** Science Academy TSI passing (both ELA and Math) percentages will increase by 15% per grade level. **Staff Responsible for Monitoring:** Counseling TSI Enrichment Teachers Administration **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 1, 4 - Student Learning 1, 2, 4, 5, 6 - School Processes & Programs 3, 4, 9, 10 - Perceptions 1, 2, 4 **Funding Sources:** - 211 - Title I, Part A School Wide, - 204 - Title IV, Part A Student Support and Academi, - 199 - Special Education, - 199 - English Language Learner, - 199 - General Fund				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 2: In addition to the monthly opportunities for students to TSI test, Science Academy will test for TSI during the regular school day, during Enrichment periods, and Saturday School. **Strategy's Expected Result/Impact:** More opportunitities for students to test multiple times. **Staff Responsible for Monitoring:** Counselors TSI Enrichment Teachers Administration **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1, 4 - Student Learning 1, 2, 4, 5, 6 - School Processes & Programs 3, 4, 9, 10 - Perceptions 1, 2, 4 **Funding Sources:** - 211 - Title I, Part A School Wide, - 204 - Title IV, Part A Student Support and Academi, - 199 - Special Education, - 199 - English Language Learner, - 199 - General Fund				

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Science Academy's Special Education population has grown, highlighting a need for additional resources and support to meet the increased demand. **Root Cause**: More students are being evaluated and identified with disabilities. In addition, more families are being referred to us.
Problem Statement 4: The percentage of Science Academy students attempting/passing the TSI (both ELA and Math - especially Math) has decreased. **Root Cause**: TSI aligned support (that is - dedicated TSI prep sessions or targeted interventions) are fairly new this year. Students are struggling with prerequisite math skills and gaps exist.
Student Learning
Problem Statement 1: Science Academy's Special Education population has grown, highlighting a need for additional resources and support to meet the increased demand. **Root Cause**: More students are being evaluated and identified with disabilities. In addition, more families are being referred to us.
Problem Statement 2: The percentage of Science Academy students attempting/passing the TSI (both ELA and Math - especially Math) has decreased. **Root Cause**: TSI aligned support (that is - dedicated TSI prep sessions or targeted interventions) are fairly new this year. Students are struggling with prerequisite math skills and gaps exist.
Problem Statement 4: Tracking and fully mentoring students during Academic Mentoring. **Root Cause**: The absence of a consistent Academic Mentoring schedule leads to brief and frequent rotations. As a result, teachers have limited opportunities to build strong relationships with their students. Students, in turn, feel less motivated to attend or actively engage in Academic Mentoring.
Problem Statement 5: There is a need for more targeted and differentiated instruction to effectively support the diverse needs of EB, 504, GT and Special Education students. **Root Cause**: Over the years, the Science Academy's student population has become increasingly diverse. Teachers have expressed the need in acquiring and utilizing data to plan instruction that meets the specific needs of these sub-populations.
Problem Statement 6: All students complete CCMR requirements by graduation. **Root Cause**: Existing learning gaps among students.
School Processes & Programs
Problem Statement 3: All students complete CCMR requirements by graduation. **Root Cause**: Existing learning gaps among students.
Problem Statement 4: Science Academy's Special Education population has grown, highlighting a need for additional resources and support to meet the increased demand. **Root Cause**: More students are being evaluated and identified with disabilities. In addition, more families are being referred to us.
Problem Statement 9: Tracking and fully mentoring students during Academic Mentoring. **Root Cause**: The absence of a consistent Academic Mentoring schedule leads to brief and frequent rotations. As a result, teachers have limited opportunities to build strong relationships with their students. Students, in turn, feel less motivated to attend or actively engage in Academic Mentoring.
Problem Statement 10: The percentage of Science Academy students attempting/passing the TSI (both ELA and Math - especially Math) has decreased. **Root Cause**: TSI aligned support (that is - dedicated TSI prep sessions or targeted interventions) are fairly new this year. Students are struggling with prerequisite math skills and gaps exist.
Perceptions
Problem Statement 1: There is a need for more targeted and differentiated instruction to effectively support the diverse needs of EB, 504, GT and Special Education students. **Root Cause**: Over the years, the Science Academy's student population has become increasingly diverse. Teachers have expressed the need in acquiring and utilizing data to plan instruction that meets the specific needs of these sub-populations.

Perceptions
Problem Statement 2: Science Academy's Special Education population has grown, highlighting a need for additional resources and support to meet the increased demand. **Root Cause**: More students are being evaluated and identified with disabilities. In addition, more families are being referred to us.
Problem Statement 4: Tracking and fully mentoring students during Academic Mentoring. **Root Cause**: The absence of a consistent Academic Mentoring schedule leads to brief and frequent rotations. As a result, teachers have limited opportunities to build strong relationships with their students. Students, in turn, feel less motivated to attend or actively engage in Academic Mentoring.

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

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

Evaluation Data Sources: Parent and student attendance at campus activities.
2025 -2026 Sign-in Logs

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Continue to establish different types of communication channels with stakeholders via social media, newsletters (parent, nurse), parent portal and parent meetings. **Strategy's Expected Result/Impact:** Increased communication with parents. **Staff Responsible for Monitoring:** Administration Counseling Faculty **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 7, 8 - Perceptions 5, 6 **Funding Sources:** - 199 - General Fund				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 2: Administration in conjunction with the social worker will hold 4 parent meetings to target Title 1 information, the parent compact, family literacy and family engagement, and HB 3 information. **Strategy's Expected Result/Impact:** Increase communication with parents **Staff Responsible for Monitoring:** Administration Social worker **Title I:** 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Learning 1, 6, 7 - School Processes & Programs 2, 3, 4, 7 - Perceptions 2, 6 **Funding Sources:** - 211 - Title I, Part A School Wide, - 212 - Title I, Part C Migrant, - 199 - Special Education, - 199 - English Language Learner, - 199 - General Fund				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Science Academy's Special Education population has grown, highlighting a need for additional resources and support to meet the increased demand. **Root Cause**: More students are being evaluated and identified with disabilities. In addition, more families are being referred to us.
Student Learning
Problem Statement 1: Science Academy's Special Education population has grown, highlighting a need for additional resources and support to meet the increased demand. **Root Cause**: More students are being evaluated and identified with disabilities. In addition, more families are being referred to us.
Problem Statement 6: All students complete CCMR requirements by graduation. **Root Cause**: Existing learning gaps among students.
Problem Statement 7: Improve student attendance. **Root Cause**: There is a need of a tracking system, procedures, and incentives to effectively improve student attendance.
School Processes & Programs
Problem Statement 2: Improve student attendance. **Root Cause**: There is a need of a tracking system, procedures, and incentives to effectively improve student attendance.
Problem Statement 3: All students complete CCMR requirements by graduation. **Root Cause**: Existing learning gaps among students.
Problem Statement 4: Science Academy's Special Education population has grown, highlighting a need for additional resources and support to meet the increased demand. **Root Cause**: More students are being evaluated and identified with disabilities. In addition, more families are being referred to us.

School Processes & Programs
Problem Statement 7: Improved centralized communication methods to prevent information gaps and confusion. **Root Cause**: School's website could be more user-friendly by providing easier access to relevant information that students or parents need/seek. There are limitations in the Skyward system and there is no additional official school app to streamline communication.
Problem Statement 8: Science Academy needs updated audiovisual equipment within meeting areas (cafeteria/gym). . **Root Cause**: Absence of an official auditorium/meeting space.

Perceptions
Problem Statement 2: Science Academy's Special Education population has grown, highlighting a need for additional resources and support to meet the increased demand. **Root Cause**: More students are being evaluated and identified with disabilities. In addition, more families are being referred to us.
Problem Statement 5: Science Academy needs updated audiovisual equipment within meeting areas (cafeteria/gym). . **Root Cause**: Absence of an official auditorium/meeting space.
Problem Statement 6: Improved centralized communication methods to prevent information gaps and confusion. **Root Cause**: School's website could be more user-friendly by providing easier access to relevant information that students or parents need/seek. There are limitations in the Skyward system and there is no additional official school app to streamline communication.

Goal 4: We will increase state and national exam mastery percentages across all content areas.

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

High Priority

Evaluation Data Sources: State assessment STAAR results.
College Board and ACT results
Campus data: Eduphoria data reports (BOY, MOY, EOY, Semester Exams, etc.).
2025-2026 TAPR reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Students receiving intervention support will demonstrate an improvement in performance as measured by exit tickets, weekly assessments, checkpoints, etc. **Strategy's Expected Result/Impact:** Increased STAAR scores Increased AP Ssores Increased SAT/ACT scores **Staff Responsible for Monitoring:** AP and EOC Teachers Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 4 - Student Learning 1, 2, 3, 4, 5, 6 - School Processes & Programs 3, 4, 9, 10 - Perceptions 1, 2, 4 **Funding Sources:** - 211 - Title I, Part A School Wide, - 212 - Title I, Part C Migrant, - 350 - English Language Learner, - 397 - Advanced Placement, - 199 - Special Education, - 199 - English Language Learner, - 199 - General Fund				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Science Academy's Special Education population has grown, highlighting a need for additional resources and support to meet the increased demand. **Root Cause**: More students are being evaluated and identified with disabilities. In addition, more families are being referred to us.

Problem Statement 4: The percentage of Science Academy students attempting/passing the TSI (both ELA and Math - especially Math) has decreased. **Root Cause**: TSI aligned support (that is - dedicated TSI prep sessions or targeted interventions) are fairly new this year. Students are struggling with prerequisite math skills and gaps exist.

Student Learning

Problem Statement 1: Science Academy's Special Education population has grown, highlighting a need for additional resources and support to meet the increased demand. **Root Cause**: More students are being evaluated and identified with disabilities. In addition, more families are being referred to us.

Problem Statement 2: The percentage of Science Academy students attempting/passing the TSI (both ELA and Math - especially Math) has decreased. **Root Cause**: TSI aligned support (that is - dedicated TSI prep sessions or targeted interventions) are fairly new this year. Students are struggling with prerequisite math skills and gaps exist.

