

# South Texas Independent School District



South Texas ISD

**Health  
Professions**

GRADES 9-12 | MERCEDES

## South Texas ISD Health Professions

## 2026-2027 Campus Improvement Plan

# 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

## Summary

Student population:

School Population	Count	Percent
<b>Student Total</b>	<b>836</b>	<b>100%</b>
9th Grade	243	29.07%
10th Grade	191	22.85%
11th Grade	202	24.16%
12th Grade	200	23.92%

Student programs:

Student Programs	Count	Percent
Dyslexia	20	2.39%
Full-Time Hybrid/Virtual Program	1	0.12%
Gifted and Talented	97	11.60%
MS Advanced Math Participation	0	0.00%
Regional Day School Program for the Deaf	0	0.00%
Section 504	31	3.71%
Special Education (SPED)	60	7.18%
<b>Emergent Bilingual</b>		
Emergent Bilingual (EB)	141	16.87%
Bilingual	0	0.00%
English as a Second Language (ESL)	129	15.43%
Alternative Methods for Bilingual Education	0	0.00%
Alternative Methods for ESL	0	0.00%
<b>Title I Part A</b>		
Schoolwide Program	836	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	257	30.74%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	9	1.08%
Intervention Indicator	7	0.84%
Migratory	5	0.60%
Military Connected	21	2.51%
Transfer In Students	0	0%
Unschooler Asylee/Refugee	0	0%
<b>Economic Disadvantage</b>		
Economic Disadvantage Total	683	81.70%

Free Meals	279	33.37%
Reduced-Price Meals	5	0.60%
Other Economic Disadvantage	399	47.73%
<b>Homeless and Unaccompanied Youth</b>		
Homeless Status Total	0	0.00%
Shelter	0	0.00%
Doubled Up	0	0.00%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	0	0.00%
Is Unaccompanied Youth	0	0.00%

## 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	Root Cause
1 ★	Campus enrollment has not hit the target of 900 students.	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.
2 ★	The Emergent Bilingual proficiency levels need to increase overall to exit the EB program and to close the gaps.	There is not enough instructional support to ensure our EB students are provided comprehensive instructional support in all 4 language domains in all courses.

★ = Priority

# Student Learning

## Summary

# Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	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%.	Students are not separated into performance groups; there is not enough push to masters in these subgroup areas.
2 ★	There is a gap with our Emergent Bilingual students and their performance on IBC exams, 36.4% passing rate.	Career and Technical Education classes need more training and professional development on ways to help their Emergent Bilingual students.
3 ★	Overall, our CCMR scores are at 82%. Target for our campus is at 90%.	Students need targeted focus on math concepts in TSIA, foundational concepts are missing, students need targeted support during intervention.
4 ★	CCMR scores for our Emergent Bilingual population is at 72.7%.	More support is needed for our EB population in the area of TSIA math and ELAR.
5 ★	Advanced Placement results for 11th and 12th grade students is at 30% overall at a level 3 or higher.	There is not enough AP preparation for students throughout the year and a lack of Saturday tutorials for these students.

6  
★

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

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.

7  
★

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

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

8  
★

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

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

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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.

10  
★

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

Students lack the prerequisite skills and require resources and support to obtain those skills.

11  
★

There needs to be an increase for dual credit opportunities for all students.

CCMR is currently at 80%. We need to be at 100%.

12



There is a need for an increase in professional development opportunities for teachers.

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

 = Priority

# 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	Root Cause
1 ★	There needs to be more intentional conversations regarding student academic, behavioral, and socioemotional progress.	Structures PLCs need to be reinforced and normed.
2	There has been an uptick in discipline at Health Professions.	There has been an increase in processes and procedures implemented at the campus.
3 ★	Over the years, there has been an increase on the focus of safety. Health Professions requires the refinement of current safety plans and procedures.	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.
4 ★	The Emergent Bilingual proficiency levels need to increase overall to exit the EB program and to close the gaps.	There is not enough instructional support to ensure our EB students are provided comprehensive instructional support in all 4 language domains in all courses.
5 ★	Campus enrollment has not hit the target of 900 students.	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.

6



Health Professions currently has 7 CTE programs of study.

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

7



There needs to be an increase for dual credit opportunities for all students.

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# 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	Root Cause
1 ★	There is a need for student SEL lessons to support socioemotional development.	Students are displaying a need for more mental awareness.
2 ★	Student attendance is at 94% at Health Professions.	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.
3 ★	There are not enough celebrations and achievement recognitions at Health Professions to promote student retention.	There is a lack of planning for activities geared at promoting student retention.
4 ★	There is a need for increased parental involvement at Health Professions.	There is a lack of a strong PTSO, and programs to encourage parents to visit our campus.
5 ★	There needs to be an increase in the amount of communication to our stakeholders.	Parents are not fully informed of district and campus events, deadlines, and opportunities.

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# Priority Problem Statements

## Problem Statement

## Root Cause

1  
★

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

 = Priority



# Data Documentation for CNA

# Data Documentation for CNA

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)

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Texas Success Initiative (TSI) 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/stability
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- 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
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility/stability rate, including longitudinal data
- Discipline records
- 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
- T-TESS data
- T-PESS data
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

## **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent and community partnership data

## **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Scope and Sequence; Pacing Guides; and Other Focus Documents



# Goals

# Goal 1

STUDENT ACHIEVEMENT - By the end of June 2027, 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 High Priority

By June 2027, 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.

**Evaluation Data Source:** 1. State assessment data: 2026 STAAR Results and TELPAS reports;  
2. Campus/District data: Eduphoria data reports (checkpoint and benchmark data);  
3. Intervention data reports

### Strategy 1

Establish and strengthen professional learning communities processes with a focus on a continued cycle of improvement in all STAAR EOC core content areas.

**Strategy's Expected Result/Impact:** Student achievement will increase in all content areas

**Staff Responsible for Monitoring:** Administrators, Counselors, Teachers

**Problem Statements:** Student Learning 1, 10, 12

**Funding Sources:** 199 - General Fund,

**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

### Formative Reviews

January

March

June

June

### Strategy 2

Implement a systemic process to identify students of concern using data disaggregation to provide tiered and targeted interventions and adjust based on progress monitoring through ongoing formative assessments.