Problem Statement 3: Mastery percentages for state exams can improve. **Root Cause**: Over-testing during the school year creates a lack of urgency and devalues the state testing environment, negatively affecting student's performance.

Problem Statement 4: Tracking and fully mentoring students during Academic Mentoring. **Root Cause**: The absence of a consistent Academic Mentoring schedule leads to brief and frequent rotations. As a result, teachers have limited opportunities to build strong relationships with their students. Students, in turn, feel less motivated to attend or actively engage in Academic Mentoring.

Problem Statement 5: There is a need for more targeted and differentiated instruction to effectively support the diverse needs of EB, 504, GT and Special Education students. **Root Cause**: Over the years, the Science Academy's student population has become increasingly diverse. Teachers have expressed the need in acquiring and utilizing data to plan instruction that meets the specific needs of these sub-populations.

Problem Statement 6: All students complete CCMR requirements by graduation. **Root Cause**: Existing learning gaps among students.

School Processes & Programs

Problem Statement 3: All students complete CCMR requirements by graduation. **Root Cause**: Existing learning gaps among students.

Problem Statement 4: Science Academy's Special Education population has grown, highlighting a need for additional resources and support to meet the increased demand. **Root Cause**: More students are being evaluated and identified with disabilities. In addition, more families are being referred to us.

Problem Statement 9: Tracking and fully mentoring students during Academic Mentoring. **Root Cause**: The absence of a consistent Academic Mentoring schedule leads to brief and frequent rotations. As a result, teachers have limited opportunities to build strong relationships with their students. Students, in turn, feel less motivated to attend or actively engage in Academic Mentoring.

Problem Statement 10: The percentage of Science Academy students attempting/passing the TSI (both ELA and Math - especially Math) has decreased. **Root Cause**: TSI aligned support (that is - dedicated TSI prep sessions or targeted interventions) are fairly new this year. Students are struggling with prerequisite math skills and gaps exist.

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Goal 4: We will increase state and national exam mastery percentages across all content areas.

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

Evaluation Data Sources: 2024 - 2026 TAPR Reports
AP score reports
SAT/ACT score reports
Academic Mentoring Roster and Attendance
Saturday school sign-in logs
BLITZ attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Science Academy will provide targeted EOC and AP interventions during enrichment periods, after-school tutorials, and Saturday tutorials. **Strategy's Expected Result/Impact:** Science Academy's percentages of AP scores of 3 and above will increase by 10% per AP exam. **Staff Responsible for Monitoring:** Administration Counselors AP Teachers EOC Teachers **Problem Statements:** Demographics 1 - Student Learning 1, 3, 4, 5, 6 - School Processes & Programs 3, 4, 9 - Perceptions 1, 2, 4 **Funding Sources:** - 211 - Title I, Part A School Wide, - 212 - Title I, Part C Migrant, - 397 - Advanced Placement, - 350 - English Language Learner, - 199 - Special Education, - 199 - English Language Learner, - 199 - General Fund				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Science Academy's Special Education population has grown, highlighting a need for additional resources and support to meet the increased demand. **Root Cause**: More students are being evaluated and identified with disabilities. In addition, more families are being referred to us.

Student Learning

Problem Statement 1: Science Academy's Special Education population has grown, highlighting a need for additional resources and support to meet the increased demand. **Root Cause**: More students are being evaluated and identified with disabilities. In addition, more families are being referred to us.

Problem Statement 3: Mastery percentages for state exams can improve. **Root Cause**: Over-testing during the school year creates a lack of urgency and devalues the state testing environment, negatively affecting student's performance.

Problem Statement 4: Tracking and fully mentoring students during Academic Mentoring. **Root Cause**: The absence of a consistent Academic Mentoring schedule leads to brief and frequent rotations. As a result, teachers have limited opportunities to build strong relationships with their students. Students, in turn, feel less motivated to attend or actively engage in Academic Mentoring.

Problem Statement 5: There is a need for more targeted and differentiated instruction to effectively support the diverse needs of EB, 504, GT and Special Education students. **Root Cause**: Over the years, the Science Academy's student population has become increasingly diverse. Teachers have expressed the need in acquiring and utilizing data to plan instruction that meets the specific needs of these sub-populations.

Problem Statement 6: All students complete CCMR requirements by graduation. **Root Cause**: Existing learning gaps among students.

School Processes & Programs

Problem Statement 3: All students complete CCMR requirements by graduation. **Root Cause**: Existing learning gaps among students.

Problem Statement 4: Science Academy's Special Education population has grown, highlighting a need for additional resources and support to meet the increased demand. **Root Cause**: More students are being evaluated and identified with disabilities. In addition, more families are being referred to us.

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Perceptions

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Goal 5: We will enhance our fine arts program by adding music and/or theater programs while continuing to promote social and extracurricular opportunities that enrich all students' lives.

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Students will be provided opportunities to participate in Athletic Team Sports. **Strategy's Expected Result/Impact:** Increased school spirit **Staff Responsible for Monitoring:** Coaches Administration **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2, 3 - Student Learning 7 - School Processes & Programs 2, 5, 6, 7, 8 - Perceptions 3, 5, 6, 7 **Funding Sources:** - 199 - General Fund				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 2: Students will have an opportunity to represent Science Academy in U.I.L. Academics and CTSO's at local, district, regional, state, and national competitions. **Strategy's Expected Result/Impact:** Academic opportunities for growth **Staff Responsible for Monitoring:** UIL Sponsor and coaches Administration **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2, 3 - Student Learning 4, 7 - School Processes & Programs 2, 5, 6, 9 - Perceptions 3, 4, 7 **Funding Sources:** - 199 - General Fund, - 244 - Career Technical Education				

Strategy 3 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 3: Student clubs and organizations will be encouraged to hold activities for students such as music concerts, entertainment night, Java Night, Renfest, pep-rallies (academic & athletic). **Strategy's Expected Result/Impact:** Increased student engagement in social activities **Staff Responsible for Monitoring:** Club Sponsors and students Administration **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2, 3 - Student Learning 7 - School Processes & Programs 2, 5, 6, 7, 8 - Perceptions 3, 5, 6, 7 **Funding Sources:** - 199 - General Fund, - 244 - Career Technical Education				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Our population decreases as students enter their junior year. **Root Cause**: Families enroll their students in emerging and competitive neighboring "Early College" schools like UTRG Mathematics and Science Academy.

Demographics

Problem Statement 3: The female population is under represented at the Science Academy (currently at 33%). **Root Cause**: There is a perception that STEM programs and careers are for males.

Student Learning

Problem Statement 4: Tracking and fully mentoring students during Academic Mentoring. **Root Cause**: The absence of a consistent Academic Mentoring schedule leads to brief and frequent rotations. As a result, teachers have limited opportunities to build strong relationships with their students. Students, in turn, feel less motivated to attend or actively engage in Academic Mentoring.

Problem Statement 7: Improve student attendance. **Root Cause**: There is a need of a tracking system, procedures, and incentives to effectively improve student attendance.

School Processes & Programs

Problem Statement 2: Improve student attendance. **Root Cause**: There is a need of a tracking system, procedures, and incentives to effectively improve student attendance.

Problem Statement 5: Our population decreases as students enter their junior year. **Root Cause**: Families enroll their students in emerging and competitive neighboring "Early College" schools like UTRG Mathematics and Science Academy.

Problem Statement 6: The female population is under represented at the Science Academy (currently at 33%). **Root Cause**: There is a perception that STEM programs and careers are for males.

Problem Statement 7: Improved centralized communication methods to prevent information gaps and confusion. **Root Cause**: School's website could be more user-friendly by providing easier access to relevant information that students or parents need/seek. There are limitations in the Skyward system and there is no additional official school app to streamline communication.

Problem Statement 8: Science Academy needs updated audiovisual equipment within meeting areas (cafeteria/gym). . **Root Cause**: Absence of an official auditorium/meeting space.

Problem Statement 9: Tracking and fully mentoring students during Academic Mentoring. **Root Cause**: The absence of a consistent Academic Mentoring schedule leads to brief and frequent rotations. As a result, teachers have limited opportunities to build strong relationships with their students. Students, in turn, feel less motivated to attend or actively engage in Academic Mentoring.

Perceptions

Problem Statement 3: Our population decreases as students enter their junior year. **Root Cause**: Families enroll their students in emerging and competitive neighboring "Early College" schools like UTRG Mathematics and Science Academy.

Problem Statement 4: Tracking and fully mentoring students during Academic Mentoring. **Root Cause**: The absence of a consistent Academic Mentoring schedule leads to brief and frequent rotations. As a result, teachers have limited opportunities to build strong relationships with their students. Students, in turn, feel less motivated to attend or actively engage in Academic Mentoring.

Problem Statement 5: Science Academy needs updated audiovisual equipment within meeting areas (cafeteria/gym). . **Root Cause**: Absence of an official auditorium/meeting space.

Problem Statement 6: Improved centralized communication methods to prevent information gaps and confusion. **Root Cause**: School's website could be more user-friendly by providing easier access to relevant information that students or parents need/seek. There are limitations in the Skyward system and there is no additional official school app to streamline communication.

Problem Statement 7: The female population is under represented at the Science Academy (currently at 33%). **Root Cause**: There is a perception that STEM programs and careers are for males.

Goal 5: We will enhance our fine arts program by adding music and/or theater programs while continuing to promote social and extracurricular opportunities that enrich all students' lives.

Performance Objective 2: We will assess the interest and feasibility of adding a music and/or theater program.

Evaluation Data Sources: Surveys

Strategy 1 Details	Reviews			
Strategy 1: Survey students and parents.	Formative			Summative
Strategy's Expected Result/Impact: Determine which program has the most interest.	Jan	Mar	June	June
Staff Responsible for Monitoring: Counseling Administration **Problem Statements:** Demographics 2, 3 - Student Learning 7 - School Processes & Programs 2, 5, 6, 7, 8 - Perceptions 3, 5, 6, 7 **Funding Sources:** - 199 - General Fund				

Strategy 2 Details	Reviews			
Strategy 2: Evaluate school facilities and resources required to implement a music and/or theater program/s.	Formative			Summative
Strategy's Expected Result/Impact: Better sense of space, equipment, and faculty.	Jan	Mar	June	June
Staff Responsible for Monitoring: Administration **Problem Statements:** Demographics 2, 3 - Student Learning 7 - School Processes & Programs 2, 5, 6, 7, 8 - Perceptions 3, 5, 6, 7 **Funding Sources:** - 199 - General Fund				

Strategy 3 Details	Reviews			
Strategy 3: Collaborate with our sister middle schools as they have established fine arts programs.	Formative			Summative
Strategy's Expected Result/Impact: Determine a feeder system.	Jan	Mar	June	June
Staff Responsible for Monitoring: Administators **Problem Statements:** Demographics 2, 3 - Student Learning 7 - School Processes & Programs 2, 5, 6, 7 - Perceptions 3, 6, 7 **Funding Sources:** - 199 - General Fund				

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Our population decreases as students enter their junior year. **Root Cause**: Families enroll their students in emerging and competitive neighboring "Early College" schools like UTRG Mathematics and Science Academy.
Problem Statement 3: The female population is under represented at the Science Academy (currently at 33%). **Root Cause**: There is a perception that STEM programs and careers are for males.
Student Learning
Problem Statement 7: Improve student attendance. **Root Cause**: There is a need of a tracking system, procedures, and incentives to effectively improve student attendance.
School Processes & Programs
Problem Statement 2: Improve student attendance. **Root Cause**: There is a need of a tracking system, procedures, and incentives to effectively improve student attendance.
Problem Statement 5: Our population decreases as students enter their junior year. **Root Cause**: Families enroll their students in emerging and competitive neighboring "Early College" schools like UTRG Mathematics and Science Academy.
Problem Statement 6: The female population is under represented at the Science Academy (currently at 33%). **Root Cause**: There is a perception that STEM programs and careers are for males.
Problem Statement 7: Improved centralized communication methods to prevent information gaps and confusion. **Root Cause**: School's website could be more user-friendly by providing easier access to relevant information that students or parents need/seek. There are limitations in the Skyward system and there is no additional official school app to streamline communication.
Problem Statement 8: Science Academy needs updated audiovisual equipment within meeting areas (cafeteria/gym). . **Root Cause**: Absence of an official auditorium/meeting space.
Perceptions
Problem Statement 3: Our population decreases as students enter their junior year. **Root Cause**: Families enroll their students in emerging and competitive neighboring "Early College" schools like UTRG Mathematics and Science Academy.
Problem Statement 5: Science Academy needs updated audiovisual equipment within meeting areas (cafeteria/gym). . **Root Cause**: Absence of an official auditorium/meeting space.
Problem Statement 6: Improved centralized communication methods to prevent information gaps and confusion. **Root Cause**: School's website could be more user-friendly by providing easier access to relevant information that students or parents need/seek. There are limitations in the Skyward system and there is no additional official school app to streamline communication.
Problem Statement 7: The female population is under represented at the Science Academy (currently at 33%). **Root Cause**: There is a perception that STEM programs and careers are for males.

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Students with excessive absences will be monitored and provided assistance on how to assist with what may be the cause for the student to be absent. **Strategy's Expected Result/Impact:** Decreased student absences **Staff Responsible for Monitoring:** Administration PEIMS clerk **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 3, 6, 7, 8 - School Processes & Programs 1, 2, 3, 4, 7 - Perceptions 2, 6 **Funding Sources:** - 211 - Title I, Part A School Wide, - 199 - State Compensatory Education, - 199 - General Fund				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 2: Social worker will call parents and/or make home visits to students with three or more absences. **Strategy's Expected Result/Impact:** Decreased student absences **Staff Responsible for Monitoring:** Social worker Administration **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 3, 6, 7, 8 - School Processes & Programs 1, 2, 3, 4, 7 - Perceptions 2, 6 **Funding Sources:** - 211 - Title I, Part A School Wide, - 212 - Title I, Part C Migrant, - 199 - State Compensatory Education, - 199 - General Fund				

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Science Academy's Special Education population has grown, highlighting a need for additional resources and support to meet the increased demand. **Root Cause**: More students are being evaluated and identified with disabilities. In addition, more families are being referred to us.
Student Learning
Problem Statement 1: Science Academy's Special Education population has grown, highlighting a need for additional resources and support to meet the increased demand. **Root Cause**: More students are being evaluated and identified with disabilities. In addition, more families are being referred to us.
Problem Statement 3: Mastery percentages for state exams can improve. **Root Cause**: Over-testing during the school year creates a lack of urgency and devalues the state testing environment, negatively affecting student's performance.
Problem Statement 6: All students complete CCMR requirements by graduation. **Root Cause**: Existing learning gaps among students.
Problem Statement 7: Improve student attendance. **Root Cause**: There is a need of a tracking system, procedures, and incentives to effectively improve student attendance.
Problem Statement 8: Students must be presented with an opportunity to obtain certification(s) in the area of technology/engineering so that our campus reflects a 10% increase in engineering certifications. **Root Cause**: A variety of programs have not been made available.
School Processes & Programs
Problem Statement 1: Students must be presented with an opportunity to obtain certification(s) in the area of technology/engineering so that our campus reflects a 10% increase in engineering certifications. **Root Cause**: A variety of programs have not been made available.
Problem Statement 2: Improve student attendance. **Root Cause**: There is a need of a tracking system, procedures, and incentives to effectively improve student attendance.
Problem Statement 3: All students complete CCMR requirements by graduation. **Root Cause**: Existing learning gaps among students.
Problem Statement 4: Science Academy's Special Education population has grown, highlighting a need for additional resources and support to meet the increased demand. **Root Cause**: More students are being evaluated and identified with disabilities. In addition, more families are being referred to us.
Problem Statement 7: Improved centralized communication methods to prevent information gaps and confusion. **Root Cause**: School's website could be more user-friendly by providing easier access to relevant information that students or parents need/seek. There are limitations in the Skyward system and there is no additional official school app to streamline communication.
Perceptions
Problem Statement 2: Science Academy's Special Education population has grown, highlighting a need for additional resources and support to meet the increased demand. **Root Cause**: More students are being evaluated and identified with disabilities. In addition, more families are being referred to us.
Problem Statement 6: Improved centralized communication methods to prevent information gaps and confusion. **Root Cause**: School's website could be more user-friendly by providing easier access to relevant information that students or parents need/seek. There are limitations in the Skyward system and there is no additional official school app to streamline communication.

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

Performance Objective 2: We will implement attendance incentive activities.

Evaluation Data Sources: Attendance reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: All 11th-grade students will take both the ACT and SAT assessments on campus during a school day in the Spring semester so that participation is maximized. **Strategy's Expected Result/Impact:** 100 percent of Juniors will have attempted a college entrance exam **Staff Responsible for Monitoring:** Counseling Administration **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Learning 1, 5, 6, 7 - School Processes & Programs 2, 3, 4, 5, 7 - Perceptions 1, 2, 3, 6 **Funding Sources:** - 211 - Title I, Part A School Wide, - 212 - Title I, Part C Migrant, - 350 - English Language Learner, - 397 - Advanced Placement, - 199 - Special Education, - 199 - English Language Learner, - 199 - General Fund				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 2: All students will take the TSI assessment on campus during a school day so that participation is maximized. **Strategy's Expected Result/Impact:** Increase in CCMR points achieved by students. **Staff Responsible for Monitoring:** Counseling Administration **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 4 - Student Learning 1, 2, 5, 6, 7 - School Processes & Programs 2, 3, 4, 10 - Perceptions 1, 2 **Funding Sources:** - 211 - Title I, Part A School Wide, - 204 - Title IV, Part A Student Support and Academi, - 212 - Title I, Part C Migrant, - 350 - English Language Learner, - 199 - Special Education, - 199 - English Language Learner, - 199 - General Fund				

Strategy 3 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 3: All seniors will host and participate in the annual Renaissance Festival on campus during a school day in the Fall, with underclassmen invited to attend, ensuring maximum participation. **Strategy's Expected Result/Impact:** Increase student attendance (during a notoriously low attendance date before the Thanksgiving holiday break) **Staff Responsible for Monitoring:** Senior Class Sponsors Administration **Problem Statements:** Demographics 2, 3 - Student Learning 7 - School Processes & Programs 2, 5, 6, 7 - Perceptions 3, 6, 7 **Funding Sources:** - 199 - General Fund				

Strategy 4 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 4: Implement attendance incentives (e.g., perfect attendance awards, class attendance competitions, prize drawings, perfect attendance luncheons, and/or feature perfect attendance students on school newsletters). **Strategy's Expected Result/Impact:** Increase overall daily attendance rate. **Staff Responsible for Monitoring:** Administration Counseling Teachers **Problem Statements:** Student Learning 7 - School Processes & Programs 2 **Funding Sources:** - 199 - General Fund				

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Science Academy's Special Education population has grown, highlighting a need for additional resources and support to meet the increased demand. **Root Cause**: More students are being evaluated and identified with disabilities. In addition, more families are being referred to us.
Problem Statement 2: Our population decreases as students enter their junior year. **Root Cause**: Families enroll their students in emerging and competitive neighboring "Early College" schools like UTRG Mathematics and Science Academy.
Problem Statement 3: The female population is under represented at the Science Academy (currently at 33%). **Root Cause**: There is a perception that STEM programs and careers are for males.
Problem Statement 4: The percentage of Science Academy students attempting/passing the TSI (both ELA and Math - especially Math) has decreased. **Root Cause**: TSI aligned support (that is - dedicated TSI prep sessions or targeted interventions) are fairly new this year. Students are struggling with prerequisite math skills and gaps exist.