**Strategy's Expected Result/Impact:** Student achievement will increase in all content areas.

**Staff Responsible for Monitoring:** Administrators, Counselors, Teachers

**Problem Statements:** Demographics 2 - Student Learning 1, 8, 10, 12 - School Processes & Programs 1, 4 - Perceptions 6

**Funding Sources:** Instructional Supplies and Supplemental Materials for Special Education Students 199 - Special Education, 199-11-6395-23, \$3,000, 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 Emergent Bilingual Students 199 - English Language Learner, 199-11-6395-25, \$8,000

**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

### Formative Reviews

January

March

June

June

## Strategy 3

Provide high quality instructional materials, resources, technology, and consumables to support tiered and targeted instruction and ongoing formative assessment to strengthen assessment performance.

**Strategy's Expected Result/Impact:** Student achievement will increase in all content areas.

**Staff Responsible for Monitoring:** Administrators, Counselors, Teachers

**Problem Statements:** Demographics 2 - Student Learning 1, 8, 10, 12 - School Processes & Programs 1, 4 - Perceptions 6

**Funding Sources:** SHI Securly & Govt. Solutions 199 - General Fund, 199-11-6249-11, \$13,000, Cavas 199 - General Fund, 199-11-6249-11, \$11,500, 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, 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, Instructure INC. 199 - General Fund, 199-11-6249-11, \$11,300, Academic Textbooks (Social Studies/Math Adoption, Consumables for Core) 199 - General Fund, 199-11-6321-11, \$250,000, Supplies and Materials for AP Courses 199 - General Fund, 199-11-6395-21, \$42,000, Science Technology - iPad Cart to support Biology EOC course 199 - General Fund, 199-11-6398-11, \$20,000, Science Gizmos 199 - General Fund, 199-11-6249-11, \$2,500, ESL Supplies for EB Learners 199 - English Language Learner, 199-11-6395-25, \$2,000, Academic Supplies 199 - General Fund, 199-11-6395-11, \$25,000, OnData Suite 199 - General Fund, 199-11-6239-11, \$1,041, Title 1 Funds for Materials and Supplies 199 - General Fund, 199-11-6395-30, \$20,000, Kuta Software 199 - General Fund, 199-11-6249-11, \$1,250

**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

## Formative Reviews

January

March

June

June

### Strategy 4

Provide professional development opportunities, including conferences and other formats, to meet the needs of staff and students in all populations, such as but not limited to at-risk, economically disadvantaged, special education, gifted and talented, 504, emergent bilingual, general education, etc.).

**Strategy's Expected Result/Impact:** Increased overall student achievement.

**Staff Responsible for Monitoring:** Administration

**Problem Statements:** Demographics 2 - Student Learning 1, 8, 10, 12 - School Processes & Programs 1, 4 - Perceptions 6

**Funding Sources:** ZTastic Solutions 199 - English Language Learner, 199-13-6299-25, \$4,000, LPAC Folder Review 199 - English Language Learner, 199-13-6299-25, \$4,000, IOWA Assessment 199 - English Language Learner, 199-13-6299-25, \$2,000, Responsive Learning, Stetson & Associates, Dyslexic Training, S3 Strategies training for teachers 199 - Special Education, 199-13-6299-23, \$10,000, Apple Distinguished School Technology for students 199 - General Fund, 199-11-6398-11, \$56,000, Technology to support Apple Distinguished School Requirements 199 - General Fund, 199-11-6398-11, \$70,000, Apple Distinguished School Technology for Faculty 199 - General Fund, 199-13-6398-11, \$56,000

**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

## Formative Reviews

January

March

June

June

### Strategy 5

Provide targeted and intentional coaching and feedback cycles for teachers with scheduled walkthroughs, collaborated meetings, and data sessions.

**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

**Problem Statements:** Demographics 2 - Student Learning 1, 8, 10, 12 - School Processes & Programs 1, 4 - Perceptions 6

**Funding Sources:** 199 - General Fund,

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning

### Formative Reviews

January

March

June

June

## Strategy 6

Provide high-quality instructional materials to improve the academic achievement of special population students through targeted support 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

**Problem Statements:** Demographics 2 - Student Learning 1, 8, 10, 12 - School Processes & Programs 1, 4 - Perceptions 6

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

**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

### Formative Reviews

January

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## Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

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

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

**Performance Objective 1 Problem Statements Identifying Student Learning**

Problem Statement

Root Cause

1

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%.

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

8

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

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

10

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

Students lack the prerequisite skills and require resources and support to obtain those skills.

12

There is a need for an increase in professional development opportunities for teachers.

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

**Performance Objective 1 Problem Statements Identifying School Processes & Programs**

Problem Statement

Root Cause

1

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

Structures PLCs need to be reinforced and normed.

4

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

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

**Performance Objective 1 Problem Statements Identifying Perceptions**

6

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

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

**Performance Objective 2**  **High Priority**

By June 2027, at least 80% of Health Professions graduates will perform at the postsecondary ready levels on all IBC, TSIA-2, AP, ACT, and SAT exams.

**Evaluation Data Source:** State Accountability Reports (Domain I CCMR)

**Strategy 1**

Provide high-quality instructional materials, resources, and professional development to improve student achievement in TSIA, IBC, AP, ACT, and SAT preparation intervention courses, Saturday tutorials, camps, and other student support events.

**Strategy's Expected Result/Impact:** Increase overall student achievement on TSIA-2.

**Staff Responsible for Monitoring:** Administration, Counselors, Teachers

**Problem Statements:** Student Learning 2, 3, 4, 5, 6, 7, 12 - School Processes & Programs 1

**Funding Sources:** Counselor TSIA Training 199 - General Fund, 199-31-6239-38, \$200, TSIA training for Emergent Bilingual Students -ESC1 199 - General Fund, 199-11-6239-25, \$5,000, Teacher TSIA Training 199 - General Fund, 199-13-6239-38, \$2,000, TSIA training for Special Education Students-ESC1 199 - General Fund, 199-11-6239-23, \$5,000

**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

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**Strategy 2**

Analyze student performance data to create individualized instructional plans and provide student support sessions, such as tutorials and camps, etc, to increase student achievement in TSIA, IBC, AP, ACT, and SAT.

**Strategy's Expected Result/Impact:** Increase overall achievement on TSIA and increase post secondary enrollment

**Staff Responsible for Monitoring:** Administration, Counselors, Teachers

**Problem Statements:** Student Learning 2, 3, 4, 5, 6, 7, 12 - School Processes & Programs 1

**Funding Sources:** TSIA Instructional Materials for tutorial sessions 199 - General Fund, 199-11-6395-38, \$5,000, TSIA Vouchers 199 - General Fund, 199-11-6216-38, \$7,000, EMT Certification Exam 199 - General Fund, 199-11-6216-38, \$5,000, IBC Pre Exams 199 - General Fund, 199-11-6216-38, \$15,000, Ipad Cart for TSIA testing 199 - General Fund, 199-11-6398-38, \$20,000, Collegeboard Exams 199 - General Fund, 199-11-6216-38, \$15,000, IBC National Health Career Assn. 199 - General Fund, 199-11-6216-38, \$70,000, Fall SAT Exam 199 - General Fund, 199-11-6216-38, \$17,000, IBC Dental Assistant Exam 199 - General Fund, 199-11-6216-38, \$5,000, IBC Dental Exam 199 - General Fund, 199-11-6216-38, \$7,000, ACT Exams 199 - General Fund, 199-11-6216-38, \$15,000, Fall PreACT exams 199 - General Fund, 199-11-6216-38, \$5,000

**TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college

**ESF Levers:** Lever 5: Effective Instruction

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## Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

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

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

3

Overall, our CCMR scores are at 82%. Target for our campus is at 90%.

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

4

CCMR scores for our Emergent Bilingual population is at 72.7%.

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

5

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

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

6

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

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.

7

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

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

12

There is a need for an increase in professional development opportunities for teachers.

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

### Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

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

Structures PLCs need to be reinforced and normed.

### Performance Objective 3

By June 2027, at least 50% of Health Professions graduates will have obtained at least 9 hours in dual credit opportunities.

**Evaluation Data Source:** Transcripts, UTRGV, STC, UT Austin rosters.

#### Strategy 1

Sustain and support post-secondary partnerships, such as with UTRGV and STC, to continue offering high-quality dual enrollment courses.

**Strategy's Expected Result/Impact:** Increased number of students taking dual credit classes.

**Staff Responsible for Monitoring:** Administration, counselors, and teachers

**Problem Statements:** Demographics 1 - Student Learning 9, 11, 12 - School Processes & Programs 1, 5, 7 - Perceptions 7

**Funding Sources:** 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, , 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

**TEA Priorities:** Connect high school to career and college

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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### Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Campus enrollment has not hit the target of 900 students.

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.

### Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

9

Campus enrollment has not hit the target of 900 students.

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.

11

There needs to be an increase for dual credit opportunities for all students.

CCMR is currently at 80%. We need to be at 100%.

12

There is a need for an increase in professional development opportunities for teachers.

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

### Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

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

Structures PLCs need to be reinforced and normed.

5

Campus enrollment has not hit the target of 900 students.

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.

7

There needs to be an increase for dual credit opportunities for all students.

CCMR is currently at 80%. We need to be at 100%.

### Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

7

Campus enrollment has not hit the target of 900 students.

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.

### Performance Objective 4

By June 2027, Health Professions will increase the number of training opportunities targeting comprehensive instructional strategies for Emergent Bilingual students.

**Evaluation Data Source:** Training Opportunities

#### Strategy 1

Provide professional development and workshop opportunities to address the needs of emergent bilingual students and support staff in teaching the four language domains in listening, speaking, reading, and writing.

**Strategy's Expected Result/Impact:** Improved student achievement on state assessments and in language acquisition.

**Staff Responsible for Monitoring:** Curriculum department, dean of instruction, campus administration

**Problem Statements:** Demographics 2 - Student Learning 1, 2, 4, 6, 8, 12 - School Processes & Programs 1, 4 - Perceptions 6

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### Strategy 2

Provide software and resources that target second language acquisition and support language development for emergent bilingual students across all content areas.

**Strategy's Expected Result/Impact:** Improved student achievement on state assessments and in language acquisition.

**Staff Responsible for Monitoring:** Curriculum department, dean of instruction, campus administration

**Problem Statements:** Demographics 2 - Student Learning 1, 2, 4, 6, 7, 8, 12 - School Processes & Programs 1, 4 - Perceptions 6

**Funding Sources:** Sheltered Strategies Training - S3 Strategies 199 - General Fund, 199-13-6299-25, \$4,000, Emergent Bilingual Campus Technology 199 - General Fund, 199-11-6398-25, \$20,000, Summit K12 199 - General Fund, 199-13-6299-25, \$4,000, Student EB Trainings 199 - General Fund, 199-11-6299-25, \$15,000

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### Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

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

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

### Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

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%.

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

2

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

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

4

CCMR scores for our Emergent Bilingual population is at 72.7%.

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

6

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

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.

7

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

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

8

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

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

12

There is a need for an increase in professional development opportunities for teachers.

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

### Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

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

Structures PLCs need to be reinforced and normed.

4

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

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

### Performance Objective 4 Problem Statements Identifying Perceptions

6

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

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 2027, 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 2027, Health Professions will implement with fidelity the intervention process to respond to students with academic, behavior, and social emotional needs. Health Professions will expand its comprehensive Social-Emotional Learning (SEL) program to determine appropriate interventions after implementing the district referral special programs, such as Section 504 and Special Education.

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

### Strategy 1

Teachers engage in purposeful weekly collaboration meetings, such as PLCs, focused on sharing best practices, data conversations, analyzing student data, and discussing tiered 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

**Problem Statements:** Demographics 2 - Student Learning 1, 5, 8, 10, 12 - School Processes & Programs 1, 4 - Perceptions 6

**Funding Sources:** 199 - General Fund,

**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

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### Strategy 2

Provide social emotional student support opportunities, such as the delivery of Social Emotional Learning lessons, during Academic Mentoring using a variety of resources that provide students with Level 1 supports.