Student Learning
Problem Statement 1: Science Academy's Special Education population has grown, highlighting a need for additional resources and support to meet the increased demand. **Root Cause**: More students are being evaluated and identified with disabilities. In addition, more families are being referred to us.
Problem Statement 2: The percentage of Science Academy students attempting/passing the TSI (both ELA and Math - especially Math) has decreased. **Root Cause**: TSI aligned support (that is - dedicated TSI prep sessions or targeted interventions) are fairly new this year. Students are struggling with prerequisite math skills and gaps exist.
Problem Statement 5: There is a need for more targeted and differentiated instruction to effectively support the diverse needs of EB, 504, GT and Special Education students. **Root Cause**: Over the years, the Science Academy's student population has become increasingly diverse. Teachers have expressed the need in acquiring and utilizing data to plan instruction that meets the specific needs of these sub-populations.
Problem Statement 6: All students complete CCMR requirements by graduation. **Root Cause**: Existing learning gaps among students.
Problem Statement 7: Improve student attendance. **Root Cause**: There is a need of a tracking system, procedures, and incentives to effectively improve student attendance.

School Processes & Programs
Problem Statement 2: Improve student attendance. **Root Cause**: There is a need of a tracking system, procedures, and incentives to effectively improve student attendance.
Problem Statement 3: All students complete CCMR requirements by graduation. **Root Cause**: Existing learning gaps among students.
Problem Statement 4: Science Academy's Special Education population has grown, highlighting a need for additional resources and support to meet the increased demand. **Root Cause**: More students are being evaluated and identified with disabilities. In addition, more families are being referred to us.
Problem Statement 5: Our population decreases as students enter their junior year. **Root Cause**: Families enroll their students in emerging and competitive neighboring "Early College" schools like UTRG Mathematics and Science Academy.
Problem Statement 6: The female population is under represented at the Science Academy (currently at 33%). **Root Cause**: There is a perception that STEM programs and careers are for males.

School Processes & Programs

Problem Statement 7: Improved centralized communication methods to prevent information gaps and confusion. **Root Cause**: School's website could be more user-friendly by providing easier access to relevant information that students or parents need/seek. There are limitations in the Skyward system and there is no additional official school app to streamline communication.

Problem Statement 10: The percentage of Science Academy students attempting/passing the TSI (both ELA and Math - especially Math) has decreased. **Root Cause**: TSI aligned support (that is - dedicated TSI prep sessions or targeted interventions) are fairly new this year. Students are struggling with prerequisite math skills and gaps exist.

Perceptions

Problem Statement 1: There is a need for more targeted and differentiated instruction to effectively support the diverse needs of EB, 504, GT and Special Education students. **Root Cause**: Over the years, the Science Academy's student population has become increasingly diverse. Teachers have expressed the need in acquiring and utilizing data to plan instruction that meets the specific needs of these sub-populations.

Problem Statement 2: Science Academy's Special Education population has grown, highlighting a need for additional resources and support to meet the increased demand. **Root Cause**: More students are being evaluated and identified with disabilities. In addition, more families are being referred to us.

Problem Statement 3: Our population decreases as students enter their junior year. **Root Cause**: Families enroll their students in emerging and competitive neighboring "Early College" schools like UTRG Mathematics and Science Academy.

Problem Statement 6: Improved centralized communication methods to prevent information gaps and confusion. **Root Cause**: School's website could be more user-friendly by providing easier access to relevant information that students or parents need/seek. There are limitations in the Skyward system and there is no additional official school app to streamline communication.

Problem Statement 7: The female population is under represented at the Science Academy (currently at 33%). **Root Cause**: There is a perception that STEM programs and careers are for males.

Department Head Team

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

Technology CIP Committee

Committee Role	Name	Position
Classroom Teacher	Nelly Houston	Team Leader - CTE
Student (9th)	Dafne Herrejon	Student
SPED Representative	Aaron Longoria	SPED
Technology	Josue Guzman	Technology
Classroom Teacher	Claudia Martinez	Math Teacher
Classroom Teacher	Juan Trujillo	Spanish Teacher
Classroom Teacher	Geronimo Perez	Art Teacher
Classroom Teacher	Roberto Quintero	CTE Teacher
Classroom Teacher	Travis Maldonado	CTE Teacher
Classroom Teacher	Fernando Grimaldo	CTE Teacher
Classroom Teacher	Luis Gasca	CTE Teacher

School Context and Organization CIP Committee

Committee Role	Name	Position
Classroom Teacher	Juan De Leon	Team Leader - Science
Student (9th)	Roberto Rodriguez	Student
Student (11th)	Andrea Guerrero	Student
SPED Representative	Jose Luna	SPED
Classroom Teacher	Carlos Pacheco	Science Teacher
Classroom Teacher	Catarina Rosel	Science Teacher
Classroom Teacher	Mario Guzman	Science Teacher
Classroom Teacher	Michael Laverde	Science Teacher
Classroom Teacher	Rodrigo Barrera	CTE Teacher
Classroom Teacher	Adrian Villarreal	CTE Teacher

Curriculum, Instruction & Assessment CIP Committee

Committee Role	Name	Position
Classroom Teacher	Mark Orta	Focus Leader - English Teacher
Student (12th)	Jazmin Garza	Student
Counselor	Beatrice Salinas	Counselor
SPED Representative	Jenelle Esparza	SPED
SPED Representative	Heather Arizmendi	SPED
DAEP	Leroy Rodriguez	DAEP
Classroom Teacher	Cesar Garcia	Science Teacher
Classroom Teacher	Jennifer Ybarra	English Teacher
Classroom Teacher	Michael Trevino	CTE Teacher
Classroom Teacher	Ricardo Rodriguez	CTE Teacher

Parent, Family, & Community Engagement CIP Commit.

Committee Role	Name	Position
Classroom Teacher	Lorena Lopez	Focus Leader - CTE Teacher
Student (11th)	Sarah Espinosa	Student
Counselor	Juan Trevino	Counselor
Nurse	Brenda Swinnea	Nurse
Parent	Mercedes Espinosa	Parent
Classroom Teacher	Zenaida Pasion	Science Teacher
Classroom Teacher	Lal Atinesh	Science Teacher
Classroom Teacher	Harding Gavin	Science Teacher
Classroom Teacher	Esthela Pacheco	Science Teacher
Classroom Teacher	Denise Ochoa	P.E. Teacher

Staff Quality, Recruitment & Retention CIP Commit.

Committee Role	Name	Position
Classroom Teacher	Cassidy Sanchez	Team Leader - Math
Student (12th)	Rubaab Khan	Student
Counselor	Laura Villarreal	Counselor
Social Worker	Nancy Talavera	Social Worker
Classroom Teacher	Juan Palomo	Spanish Teacher
Classroom Teacher	Ramiro De Leon	Math Teacher
Classroom Teacher	Claudia Carranza	Math Teacher
Classroom Teacher	Haxin Guo	Math Teacher
Classroom Teacher	Max Flores	Math Teacher
Classroom Teacher	Eduardo Favata	Math Teacher

School Culture and Climate CIP Committee

Committee Role	Name	Position
Classroom Teacher	Elizabeth Arriola	Team Leader - Electives
Student (12th)	Yosef Herrera	Student
LPC	Marcela Fernandez	LPC
Classroom Teacher	Alejos Solis	CTE Teacher
Classroom Teacher	Aldo Cavazos	CTE Teacher
Classroom Teacher	Hector Martinez	CTE Teacher
Classroom Teacher	Marco Gonzalez	CTE Teacher
Classroom Teacher	Cynthia Sarmiento	Social Studies Teacher
Classroom Teacher	Gerado Cavazos	PE Teacher
Classroom Teacher	Jacqueline Wyatt	Spanish Teacher

Student Achievement Committee

Committee Role	Name	Position
Classroom Teacher	Joseph Human	Team Leader - English
Student (10th)	Isabella Garza	Student
Student (12th)	Stefan Sy	Student
Librarian	Blanca Balli	Librarian
Classroom Teacher	Helen Martin	English Teacher
Classroom Teacher	Andrew Cortez	Science Teacher
Classroom Teacher	Joseph Wilson	English Teacher
Classroom Teacher	Michele Rodriguez	English Teacher
Classroom Teacher	Michelle Garza	English Teacher
Classroom Teacher	Linda Gracia	English Teacher

Demographics Committee

Committee Role	Name	Position
Classroom Teacher	Benjamin Pena	Team Leader - Social Studies
Student (10th)	Mariem Banales	Student
Classroom Teacher	Carolina Trevino	Spanish Teacher
Classroom Teacher	Alejandro Rosel	Social Studies Teacher
Classroom Teacher	Emmanuel Martinez	Social Studies Teacher
Classroom Teacher	Ana Cortez	Social Studies Teacher
Classroom Teacher	Kristin Gutierrez	Social Studies Teacher
Classroom Teacher	Jesse Brown	Social Studies Teacher
Classroom Teacher	Travis Cantu	CTE Teacher
Classroom Teacher	Sylvia Odoms	CTE Teacher

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
2	1	1			$0.00
2	1	2			$0.00
2	1	3			$0.00
2	2	1			$0.00
2	2	2			$0.00
3	1	1			$0.00
3	1	2			$0.00
4	1	1			$0.00
4	2	1			$0.00
5	1	1			$0.00
5	1	2			$0.00
5	1	3			$0.00
5	2	1			$0.00
5	2	2			$0.00
5	2	3			$0.00
6	1	1			$0.00
6	1	2			$0.00
6	2	1			$0.00
6	2	2			$0.00
6	2	3			$0.00
6	2	4			$0.00
				Sub-Total	$0.00

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$2,353,850.00
				+/- Difference	$2,353,850.00

199 - State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
6	1	1			$0.00
6	1	2			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$12,800.00
				+/- Difference	$12,800.00

199 - Special Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1			$0.00
2	1	2			$0.00
2	1	3			$0.00
2	2	1			$0.00
2	2	2			$0.00
3	1	2			$0.00
4	1	1			$0.00
4	2	1			$0.00
6	2	1			$0.00
6	2	2			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$89,450.00
				+/- Difference	$89,450.00

199 - English Language Learner					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1			$0.00
2	1	2			$0.00
2	1	3			$0.00
2	2	1			$0.00

199 - English Language Learner					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	2			$0.00
3	1	2			$0.00
4	1	1			$0.00
4	2	1			$0.00
6	2	1			$0.00
6	2	2			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$22,050.00
				+/- Difference	$22,050.00