**Strategy's Expected Result/Impact:** Increased social emotional support, 2 times per month to benefit student mental health.

**Staff Responsible for Monitoring:** Counselors, Teachers

**Problem Statements:** Student Learning 12 - School Processes & Programs 1, 3 - Perceptions 1, 2, 5

**Funding Sources:** 199 - General Fund,

**TEA Priorities:** Connect high school to career and college

**ESF Levers:** Lever 3: Positive School Culture

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## Strategy 3

Teachers will provide and integrate into the existing curriculum weekly social-emotional learning lessons across all student populations that focuses on mental health awareness, emotional regulation, and social skills with the support from campus counselors.

**Strategy's Expected Result/Impact:** Improved student mental health.

**Staff Responsible for Monitoring:** Counselors, administration, teachers

**Problem Statements:** Student Learning 12 - School Processes & Programs 1, 3 - Perceptions 1, 5

**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

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June

## Strategy 4

Establish a school-wide social-emotional learning 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.

**Strategy's Expected Result/Impact:** Improved social-emotional awareness and mental health for students.

**Staff Responsible for Monitoring:** Counselors, administration

**Problem Statements:** Student Learning 12 - School Processes & Programs 1, 3 - Perceptions 1, 2, 5

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### Strategy 5

Conduct monthly professional development sessions for teachers to monitor the implementation of the MTSS and intervention process with fidelity in order to identify and respond to student social-emotional needs and follow through with district processes for interventions and referrals to 504 and special education programs.

**Strategy's Expected Result/Impact:** Improved student mental health and academic achievement due to interventions and supports

**Staff Responsible for Monitoring:** Administration, district special programs staff

**Problem Statements:** Student Learning 12 - School Processes & Programs 1, 3 - Perceptions 1

## Formative Reviews

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### Strategy 6

Create a system for regular check-ins with students identified as needing additional social-emotional support, utilizing school counselors and social workers to provide targeted interventions and track progress.

**Strategy's Expected Result/Impact:** Improved mental health for students

**Staff Responsible for Monitoring:** Counselors and administration

**Problem Statements:** School Processes & Programs 1, 3 - Perceptions 1, 2

## Formative Reviews

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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 and ensure these resources are accessible and culturally relevant.

**Strategy's Expected Result/Impact:** Improved student mental health

**Staff Responsible for Monitoring:** Administration, district student support, counselors

**Problem Statements:** School Processes & Programs 1, 3 - Perceptions 1, 2

**Funding Sources:** Parent SEL Sessions 199 - General Fund, 199-31-6299-99, \$3,000

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### Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

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

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

### Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

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%.

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

5

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

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

8

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

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

10

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

Students lack the prerequisite skills and require resources and support to obtain those skills.

12

There is a need for an increase in professional development opportunities for teachers.

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

**Performance Objective 1 Problem Statements Identifying School Processes & Programs**

Problem Statement

Root Cause

1

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

Structures PLCs need to be reinforced and normed.

3

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

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.

4

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

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

**Performance Objective 1 Problem Statements Identifying Perceptions**

Problem Statement

Root Cause

1

There is a need for student SEL lessons to support socioemotional development.

Students are displaying a need for more mental awareness.

2

Student attendance is at 94% at Health Professions.

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.

5

There needs to be an increase in the amount of communication to our stakeholders.

Parents are not fully informed of district and campus events, deadlines, and opportunities.

# 6

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

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

## Performance Objective 2

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

**Evaluation Data Source:** Student Information Systems, School Safety Plans

### Strategy 1

Implement current district and state discipline charts and align to the campus discipline management plan with fidelity, 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

**Problem Statements:** Student Learning 12 - School Processes & Programs 1, 3 - Perceptions 5

**Funding Sources:** 199 - General Fund,

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

#### Formative Reviews

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### Strategy 2

Incentivize positive behaviors for students and create an organized discipline management program to reduce the number of tardies, students skipping class, improve truancy, and promote student ID use and dress code compliance..

**Strategy's Expected Result/Impact:** Decrease the number of tardies and increase instructional time. Increase the number of students wearing student IDs, increase positive incentives to reward good behavior.

**Staff Responsible for Monitoring:** Administration, counselors, teachers

**Problem Statements:** Demographics 1 - Student Learning 9 - School Processes & Programs 1, 3, 5 - Perceptions 2, 3, 5, 7

**Funding Sources:** 199 - General Fund,

**TEA Priorities:** Improve low-performing schools

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### Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Campus enrollment has not hit the target of 900 students.

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.

### Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

9

Campus enrollment has not hit the target of 900 students.

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.

12

There is a need for an increase in professional development opportunities for teachers.

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

### Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

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

Structures PLCs need to be reinforced and normed.

3

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

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.

5

Campus enrollment has not hit the target of 900 students.

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.

### Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

Student attendance is at 94% at Health Professions.

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.

3

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

There is a lack of planning for activities geared at promoting student retention.

5

There needs to be an increase in the amount of communication to our stakeholders.

Parents are not fully imformed of district and campus events, deadlines, and opportunities.

7

Campus enrollment has not hit the target of 900 students.

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.

### Performance Objective 3

Health Professions will establish a safety committee to conduct safety reviews throughout the school year.

**Evaluation Data Source:** Meeting minutes, safety binder

## Strategy 1

Refine current safety procedures, protocols, and practices with the Health Professions safety committee to improve campus safety, including improved 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

**Problem Statements:** Student Learning 12 - School Processes & Programs 1, 3 - Perceptions 5

**Funding Sources:** 199 - General Fund,

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

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### Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

12

There is a need for an increase in professional development opportunities for teachers.

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

### Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

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

Structures PLCs need to be reinforced and normed.

3

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

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.

### Performance Objective 3 Problem Statements Identifying Perceptions

5

There needs to be an increase in the amount of communication to our stakeholders.

Parents are not fully informed of district and campus events, deadlines, and opportunities.

# Goal 3

PROGRAM EXPANSION - By June 2027, 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

Provide dual enrollment courses in order to enhance academic opportunities for students in core content areas via partnership with South Texas College for the Interdisciplinary Program.

**Evaluation Data Source:** STC Rosters and course offerings

### Strategy 1

Align dual credit courses provided by South Texas College with the curriculum to ensure the courses meet both high school and college standards through an established dedicated alignment team.

**Strategy's Expected Result/Impact:** Increased student opportunities and improved academic achievement

**Staff Responsible for Monitoring:** Counselors, administration

**Problem Statements:** Demographics 1 - Student Learning 9, 11 - School Processes & Programs 1, 5, 7 - Perceptions 7

**Funding Sources:** 199 - General Fund,

**TEA Priorities:** Connect high school to career and college

**ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

### Formative Reviews

January

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June

June

### Strategy 2

Increase dual enrollment participation from 80% to 100% by providing informational sessions that focus on qualification requirements, increased awareness of offerings, and understanding of benefits for students and parents.

**Strategy's Expected Result/Impact:** Improve academic achievement and increase dual enrollment participation

**Staff Responsible for Monitoring:** Counselors, administration, dual enrollment liaisons

**Problem Statements:** Demographics 1 - Student Learning 9, 11, 12 - School Processes & Programs 1, 5, 7 - Perceptions 4, 5, 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

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January

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June

## Strategy 3

Provide qualified dual credit instructors by providing professional development for teachers that focuses on the specific requirements and expectations of South Texas College.

**Strategy's Expected Result/Impact:** Improved instruction and increased academic achievement

**Staff Responsible for Monitoring:** Administration, counselors, dual enrollment liaison

**Problem Statements:** Student Learning 11, 12 - School Processes & Programs 1, 7

### Formative Reviews

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June

## Strategy 4

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.

**Strategy's Expected Result/Impact:** Improve student success and achievement.

**Staff Responsible for Monitoring:** Counselors, administration

**Problem Statements:** Student Learning 11, 12 - School Processes & Programs 1, 7

### Formative Reviews

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March

June

June

## Strategy 5

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.

**Strategy's Expected Result/Impact:** Increased dual enrollment opportunities

**Staff Responsible for Monitoring:** Administration, counselors

**Problem Statements:** Student Learning 11, 12 - School Processes & Programs 1, 7 - Perceptions 4, 5

### Formative Reviews

January

March

June

June

### Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Campus enrollment has not hit the target of 900 students.

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.

### Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

9

Campus enrollment has not hit the target of 900 students.

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.

11

There needs to be an increase for dual credit opportunities for all students.

CCMR is currently at 80%. We need to be at 100%.

12

There is a need for an increase in professional development opportunities for teachers.

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

### Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

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

Structures PLCs need to be reinforced and normed.

5

Campus enrollment has not hit the target of 900 students.

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.

7

There needs to be an increase for dual credit opportunities for all students.

CCMR is currently at 80%. We need to be at 100%.

### Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

4

There is a need for increased parental involvement at Health Professions.

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

5

There needs to be an increase in the amount of communication to our stakeholders.

Parents are not fully informed of district and campus events, deadlines, and opportunities.

7

Campus enrollment has not hit the target of 900 students.

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.

### Performance Objective 2

Health Professions will implement strategic initiatives to grow all CTE programs of study.

#### Strategy 1

Establish and maintain partnerships with local healthcare facilities and organizations to gather professional feedback and advances in materials and resources to inform and improve our CTE programs of study.

**Strategy's Expected Result/Impact:** Improved instruction for students and improved instructional practices for teachers

**Staff Responsible for Monitoring:** Administration, CTE teachers

**Problem Statements:** Demographics 1 - Student Learning 3, 4, 9, 12 - School Processes & Programs 1, 5, 6 - Perceptions 7

**Funding Sources:** Texas State Board of Pharmacy Fees 199 - General Fund, 199-11-6499-22, \$3,000 , Biomedical Sim Lab supplies - Growing program 199 - General Fund, 199-11-6299-22, \$12,500, Drug Testing for CTE Programs of Study 199 - General Fund, 199-11-6218-22, \$15,000, 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, CTE Supplies - Technology 199 - General Fund, 199-11-6398-22, \$40,000, CTE Academic Supplies & PPE 199 - General Fund, 199-11-6395-22, \$85,000, Partnership with EMT Contract 199 - General Fund, 199-11-6219-22, \$2,000, Instructor Travel to Clinical Sites 199 - General Fund, 199-11-6411-22, \$4,000, Radiation Control License 199 - General Fund, 199-11-6249-22, \$1,500

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### Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Campus enrollment has not hit the target of 900 students.

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.

### Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

Overall, our CCMR scores are at 82%. Target for our campus is at 90%.

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

4

CCMR scores for our Emergent Bilingual population is at 72.7%.

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

9

Campus enrollment has not hit the target of 900 students.

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.

12

There is a need for an increase in professional development opportunities for teachers.

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

**Performance Objective 2 Problem Statements Identifying School Processes & Programs**

Problem Statement

Root Cause

1

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

Structures PLCs need to be reinforced and normed.

5

Campus enrollment has not hit the target of 900 students.

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.

6

Health Professions currently has 7 CTE programs of study.

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

**Performance Objective 2 Problem Statements Identifying Perceptions**

Problem Statement

Root Cause

7

Campus enrollment has not hit the target of 900 students.

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

# Goal 4

TEACHER CAPACITY - By June 2027, 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 2027, 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 Source:** Needs assessment, student population

### Strategy 1

Provide targeted professional development to teachers based on needs assessment survey results.

**Strategy's Expected Result/Impact:** Improved teacher performance and instructional practices

**Staff Responsible for Monitoring:** Administration, teachers

**Problem Statements:** Student Learning 12 - School Processes & Programs 1 - Perceptions 5

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### Strategy 2

Provide weekly and/or monthly professional development focused on targeted and identified areas of need using a targeted approach for teacher growth.