204 - Title IV, Part A Student Support and Academi					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1			$0.00
2	2	2			$0.00
6	2	2			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$38,000.00
				+/- Difference	$38,000.00

211 - Title I, Part A School Wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
2	1	1			$0.00
2	1	2			$0.00
2	2	1			$0.00
2	2	2			$0.00
3	1	2			$0.00
4	1	1			$0.00
4	2	1			$0.00
6	1	1			$0.00
6	1	2			$0.00
6	2	1			$0.00

211 - Title I, Part A School Wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
6	2	2			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$210,616.00
				+/- Difference	$210,616.00

212 - Title I, Part C Migrant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	2			$0.00
4	1	1			$0.00
4	2	1			$0.00
6	1	2			$0.00
6	2	1			$0.00
6	2	2			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,600.00
				+/- Difference	$3,600.00

244 - Career Technical Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	3			$0.00
5	1	2			$0.00
5	1	3			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$11,100.00
				+/- Difference	$11,100.00

255 - Title II, Part A Training					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$35,100.00
				+/- Difference	$35,100.00

350 - English Language Learner					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	1			$0.00
4	2	1			$0.00
6	2	1			$0.00
6	2	2			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$7,250.00
				+/- Difference	$7,250.00

397 - Advanced Placement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	1			$0.00
4	2	1			$0.00
6	2	1			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,100.00
				+/- Difference	$1,100.00

410 - Instructional Materials Allotment					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$37,000.00
				+/- Difference	$37,000.00
				Grand Total Budgeted	$2,821,916.00
				Grand Total Spent	$0.00
				+/- Difference	$2,821,916.00

South Texas Independent School District

South Texas ISD Virtual Academy

2025-2026 Campus Improvement Plan

Mission Statement

South Texas ISD's Virtual Academy provides ground breaking instruction paving the way for students to thrive in a changing society.

Vision

STISD Virtual Academy students are exceeding expectations as they pioneer a new direction in education, refining their skills for college and career success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Enrollment 2024-2025	Count= 220	Percentage
6th	25	11.4%
7th	30	13.6%
8th	45	20.0%
9th	33	15.0%
10th	44	20.0%
11th	21	9.5%
12th	22	10%

Ethnic Distribution:	Count = 220	Percentage
African American	6	2.7%
Hispanic	200	90.9%
White	199	90.5%
American Indian	16	7.2%
Asian	7	3.2%
Pacific Islander	2	0.9%
Two or More Races	0	0.0%
Sex	**Number**	**Percentage**
Female	135	61%
Male	86	39%

Student information	Number	Percentage
Economically Disadvantaged	135	41.4%
504	13	10%
EB students	34	13.3%
Dyslexia	11	4.3%

Student information	Number	Percentage
Migrant	1	0.5%
Title 1	220	100%
AT-Risk	70	29.0%
CTE		
GT	31	13.8%
Special Education	38	7.6%

Demographics Strengths

The following areas of strength were observed:

- Diverse Student Population
- Exiting EB students
- Few at risk students
- Increase in Special Programs
- Increased enrollment

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase student enrollment.
Root Cause: The Virtual Academy is a unique program that serves a particular population. Enrollment will be difficult as we seek out families in which a virtual education setting is ideal.

Problem Statement 2 (Prioritized): This is a need for increase community involvement and awareness of the Virtual Academy's existence.
Root Cause: The Virtual Academy is a new campus to the district and area.

Problem Statement 3: Additional electives are needed to meet student scheduling needs.
Root Cause: Students need additional electives to complete schedules.

Problem Statement 4: Additional partnerships are needed to meet the academic needs of upperclassman such as On-Ramps
Root Cause: Limited staffing results in limited course offerings.

Problem Statement 5: There is a lack of professional development for Science and Social Studies in a virtual setting.
Root Cause: Professional development focus is on Math and Reading.

Problem Statement 6: A parent/student agreement is needed for the Virtual Academy to outline expectations for attendance, punctuality, and completion of schoolwork.
Root Cause: Students may be coming in with the misconceptions regarding the Virtual Academy structure and expectations.

Student Learning

Student Learning Summary

The following was observed:

- Improvement of test scores across some content areas
- Emergent Bilingual Students are not achieving Masters in ELA or Math.
- Need for additional cross-curricular collaboration
- Implementation and increase in AP and Dual enrollment participation
- Need to improve students scoring in the meets and masters.
- Virtual Academy students are performing slightly below district level.
- Increased number of new to district students.

Student Learning Strengths

Strengths:

- Supportive Special Programs
- Options for extended day learning
- dedicated enrichment

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students need assistance in preparing for College Entrance exams such as TSI, ACT, PSAT.
Root Cause: The focus may have been on the STAAR and EOC.

Problem Statement 2 (Prioritized): Improvement of test scores in some subjects such as ELAR, however not all testing subjects are making improvements.
Root Cause: Some classes have additional time throughout the school year such as everyday classes.

Problem Statement 3: Low attendance and overall performance in core subjects.
Root Cause: Students are not supervised at home for consistency in attending classes.

Problem Statement 4: Additional electives are needed to meet student scheduling needs.
Root Cause: Students need additional electives to complete schedules.

Problem Statement 5: Additional partnerships are needed to meet the academic needs of upperclassman such as On-Ramps
Root Cause: Limited staffing results in limited course offerings.

Problem Statement 6: There is a lack of professional development for Science and Social Studies in a virtual setting.
Root Cause: Professional development focus is on Math and Reading.

Problem Statement 7: Student virtual science lab programs are needed to demonstrate skills being taught.
Root Cause: Effective virtual labs are not available with current curriculum to demonstrate the content being taught.

Problem Statement 8: A parent/student agreement is needed for the Virtual Academy to outline expectations for attendance, punctuality, and completion of schoolwork.
Root Cause: Students may be coming in with the misconceptions regarding the Virtual Academy structure and expectations.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction support is available to the campus including department/content specialist.

Professional development is provided by the district and campus. Teachers may seek out additional professional development.

Campus faculty meetings, PLCs, and department meetings occur weekly or bi-weekly.

Improved master schedule and bell schedule.

Additional time for teacher planning.

School Processes & Programs Strengths

The following strengths were observed:

- Improvement of test scores in some content areas
- Cross-Curricular Collaboration
- Implementation fo AP/Dual
- Supportive Special Education Department
- Improved master schedule and bell schedule.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need for increased planning time for teachers as multiple preps are required at the campus.
Root Cause: Smaller campus requires teachers to teach multiple subjects.

Problem Statement 2 (Prioritized): Additional tutorials for students and parents are needed for technology and program usage.
Root Cause: Many programs are new and require additional guidance.

Problem Statement 3 (Prioritized): There is a need to increase student enrollment.
Root Cause: The Virtual Academy is a unique program that serves a particular population. Enrollment will be difficult as we seek out families in which a virtual education setting is ideal.

Problem Statement 4 (Prioritized): This is a need for increase community involvement and awareness of the Virtual Academy's existence.
Root Cause: The Virtual Academy is a new campus to the district and area.

Problem Statement 5: Additional electives are needed to meet student scheduling needs.
Root Cause: Students need additional electives to complete schedules.

Problem Statement 6: Additional partnerships are needed to meet the academic needs of upperclassman such as On-Ramps

Root Cause: Limited staffing results in limited course offerings.

Problem Statement 7: There is a lack of professional development for Science and Social Studies in a virtual setting.
Root Cause: Professional development focus is on Math and Reading.

Problem Statement 8: Student virtual science lab programs are needed to demonstrate skills being taught.
Root Cause: Effective virtual labs are not available with current curriculum to demonstrate the content being taught.

Problem Statement 9: A parent/student agreement is needed for the Virtual Academy to outline expectations for attendance, punctuality, and completion of schoolwork.
Root Cause: Students may be coming in with the misconceptions regarding the Virtual Academy structure and expectations.

Perceptions

Perceptions Summary

Campus surveys are provided to students.

Perceptions Strengths

The following strengths were observed:

- Diverse student population
- Flexible learning opportunities
- Post Secondary Readiness and Opportunities

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The need for additional campus surveys would increase communication.
Root Cause: Additional communication is needed to help with campus development.

Problem Statement 2 (Prioritized): Limited opportunities for students and their families to engage with one another.
Root Cause: Families are reluctant to participate in social settings.

Problem Statement 3 (Prioritized): There is a need to increase student enrollment.
Root Cause: The Virtual Academy is a unique program that serves a particular population. Enrollment will be difficult as we seek out families in which a virtual education setting is ideal.

Problem Statement 4 (Prioritized): This is a need for increase community involvement and awareness of the Virtual Academy's existence.
Root Cause: The Virtual Academy is a new campus to the district and area.

Problem Statement 5: There is a lack of professional development for Science and Social Studies in a virtual setting.
Root Cause: Professional development focus is on Math and Reading.

Problem Statement 6: Communication Programs are needed to keep families informed.
Root Cause: Parents may not check emails frequently.

Priority Problem Statements

Problem Statement 1: There is a need to increase student enrollment.

Root Cause 1: The Virtual Academy is a unique program that serves a particular population. Enrollment will be difficult as we seek out families in which a virtual education setting is ideal.

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

Problem Statement 2: This is a need for increase community involvement and awareness of the Virtual Academy's existence.

Root Cause 2: The Virtual Academy is a new campus to the district and area.

Problem Statement 2 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 3: The need for additional campus surveys would increase communication.

Root Cause 3: Additional communication is needed to help with campus development.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Limited opportunities for students and their families to engage with one another.

Root Cause 4: Families are reluctant to participate in social settings.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: There is a need for increased planning time for teachers as multiple preps are required at the campus.

Root Cause 5: Smaller campus requires teachers to teach multiple subjects.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Additional tutorials for students and parents are needed for technology and program usage.

Root Cause 6: Many programs are new and require additional guidance.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Improvement of test scores in some subjects such as ELAR, however not all testing subjects are making improvements.

Root Cause 7: Some classes have additional time throughout the school year such as everyday classes.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Students need assistance in preparing for College Entrance exams such as TSI, ACT, PSAT.

Root Cause 8: The focus may have been on the STAAR and EOC.

Problem Statement 8 Areas: Student Learning

Goals

Goal 1: By June 2026, the Virtual Academy will develop plans to grow and expand programs to better serve the students and community.

Performance Objective 1: Analyze demographic trends, enrollment projections, and educational program needs to forecast future facility requirements and identify potential areas of growth and decline.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Develop marketing plan that will promote campus educational programs. Research Demographic Trends: Identify reliable sources for demographic data. Analyze trends in population growth/decline. **Strategy's Expected Result/Impact:** Increase Enrollment **Staff Responsible for Monitoring:** Principal, Dean of Instruction, Counselor **Title I:** 2.6, 4.1 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 2: Assess Educational Program Needs: Evaluate current educational programs offered. Identify gaps in program offerings based on demographic trends. Consider student interests and future job market demands. **Strategy's Expected Result/Impact:** Identify, evaluate, and supply program needs. **Staff Responsible for Monitoring:** Principal, Dean of Instruction, Counselor, Teachers **Title I:** 2.4, 2.5, 2.6 **- 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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
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 educational opportunities. **Staff Responsible for Monitoring:** Principal, Dean of Instruction, and Counselor. **Title I:** 2.5, 2.6, 4.2 **- TEA Priorities:** Connect high school to career and college **- 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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 4: Determine necessary infrastructure requirements in order to support instruction and program needs. **Staff Responsible for Monitoring:** Principal, Dean of Instruction, Counselor **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: By June 2026, the Virtual Academy will develop plans to grow and expand programs to better serve the students and community.

Performance Objective 2: Create a recruitment plan including materials needed to inform the community of the campus and its opportunities.

Evaluation Data Sources: Recruitment Materials and supplies.

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Create and purchase needed marketing materials to distribute during community events. **Strategy's Expected Result/Impact:** Increase enrollment **Staff Responsible for Monitoring:** Principal, Dean of Instruction, Virtual Academy Staff. **Title I:** 4.2 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: By June 2026, the Virtual Academy will enhance their current communication process to effectively engage and inform all relevant parties involved in the education and well-being of students, ensuring clear and consistent flow of information.

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

Evaluation Data Sources: Sign in sheets, flyers, parent newsletters, and communication reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Ensure that all information shared is clear, concise, and easily understandable. **Staff Responsible for Monitoring:** Principal, Dean of Instruction, Counselor, Virtual Academy Staff. **Title I:** 2.4, 2.6, 4.1, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 2: Make sure that communication channels are accessible to all, including those with disabilities or language barriers. **Strategy's Expected Result/Impact:** Increase communication **Staff Responsible for Monitoring:** Principal, Dean of instruction, Counselor, Administrator for Public Relations & Marketing **Title I:** 2.6, 4.1, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: By June 2026, the Virtual Academy will enhance their current communication process to effectively engage and inform all relevant parties involved in the education and well-being of students, ensuring clear and consistent flow of information.

Performance Objective 2: Implement a feedback mechanism for students and parents to share their thoughts, concerns, and suggestions regarding communication
processes.

Evaluation Data Sources: Surveys to stakeholders.

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Implement a feedback mechanism for all stakeholders to share their thoughts, concerns, and suggestions regarding communication processes. **Strategy's Expected Result/Impact:** Positive feedback and suggestions. **Staff Responsible for Monitoring:** Principal, Dean of Instruction, Counselor, Staff. **Title I:** 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 2: 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 awareness of campus events. **Staff Responsible for Monitoring:** Principal, Dean of instruction, Counselor **Title I:** 4.1, 4.2 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: By the end of June 2026, the Virtual Academy will enrich formative assessment practices to increase student engagement and achievement in all grade levels by implementing and refining a comprehensive formative assessment system through Professional Learning Communities (PLCs).

Performance Objective 1: The campus will develop and implement a process to facilitate collaboration and encourage ongoing development in teaching and learning.

High Priority

Evaluation Data Sources: 1. State assessment data: 2025 STAAR Results and TELPAS reports;
2. Campus/District data: Eduphoria data reports (checkpoint and benchmark data);
3. Intervention data reports
4. PLC sign in sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Teachers engage in PLCs focused on sharing best practices, discussing instructional strategies, and analyzing student data **Strategy's Expected Result/Impact:** Increase student growth **Staff Responsible for Monitoring:** Principal, Dean of Instruction **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: By the end of June 2026, the Virtual Academy will enrich formative assessment practices to increase student engagement and achievement in all grade levels by implementing and refining a comprehensive formative assessment system through Professional Learning Communities (PLCs).

Performance Objective 2: Educators will collaborate within Professional Learning Communities to exchange effective formative assessment strategies to enhance student learning and growth.

High Priority

Evaluation Data Sources: PLC's sign in sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Teachers will encourage students to reflect on their understanding and progress regularly, using tools such as self-assessment checklists or rubrics. **Strategy's Expected Result/Impact:** Student goal setting **Staff Responsible for Monitoring:** Principal, Dean of Instruction, Counselor, Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 2: Teachers will encourage students to set Specific, Measurable, Achievable, Relevant, and Time-bound goals to track their progress. **Strategy's Expected Result/Impact:** Student academic growth. **Staff Responsible for Monitoring:** Principal, Dean of Instruction, Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: By June 2026, the Virtual Academy will enhance the comprehensive Social-Emotional Learning (SEL) program that addresses the needs of students in all grade levels and results in a measurable improvement in students' SEL competencies.

Performance Objective 1: Develop and embed grade-level appropriate SEL strategies through teaching and learning professional development.

High Priority

Evaluation Data Sources: Student and teacher surveys and feedback.

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Teachers will review SEL lessons with students during enrichment periods. **Staff Responsible for Monitoring:** Principal, Dean of Instruction, Counselors, Teachers, Students **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: By June 2026, the Virtual Academy will enhance the comprehensive Social-Emotional Learning (SEL) program that addresses the needs of students in all grade levels and results in a measurable improvement in students' SEL competencies.

Performance Objective 2: Additional Professional development support will be provided to staff members to build knowledge of teaching in a virtual setting.

Evaluation Data Sources: Professional development sessions, walkthroughs, observations, coaching sessions.

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Professional Development will be provided to teachers, administrators, and staff. **Staff Responsible for Monitoring:** Principal, Dean of Instruction, Counselor **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 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: By June 2026, the Virtual Academy will implement a comprehensive and sustainable initiative to enhance student global readiness, ensuring that our students graduate with the knowledge, skills, and perspectives necessary to thrive in an interconnected world

Performance Objective 1: The district will develop and execute teaching methods that promote heightened student involvement through the integration of challenging and applicable material to enrich the educational journey of learners.

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Review data to design and modify teaching methods to meet the needs of a varied student population and ensure personalized learning experiences. **Staff Responsible for Monitoring:** Principal, Dean of Instruction, Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 2: Develop curriculum that prioritizes student centered lessons to promote engagement and relevance in the learning process. **Staff Responsible for Monitoring:** Principal, Dean of Instruction, Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 6: By June 2026, the Virtual Academy will elevate instructional excellence and student learning outcomes through a comprehensive, dynamic, and sustainable professional development program.

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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: The district will include formative assessment strategies in the professional development plan. **Staff Responsible for Monitoring:** Principal, Dean of Instruction **Title I:** 2.4, 2.6 **- 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 2: Teachers will receive professional development to incorporate formative assessments into their lesson planning documents. **Staff Responsible for Monitoring:** Principal, Dean of Instruction **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 6: By June 2026, the Virtual Academy will elevate instructional excellence and student learning outcomes through a comprehensive, dynamic, and sustainable professional development program.

Performance Objective 2: The campus will provide professional development for teachers that focuses on increasing academic challenges and complexity for students.

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Design PD opportunities for teachers that are focused on delivering rigorous instruction to diverse student populations. **Staff Responsible for Monitoring:** Principal, Dean of Instruction **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 7: By the end of 2026, the Virtual Academy will develop a plan of action that will support the recruitment, development and retention of highly qualified teachers and staff to increase the percentage of teachers with more than five years of experience.

Performance Objective 1: Evaluate and implement changes to support teacher recruitment, induction, and retention.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Staff Surveys will be conducted throughout the year to monitor campus culture. **Strategy's Expected Result/Impact:** Positive campus culture. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I:** 2.5, 4.1 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 7: By the end of 2026, the Virtual Academy will develop a plan of action that will support the recruitment, development and retention of highly qualified teachers and staff to increase the percentage of teachers with more than five years of experience.

Performance Objective 2: Support teachers through the Teacher Incentive Allotment (TIA) system to increase recruitment, induction, and retention.

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Provide informative sessions regarding the TIA system, supportive data, and documentation throughout the school year. **Strategy's Expected Result/Impact:** Qualifying teachers will meet TIA requirements. **Staff Responsible for Monitoring:** Principal, Dean of Instruction **Title I:** 2.4, 2.5, 2.6 **- 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, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

State Compensatory

Budget for South Texas ISD Virtual Academy

Total SCE Funds: $1,000.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

South Texas Independent School District

South Texas ISD World Scholars

2025-2026 Campus Improvement Plan

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Demographics

Demographics Summary

World Scholars is an esteemed International Baccalaureate high school situated in Edinburg, Texas, dedicated to providing a comprehensive education to students in grades 9 through 12. Our institution proudly serves a diverse student body from the surrounding counties of the Rio Grande Valley, including Cameron, Hidalgo, and Willacy counties, ensuring that a wide range of communities have access to quality education.

Our curriculum is robust and varied, offering courses across essential disciplines such as English, math, social studies, and science, as well as fine arts, career and technical education (CTE), physical education, and athletics. This diverse array of subjects ensures that students receive a well-rounded education, preparing them for both higher education and future careers.

In particular, our CTE programs are designed to provide students with specialized knowledge and skills in key areas of interest. These programs include specializations in law and public services, arts, audio/video technology and communications, business marketing and finance, and science, technology, engineering, and mathematics (STEM). By offering these focused areas of study, we aim to equip our students with the practical skills and expertise needed to excel in their chosen fields.