**Strategy's Expected Result/Impact:** Improve educational practices and increase academic achievement.

**Staff Responsible for Monitoring:** Administration, Dean of Instruction, Instructional Technologist

**Problem Statements:** Demographics 2 - Student Learning 8, 12 - School Processes & Programs 1, 4 - Perceptions 6

**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

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### Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

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

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

### Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

8

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

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

12

There is a need for an increase in professional development opportunities for teachers.

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

### Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

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

Structures PLCs need to be reinforced and normed.

4

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

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

### Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

5

There needs to be an increase in the amount of communication to our stakeholders.

Parents are not fully informed of district and campus events, deadlines, and opportunities.

6

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

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

## Performance Objective 2

By June 2027, Health Professions will ensure that 100% of teachers apply new strategies learned from professional development in their classrooms.

### Strategy 1

Facilitate and implement feedback coaching cycles with fidelity with scheduled ongoing sessions on the implementation of new instructional strategies to impact teacher growth.

**Strategy's Expected Result/Impact:** Improved teacher practices and increase academic achievement

**Staff Responsible for Monitoring:** Administration, Dean of Instruction,

**Problem Statements:** Demographics 2 - Student Learning 2, 8, 10, 12 - School Processes & Programs 1, 4 - Perceptions 6

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### Strategy 2

Implement teacher goal-setting and self-assessment practices to set personal goals and targeted improvement plans for implementing new strategies and track teacher progress over time.

**Strategy's Expected Result/Impact:** Improve teacher performance and increased student achievement

**Staff Responsible for Monitoring:** Administration, Dean of Instruction

**Problem Statements:** Student Learning 12 - School Processes & Programs 1

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### Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

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

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

### Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

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

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

8

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

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

10

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

Students lack the prerequisite skills and require resources and support to obtain those skills.

12

There is a need for an increase in professional development opportunities for teachers.

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

### Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

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

Structures PLCs need to be reinforced and normed.

4

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

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

**Performance Objective 2 Problem Statements Identifying Perceptions**

Problem Statement

Root Cause

6

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

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 5

RETENTION & GROWTH - By the end of 2027, 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

Promote and increase campus enrollment with a solid and effective marketing plan.

**Evaluation Data Source:** 2026-2027 enrollment reports, new to district parent surveys, marketing reports.

### Strategy 1

Purchase campus merchandise and marketing products to promote and attract campus enrollment.

**Strategy's Expected Result/Impact:** Increase campus enrollment.

**Staff Responsible for Monitoring:** Administration, counselors, staff, teachers

**Problem Statements:** Demographics 1 - Student Learning 9 - School Processes & Programs 5, 6 - Perceptions 2, 3, 4, 5, 7

**Funding Sources:** Advertising Material 199 - General Fund, 199-23-6395-99, \$6,000, Flyers, School Merchandise, School Spirit 199 - General Fund, 199-31-6499-99, \$15,000

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

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### Strategy 2

Participate in monthly community outreach events to increase student enrollment, increase staff recruitment, and establish community networks.

**Strategy's Expected Result/Impact:** Increase campus enrollment.

**Staff Responsible for Monitoring:** Administration, Counselors, Teachers

**Problem Statements:** Demographics 1 - Student Learning 9 - School Processes & Programs 5 - Perceptions 2, 3, 4, 5, 7

**Funding Sources:** 199 - General Fund,

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

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**Strategy 3**

Increase student and staff retention through campus community outreach events, such as the Fall and Spring showcase events, advisement sessions, and social media efforts.

**Strategy's Expected Result/Impact:** Increase campus enrollment.

**Staff Responsible for Monitoring:** Administration, Counselors, Teachers, Staff

**Problem Statements:** Demographics 1 - Student Learning 9 - School Processes & Programs 5 - Perceptions 3, 4, 5, 7

**Funding Sources:** 199 - General Fund,

**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

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**Performance Objective 1 Problem Statements Identifying Demographics**

Problem Statement

Root Cause

1

Campus enrollment has not hit the target of 900 students.

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.

**Performance Objective 1 Problem Statements Identifying Student Learning**

Problem Statement

Root Cause

9

Campus enrollment has not hit the target of 900 students.

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.

**Performance Objective 1 Problem Statements Identifying School Processes & Programs**

Problem Statement

Root Cause

5

Campus enrollment has not hit the target of 900 students.

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.

6

Health Professions currently has 7 CTE programs of study.

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

**Performance Objective 1 Problem Statements Identifying Perceptions**

Problem Statement

Root Cause

2

Student attendance is at 94% at Health Professions.

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.

3

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

There is a lack of planning for activities geared at promoting student retention.

4

There is a need for increased parental involvement at Health Professions.

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

5

There needs to be an increase in the amount of communication to our stakeholders.

Parents are not fully imformed of district and campus events, deadlines, and opportunities.

7

Campus enrollment has not hit the target of 900 students.

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.

## 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 Source:** Student rosters and participation

### Strategy 1

Incentivize to improve student attendance with positive behavior and achievements in academic and extracurricular activities.

**Strategy's Expected Result/Impact:** Increase student retention.

**Staff Responsible for Monitoring:** Administration, PEIMS Clerk

**Problem Statements:** Demographics 1 - Student Learning 9 - School Processes & Programs 5 - Perceptions 2, 3, 5, 7

**Funding Sources:** Items for student celebrations 199 - General Fund, 199-31-6499-99, \$1,000, Student Awards 199 - General Fund, 199-11-6499-11, \$5,000, Graduation Expenses 199 - General Fund, 199-11-6499-11, \$50,000

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

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### Strategy 2

Enhance students' career readiness skills by collaborating with industry professionals and post-secondary institutions to 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

**Problem Statements:** Demographics 1 - Student Learning 3, 9, 12 - School Processes & Programs 1, 5, 6 - Perceptions 7

**Funding Sources:** Summer Camps - Universities and Organizations 199 - General Fund, 199-11-6412-11, \$60,000

**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

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## Strategy 3

Increase students opportunities and improve student experiences in academic, extracurricular, and co-curricular programs to promote student growth and increase student retention.

**Strategy's Expected Result/Impact:** Grow the following programs: eSports, fine arts, and athletic programs. Increase enrollment in UIL, HOSA, BPA, and all academic programs.

**Staff Responsible for Monitoring:** Administration, Teachers

**Problem Statements:** Demographics 1 - Student Learning 9 - School Processes & Programs 1, 5 - Perceptions 7

**Funding Sources:** Fees & Dues 199 - General Fund, \$25,000, Contracted Services (Arbiter, Rank One, Fees and Dues 199 - General Fund, 199-36-6299-91, \$25,000, Extracurricular Employee Travel 199 - General Fund, 199-36-6411-99, \$30,000, Supplies for new athletic events - Softball 199 - General Fund, 199-36-6395-91, \$40,000, UIL Membership Fee, TSCAAL, NHS, TMSCA, TSCAAL, Weslaco East HS 199 - General Fund, 199-36-6499-99, \$20,000, Field Items, Tents, large price items 199 - General Fund, 199-36-6398-91, \$10,000, Travel for all co-curricular local, area, regional, state, national, and global events (academic, extracurricular) 199 - General Fund, 199-36-6412-99, \$190,000, Employee travel (local, area, regional, state events) 199 - General Fund, 199-36-6395-91, \$15,000, Esports furniture for competitions 199 - General Fund, 199-36-6398-99, \$75,000, Travel Expenses for students (local, area, regional, state events) 199 - General Fund, 199-36-6412-91, \$70,000, Supplies for athletic events (all other sports) 199 - General Fund, 199-36-6395-91, \$40,000, Membership fees, NASSP, Consultants 199 - General Fund, 199-36-6249-99, \$9,000, Operating expenses (water, snacks, trophies, etc.) 199 - General Fund, 199-36-6499-91, \$25,000, Supplies for new athletic events - Baseball 199 - General Fund, 199-36-6395-91, \$30,000, TMSCA, NHS Fees, Esports equipment 199 - General Fund, 199-36-6395-99, \$3,000, UIL Academic Supplies 199 - General Fund, 199-36-6395-99, \$3,000

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## Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Campus enrollment has not hit the target of 900 students.

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.

**Performance Objective 2 Problem Statements Identifying Student Learning**

Problem Statement

Root Cause

3

Overall, our CCMR scores are at 82%. Target for our campus is at 90%.

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

9

Campus enrollment has not hit the target of 900 students.

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.

12

There is a need for an increase in professional development opportunities for teachers.

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

**Performance Objective 2 Problem Statements Identifying School Processes & Programs**

Problem Statement

Root Cause

1

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

Structures PLCs need to be reinforced and normed.

5

Campus enrollment has not hit the target of 900 students.

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.

6

Health Professions currently has 7 CTE programs of study.

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

## Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Student attendance is at 94% at Health Professions.	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.
3	There are not enough celebrations and achievement recognitions at Health Professions to promote student retention.	There is a lack of planning for activities geared at promoting student retention.
5	There needs to be an increase in the amount of communication to our stakeholders.	Parents are not fully informed of district and campus events, deadlines, and opportunities.
7	Campus enrollment has not hit the target of 900 students.	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.

## 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 Source:** Teacher retention reports, TIA

### Strategy 1

Improve post-secondary instruction by recruiting teachers who meet qualifying criteria.

**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

**Problem Statements:** Demographics 1 - Student Learning 9, 11, 12 - School Processes & Programs 1, 5, 7 - Perceptions 7

**TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college

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#### Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Campus enrollment has not hit the target of 900 students.

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.

#### Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

9

Campus enrollment has not hit the target of 900 students.

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.

11

There needs to be an increase for dual credit opportunities for all students.

CCMR is currently at 80%. We need to be at 100%.

12

There is a need for an increase in professional development opportunities for teachers.

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

#### Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

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

Structures PLCs need to be reinforced and normed.

5

Campus enrollment has not hit the target of 900 students.

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.

7

There needs to be an increase for dual credit opportunities for all students.

CCMR is currently at 80%. We need to be at 100%.

### Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

7

Campus enrollment has not hit the target of 900 students.

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.

### Performance Objective 4

Develop a structured plan for student retention activities to be implemented by June 2027.

#### Strategy 1

Form a committee of teachers, students, and parents to brainstorm and plan retention activities for the school year.

**Strategy's Expected Result/Impact:** Increase student retention.

**Staff Responsible for Monitoring:** Administration, Counselors, Teachers

**Problem Statements:** Demographics 1 - Student Learning 9 - School Processes & Programs 1, 5 - Perceptions 4, 5, 7

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#### Strategy 2

Schedule quarterly meetings to review and adjust the retention plan based on student feedback and participation rates.

**Strategy's Expected Result/Impact:** Increase student retention.

**Staff Responsible for Monitoring:** Administration, Counselors, Teachers

**Problem Statements:** Demographics 1 - Student Learning 9 - School Processes & Programs 1, 5 - Perceptions 2, 3, 4, 5, 7

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**Strategy 3**

Create a calendar of events that includes both academic and extracurricular activities aimed at engaging students and promoting retention.

**Strategy's Expected Result/Impact:** Increase student retention and student enrollment.

**Staff Responsible for Monitoring:** Administration, Counselors, Teachers

**Problem Statements:** Demographics 1 - Student Learning 9 - School Processes & Programs 1, 5 - Perceptions 2, 3, 4, 5, 7

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**Performance Objective 4 Problem Statements Identifying Demographics**

Problem Statement

Root Cause

1

Campus enrollment has not hit the target of 900 students.

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.

**Performance Objective 4 Problem Statements Identifying Student Learning**

Problem Statement

Root Cause

9

Campus enrollment has not hit the target of 900 students.

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.

**Performance Objective 4 Problem Statements Identifying School Processes & Programs**

Problem Statement

Root Cause

1

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

Structures PLCs need to be reinforced and normed.

5

Campus enrollment has not hit the target of 900 students.

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.

**Performance Objective 4 Problem Statements Identifying Perceptions**

Problem Statement

Root Cause

2

Student attendance is at 94% at Health Professions.

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.

3

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

There is a lack of planning for activities geared at promoting student retention.

4

There is a need for increased parental involvement at Health Professions.

There is a lack of a strong PTSSO, and programs to encourage parents to visit our campus.