Furthermore, World Scholars is committed to enhancing our students' academic experiences through strategic partnerships with South Texas College and the University of Texas Rio Grande Valley. These partnerships offer students the opportunity to engage in advanced coursework and gain college credits both virtually and in-person, thereby enriching their educational journey and providing a seamless transition to higher education.

At World Scholars, we are committed to offering a diverse range of academic opportunities that equip our students with the skills and knowledge necessary for success in higher education and their future careers. Our curriculum is designed to challenge and inspire, ensuring that every student is prepared for the rigors of college-level coursework. This dedication is reflected in our impressive record of 100% college and university acceptance, as well as our 100% graduation rate, underscoring our commitment to academic excellence and student success.

For the 2024-2025 school year, our total enrollment stands at 402 students, comprising 229 females and 173 males. Our student body is diverse, with 14% receiving special education services, 11% identified as gifted and talented, and 15% classified as emergent bilingual. Additionally, 9% of our students are served under Section 504, 61% are economically disadvantaged, and 28% are considered at-risk. This demographic diversity enriches our school community and informs our approach to personalized and inclusive education.

Our dedicated team consists of 32 teachers and 7 paraprofessionals, supported by a total faculty and staff of 61. This robust team is committed to fostering a supportive and nurturing environment where every student can thrive. Our educators are passionate about their work and are continually seeking innovative ways to engage and inspire our students, ensuring that each individual receives the attention and resources they need to succeed.

Demographics Strengths

At World Scholars, the diversity of our student population stands as a cornerstone of our educational philosophy. This rich tapestry of backgrounds and experiences cultivates a global perspective among our students, allowing them to engage in both social and academic settings with a heightened sense of empathy and collaboration. Through daily interactions, our students learn to appreciate and understand a multitude of cultures and viewpoints, which not only enriches their educational journey but also equips them with the skills necessary to thrive in an increasingly interconnected world.

Our special programs are meticulously crafted to offer personalized learning experiences that cater to the individual needs of each student. By providing more one-to-one opportunities, we are able to address specific learning needs and close any gaps in understanding that may arise. This tailored approach ensures that we support each student's current academic progress while also propelling them forward in their academic careers. As a result, our students are not only well-prepared for the challenges they may face in the future but are also empowered to achieve their full potential.

The selection of World Scholars by both parents and students highlights our steadfast commitment to academic excellence. This dedication is reflected in our comprehensive academic programs, which are meticulously crafted to both challenge and inspire our students. By fostering an environment that encourages intellectual curiosity and critical thinking, we ensure that our students are not only absorbing information but are also engaging with it in meaningful ways.

Furthermore, our emphasis on educational post-secondary preparedness is a cornerstone of our institution. We are committed to equipping our students with the essential skills and knowledge that will serve them well in higher education and their future careers. This focus ensures that our graduates are not only ready to meet the demands of post-secondary education but are also prepared to excel in a rapidly evolving world. Our mission to uphold these standards of excellence is what propels us to continually refine and enhance the educational experience we provide, ensuring that our students are well-prepared for the challenges and opportunities that lie ahead.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students newly enrolling into World Scholars find it challenging adapting to the rigorous course curriculum and expectations most especially in the areas of reading, writing, math, and science.
Root Cause: Students newly enrolling into World Scholars arrive under-identified for eligibility in special programs such as English language proficiency programs EB and Special Education ; hence, the rigorous curriculum presents academic challenges for these students in the first semester.

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/records.

Problem Statement 3 (Prioritized): The academic progress of Special Education and Emergent Bilingual populations is a key priority for World Scholars stakeholders, and the need for a reliable baseline to gauge consistent student progress hinders tracking fidelity, timely interventions, and prescriptive and informed decision-making.
Root Cause: Academic gaps exist because students enter high school with varying levels of academic and instructional preparedness and rigor in curriculum and instruction.

Student Learning

Student Learning Summary

Our most current STAAR EOC data reflects an overall passing rate of 91% for the 2023-2024. For each tested STAAR EOC in the 2023-2024 school year, World Scholars received 94% overall in English Language Arts, 94% in Mathematics, 100% in Science , and 100% in Social Studies.

STAAR EOC passing percentage by population:

- **Special Education** had an 69% passing in English I; 92% in English II; 100% in US History
- **Emergent Bilinguals** had a 77% passing in English I; 96% in English II; 100% in Algebra I; 100% in Biology; 100% in US History
- **Economically Disadvantaged** had a 88% passing in English I; 99% in English II; 92% in Algebra I; 100% in Biology; 100% in US History

In 2023-2024, the graduating senior class had a graduation rate of 100% and 0% drop-out rate. College, Career, Military Readiness was at an 81.4%.

World Scholars prides itself on providing the best student support services to all its students of varying populations. World Scholars offers support programs such as special education services, 504, Emergent Bilingual, MTSS, and at-risk to name a few.

Student Learning Strengths

Our strengths are in the area of science and social studies with the overall campus receiving 100% on the biology EOC and 100% on the US history EOC passing rates. Overall, World Scholars was also in the 94% passing in ELA and Math.

World Scholars has established various academic programs to prepare graduates for post-secondary readiness and in future careers. Our CTE programs of study focus on STEM, Business Management, Law Enforcement and Criminal Justice, computer science, etc. All our CTE programs provide hands-on, real world experiences for our students through practicum internships in all programs of study.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: World Scholars students struggle with college preparedness in passing TSI, SAT and ACT, most especially in the areas of reading and mathematics.
Root Cause: The need for an established curriculum is crucial to the success in postsecondary college preparation exams.

School Processes & Programs

School Processes & Programs Summary

At World Scholars, we are committed to providing a comprehensive and diverse academic curriculum that caters to the varied interests and aspirations of our students. Our traditional core subject classes, including Reading Language Arts (RLA), science, math, and social studies, form the foundation of our educational offerings, ensuring that students receive a well-rounded education that prepares them for future academic pursuits.

> In addition to our core curriculum, we offer advanced level classes through the prestigious International Baccalaureate (IB) program. This program is designed to challenge students and develop their critical thinking skills, preparing them for success in higher education and beyond. Our partnerships with the University of Texas-Rio Grande Valley and South Texas College further enhance our academic offerings, providing students with opportunities for dual enrollment and exposure to college-level coursework.
>
> Our Career Technical Education (CTE) programs are designed to equip students with practical skills and knowledge in various fields. We offer multiple programs of study, including Law and Public Service, Arts, Audio/Video Technology, and Communications, Business, Marketing and Finance, Hospitality and Tourism, and Science, Technology, Engineering, and Mathematics. These programs provide students with hands-on experience and prepare them for successful careers in their chosen fields.
>
> Furthermore, we recognize the importance of fostering creativity and self-expression in our students. Our fine arts courses in art, theatre arts, and music offer students the opportunity to explore their artistic talents and develop their creative skills. These courses not only enrich our students' educational experience but also contribute to their personal growth and development.

Furthermore, we have embraced the growing field of Esports, providing our students with the opportunity to engage in competitive gaming. This modern addition to our extracurricular offerings allows students to explore their interests in technology and gaming, while also promoting strategic thinking and collaboration. By integrating Esports into our program, we aim to cater to the diverse interests of our student body and prepare them for the evolving landscape of future careers.

School Processes & Programs Strengths

At World Scholars, we pride ourselves on our collaborative approach with district coordinators and directors, which is fundamental to establishing and facilitating the ongoing success of our programs for all student populations. This partnership ensures that our initiatives are aligned with district goals and resources, allowing us to provide a cohesive and supportive educational environment for our students.

Each of our campus programs is meticulously managed by our dedicated campus administration and counseling team. This management structure ensures that our programs are not only well-organized but also responsive to the unique needs of our student body. Our administration and counselors work closely together to create a nurturing and effective learning atmosphere, where every student can thrive.

We have developed clearly defined program course sequences and crosswalks, which are instrumental in guiding our students through their educational journey. These structured pathways allow us to offer prescriptive student schedules that are tailored to meet the diverse needs of our students. By providing personalized schedules, we ensure that each student receives the support and resources necessary to achieve their academic goals and succeed in their studies.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): World Scholars offers various program opportunities, thus a need to focus on incorporating more scheduling opportunities and flexibility in the master schedule is necessary.
Root Cause: Staffing is low which has caused issues with adding more preps to teachers schedules which has limited flexibility in students' schedules.

Perceptions

Perceptions Summary

At World Scholars, we place a high value on the insights and feedback from all campus stakeholders, recognizing that their perspectives are crucial to our continuous improvement. Throughout the academic year, we actively engage our teachers and staff through surveys designed to gauge the campus atmosphere, gather innovative recruitment ideas to boost enrollment, and assess interest in potential reassignments within their subject areas or departments. Additionally, these surveys serve as a platform for staff to express their professional development needs and participate in professional learning communities that focus on reviewing and enhancing our campus improvement plan, analyzing campus data, and formulating actionable strategies.

We also prioritize receiving input from parents regarding our programs of study, which is facilitated through site-based decision-making meetings and sessions held at the beginning, middle, and end of the academic year. This collaborative approach ensures that we are responsive to the needs and expectations of our students and their families, allowing us to make necessary adjustments to our program offerings. By maintaining open lines of communication with parents, we are better equipped to tailor our educational programs to meet the evolving needs of our community.

At our school, we prioritize creating a campus climate where every student, staff member, and teacher, along with the broader community, feels secure and supported. This commitment to a safe learning environment is fundamental to our mission, ensuring that all stakeholders can engage in educational activities without fear or hesitation. We believe that a sense of safety is crucial for effective learning and teaching, and we strive to maintain this atmosphere consistently.

Our school culture is deeply rooted in the principles of progress and growth, not only for our students but also for our non-professional and professional staff. We are dedicated to fostering an environment where continuous improvement is encouraged and celebrated. By investing in the development of our staff, we aim to enhance their skills and capabilities, which in turn positively impacts student success. This culture of growth is essential for adapting to the ever-evolving educational landscape and meeting the diverse needs of our students.

Furthermore, we are committed to being future-focused, with all stakeholders actively engaged in re-establishing and building campus programs that cater to both current and future students. This forward-thinking approach ensures that our educational offerings remain relevant and effective, preparing our students for the challenges and opportunities of tomorrow. By involving the entire school community in this process, we harness a wide range of perspectives and ideas, which enriches our programs and strengthens our school as a whole.

Perceptions Strengths

At World Scholars, our commitment to yearly improvements is a testament to our dedication to providing an exceptional educational experience. Our campus stakeholders, including faculty, staff, and community partners, work collaboratively to lay robust program foundations across all our offerings, from the International Baccalaureate (iB), dual enrollment and Career and Technical Education (CTE) programs. This collaborative approach ensures that each program is not only well-structured but also responsive to the evolving educational landscape, thereby equipping our students with the skills and knowledge they need to succeed.

Furthermore, we place a high value on interdisciplinary studies, recognizing the importance of integrating knowledge across different fields. By fostering opportunities for interdisciplinary learning, we encourage our students to think critically and creatively, drawing connections between diverse subjects. This approach not only enriches their educational experience but also prepares them to tackle complex real-world challenges with a well-rounded perspective. Our commitment to

interdisciplinary studies is reflected in the innovative projects and collaborative initiatives that span our various departments, promoting a culture of curiosity and lifelong learning.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): World Scholars' student success stems from establishing course sequencing for core, CTE, IB and dual enrollment classes.
Root Cause: Students' scheduling and enrollment in classes doe not always follow course prerequisites.

Problem Statement 2 (Prioritized): World Scholars has had a decline in enrollment for the past 5 years.
Root Cause: Steady enrollment decline since 2020.

Priority Problem Statements

Problem Statement 1: Students newly enrolling into World Scholars find it challenging adapting to the rigorous course curriculum and expectations most especially in the areas of reading, writing, math, and science.

Root Cause 1: Students newly enrolling into World Scholars arrive under-identified for eligibility in special programs such as English language proficiency programs EB and Special Education ; hence, the rigorous curriculum presents academic challenges for these students in the first semester.

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/records.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The academic progress of Special Education and Emergent Bilingual populations is a key priority for World Scholars stakeholders, and the need for a reliable baseline to gauge consistent student progress hinders tracking fidelity, timely interventions, and prescriptive and informed decision-making.

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

Problem Statement 3 Areas: Demographics

Problem Statement 4: World Scholars offers various program opportunities, thus a need to focus on incorporating more scheduling opportunities and flexibility in the master schedule is necessary.

Root Cause 4: Staffing is low which has caused issues with adding more preps to teachers schedules which has limited flexibility in students' schedules.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: World Scholars' student success stems from establishing course sequencing for core, CTE, IB and dual enrollment classes.

Root Cause 5: Students' scheduling and enrollment in classes doe not always follow course prerequisites.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: World Scholars has had a decline in enrollment for the past 5 years.

Root Cause 6: Steady enrollment decline since 2020.

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 2026, 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, assessments, monitoring, and adjusting for quarters 1-4.

High Priority

Evaluation Data Sources: 1. State assessment data: 2025 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	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Implementation of a minimum of 2 walkthroughs and 2 instructional coaching sessions per quarter to provide instructional and classroom management feedback and support to teachers. **Strategy's Expected Result/Impact:** To increase teacher capacity in classroom management and instructional tools to maximize student mastery through the disciplines. **Staff Responsible for Monitoring:** Campus Principal; Assistant Principals **Title I:** 2.4, 2.5 **Funding Sources:** - 199 - General Fund				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 2: Teachers will attend Summer Curriculum Writing to develop a yearlong curriculum and assessments for all subject areas by quarter. **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 **Funding Sources:** - 199 - General Fund				

Strategy 3 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 3: Establish progress monitoring spreadsheets and portfolios for quarter assessments (Eduphoria), CTE completers (Eduthings), CCMR (accountability) , STAAR EOC, IB (ManageBac). **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, Counselors, and IB coordinator **Title I:** 2.6 **Funding Sources:** ManageBac - 397 - Advanced Placement - $3,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 4: Implement formative 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 **Funding Sources:** - 199 - General Fund				

Strategy 5 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 5: Hold monthly IB meetings to discuss instructional needs, student data, and continued program 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 **Funding Sources:** - 199 - General Fund				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: By June 2026, special populations (Sped and EB) students will increase their STAAR and 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 in the areas of English and Algebra 1.

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Review transcripts, cumulative folders, and the previous year's ARD paperwork to gather student information to strategically develop annual goals for all special education students based on their 2024-2025 STAAR results and last year's teacher input. **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 **Funding Sources:** - 199 - Special Education				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 2: Review LPAC folder and utilize student information to develop individualized plans for emergent bilingual students based on STAAR EOC and TELPAS results and establish a robust monitoring system for quarterly feedback. **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 **Funding Sources:** - 199 - English Language Learner				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Throughout the 2025-2026 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% rule, 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	Reviews			
	Formative			Summative
	Jan	Mar	June	June
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 **Funding Sources:** - 199 - General Fund				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 2: Hold quarterly attendance committee meetings to evaluate student attendance issues and develop individualized plans 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 **Funding Sources:** - 199 - General Fund				

Strategy 3 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
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 **Funding Sources:** - 199 - General Fund				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Throughout the 2025-2026 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	Reviews			
	Formative			Summative
	Jan	Mar	June	June
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 **Funding Sources:** - 199 - General Fund				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Throughout the 2025-2026 school year, efforts will be established to engage the World Scholars stakeholders 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	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Develop systems such as stakeholder surveys to receive input and feedback from all stakeholders, i.e. a campus newsletter, and participation in collaborative 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 **Funding Sources:** - 199 - General Fund				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 2: Continued partnership opportunities with Higher Education Systems and the local community to provide post-secondary opportunities and internships for World Scholars. **Strategy's Expected Result/Impact:** To impact student post-secondary success and career options **Staff Responsible for Monitoring:** Campus Principal; Assistant Principals; Counselors **Title I:** 2.4, 4.2 **Funding Sources:** - 199 - General Fund				

Strategy 3 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 3: Continued partnership opportunities for CTE practicum courses to immerse students in career preparation programs and 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 **Funding Sources:** - 199 - General Fund				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Throughout the 2025-2026 school year, efforts will be established to engage the World Scholars stakeholders 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	Reviews			
	Formative			Summative
	Jan	Mar	June	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
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				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Recruit, develop, and retain highly qualified teachers and staff with more than five years of experience in education.

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	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 1: Provide campus support systems for new to-district teachers by offering professional development opportunities in onboarding, classroom management, skills-based training, and writing across the curriculum. **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 **Funding Sources:** - 199 - General Fund				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
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 **Funding Sources:** - 199 - General Fund				

Strategy 3 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 3: Organize and establish committees for campus culture, recruitment events, school-wide events, and socialization. **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 **Funding Sources:** - 199 - General Fund				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 6: Promote enrollment to recruitment new students and increase enrollment by 5%.

Performance Objective 1: Showcase the World Scholars academic programs: dual enrollment partnerships (UTRGV/STC), the IB program, CTE programs of study, and athletics to increase enrollment.

Evaluation Data Sources: 24-25 enrollment reports vs. 25-26 enrollment reports, new to district parent surveys, marketing reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 2: World Scholars clubs and organizations will continue with community service projects (i.e. 5K; parades; market days; civic responsibilities) to promote the campus's core beliefs. **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 **Funding Sources:** - 199 - General Fund				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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	Reviews			
	Formative			Summative
	Jan	Mar	June	June
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 **Funding Sources:** - 199 - General Fund				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
Strategy 2: Implement a campus Instructional technology plan to meet the campus' instructional goals through digital teaching and learning tools with a focus on AI. **Strategy's Expected Result/Impact:** Enhance and ensure students mastery **Staff Responsible for Monitoring:** Campus Principal; Assistant Principals; Instructional Technologist **Title I:** 2.5 **Funding Sources:** - 199 - General Fund				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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	Reviews			
	Formative			Summative
	Jan	Mar	June	June
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 **Funding Sources:** - 244 - Career Technical Education, - 199 - General Fund				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
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 **Funding Sources:** - 199 - General Fund				

Strategy 3 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
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 **Funding Sources:** - 199 - General Fund				

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

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	Reviews			
	Formative			Summative
	Jan	Mar	June	June
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 **Funding Sources:** - 199 - General Fund				

Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
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 **Funding Sources:** - 199 - General Fund				

Strategy 3 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	June
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 **Funding Sources:** - 199 - General Fund				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Campus Funding Summary

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2			$0.00
1	1	4			$0.00
1	1	5			$0.00
3	1	1			$0.00
3	1	2			$0.00
3	1	3			$0.00
3	2	1			$0.00
4	1	1			$0.00
4	1	2			$0.00
4	1	3			$0.00
5	1	1			$0.00
5	1	2			$0.00
5	1	3			$0.00
6	1	2			$0.00
7	1	1			$0.00
7	1	2			$0.00
8	1	1			$0.00
8	1	2			$0.00
8	1	3			$0.00
8	2	1			$0.00
8	2	2			$0.00
8	2	3			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$348,263.00
				+/- Difference	$348,263.00

199 - Special Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$186,005.00
				+/- Difference	$186,005.00

199 - English Language Learner					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	2			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$47,256.00
				+/- Difference	$47,256.00

211 - Title I, Part A School Wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$201,487.00
				+/- Difference	$201,487.00

212 - Title I, Part C Migrant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,063.00
				+/- Difference	$3,063.00

244 - Career Technical Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
8	1	1			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$8,358.00
				+/- Difference	$8,358.00

255 - Title II, Part A Training					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$26,396.00
				+/- Difference	$26,396.00

397 - Advanced Placement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	ManageBac		$3,000.00
				Sub-Total	$3,000.00
				Budgeted Fund Source Amount	$5,920.00
				+/- Difference	$2,920.00

410 - Instructional Materials Allotment					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$50,180.00
				+/- Difference	$50,180.00
				Grand Total Budgeted	$876,928.00
				Grand Total Spent	$3,000.00
				+/- Difference	$873,928.00