5

There needs to be an increase in the amount of communication to our stakeholders.

Parents are not fully informed of district and campus events, deadlines, and opportunities.

7

Campus enrollment has not hit the target of 900 students.

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.

### Performance Objective 5

Differentiate and expand program offerings to attract a diverse student body by June 2027.

#### Strategy 1

Introduce new elective courses and extracurricular activities that align with student interests and career pathways.

**Strategy's Expected Result/Impact:** Increase student retention.

**Staff Responsible for Monitoring:** Administration, Counselors

**Problem Statements:** Demographics 1 - Student Learning 9 - School Processes & Programs 1, 5 - Perceptions 5, 7

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#### Strategy 2

Offer summer camps or workshops focused on health professions to engage potential students and showcase the campus strengths.

**Strategy's Expected Result/Impact:** Increase student retention and student enrollment.

**Staff Responsible for Monitoring:** Administration, Counselors, Teachers

**Problem Statements:** Demographics 1 - Student Learning 9 - School Processes & Programs 1, 5, 6 - Perceptions 7

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### Performance Objective 5 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Campus enrollment has not hit the target of 900 students.

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.

**Performance Objective 5 Problem Statements Identifying Student Learning**

Problem Statement

Root Cause

9

Campus enrollment has not hit the target of 900 students.

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.

**Performance Objective 5 Problem Statements Identifying School Processes & Programs**

Problem Statement

Root Cause

1

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

Structures PLCs need to be reinforced and normed.

5

Campus enrollment has not hit the target of 900 students.

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.

6

Health Professions currently has 7 CTE programs of study.

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

**Performance Objective 5 Problem Statements Identifying Perceptions**

Problem Statement

Root Cause

5

There needs to be an increase in the amount of communication to our stakeholders.

Parents are not fully informed of district and campus events, deadlines, and opportunities.

7

Campus enrollment has not hit the target of 900 students.

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.

### Performance Objective 6

Increase collaboration with feeder schools (RSA, STPA) to boost enrollment from 149 to 175 student by June 2027.

#### Strategy 1

Organize visits and camps for feeder schools to present information about the campus and its programs to students and parents.

**Strategy's Expected Result/Impact:** Increases student enrollment.

**Staff Responsible for Monitoring:** Administration, Counselors, Teachers

**Problem Statements:** Demographics 1 - Student Learning 9 - School Processes & Programs 1, 5 - Perceptions 5, 7

**Funding Sources:** New Scholar Academy Supplies 199 - General Fund, 199-11-6395-11, \$60,000

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#### Strategy 2

Provide informational materials and presentations to feeder school counselors to ensure they are knowledgeable about the campus offerings.

**Strategy's Expected Result/Impact:** Increase student enrollment.

**Staff Responsible for Monitoring:** Administration, Counselors

**Problem Statements:** Demographics 1 - Student Learning 9 - School Processes & Programs 1, 5 - Perceptions 3, 5, 7

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## Performance Objective 6 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Campus enrollment has not hit the target of 900 students.	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.

## Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
9	Campus enrollment has not hit the target of 900 students.	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.

## Performance Objective 6 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There needs to be more intentional conversations regarding student academic, behavioral, and socioemotional progress.	Structures PLCs need to be reinforced and normed.
5	Campus enrollment has not hit the target of 900 students.	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.

## Performance Objective 6 Problem Statements Identifying Perceptions

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

5

There needs to be an increase in the amount of communication to our stakeholders.

Parents are not fully informed of district and campus events, deadlines, and opportunities.

7

Campus enrollment has not hit the target of 900 students.

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 2027, 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

Health Professions will send monthly newsletters to all district stakeholders and utilize Parent Square to communicate upcoming events.

**Strategy's Expected Result/Impact:** Increase communication with district stakeholders.

**Staff Responsible for Monitoring:** Administration, Counseling, Teachers

**Problem Statements:** Demographics 1 - Student Learning 9 - School Processes & Programs 5 - Perceptions 5, 7

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

January

March

June

June

## Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Campus enrollment has not hit the target of 900 students.

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.

## Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

9

Campus enrollment has not hit the target of 900 students.

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.

**Performance Objective 1 Problem Statements Identifying School Processes & Programs**

Problem Statement

Root Cause

5

Campus enrollment has not hit the target of 900 students.

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.

**Performance Objective 1 Problem Statements Identifying Perceptions**

Problem Statement

Root Cause

5

There needs to be an increase in the amount of communication to our stakeholders.

Parents are not fully informed of district and campus events, deadlines, and opportunities.

7

Campus enrollment has not hit the target of 900 students.

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.

**Performance Objective 2**

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

**Evaluation Data Source:** Communication reports

**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

**Problem Statements:** Demographics 1 - Student Learning 9 - School Processes & Programs 1, 3, 5 - Perceptions 4, 5, 7

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

### Formative Reviews

January

March

June

June

### Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Campus enrollment has not hit the target of 900 students.

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.

### Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

9

Campus enrollment has not hit the target of 900 students.

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.

### Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

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

Structures PLCs need to be reinforced and normed.

3

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

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.

5

Campus enrollment has not hit the target of 900 students.

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.

**Performance Objective 2 Problem Statements Identifying Perceptions**

Problem Statement

Root Cause

4

There is a need for increased parental involvement at Health Professions.

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

5

There needs to be an increase in the amount of communication to our stakeholders.

Parents are not fully informed of district and campus events, deadlines, and opportunities.

7

Campus enrollment has not hit the target of 900 students.

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.



# State Compensatory Education

# 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**



# Funding Summary

# Funding Summary

## 199 - General Fund

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	\$0.00
1	1	2	Instructional Supplies, Lunches and Incentives for Saturday School	199-11-6 395-30	\$6,000.00
1	1	3	SHI Securly & Govt. Solutions	199-11-6 249-11	\$13,000.00
1	1	3	Cavas	199-11-6 249-11	\$11,500.00
1	1	3	Science Supplies - Vernier	199-11-6 395-11	\$10,000.00
1	1	3	Science Textbooks - Sirius Education	199-11-6 395-11	\$5,000.00
1	1	3	Science Supplies and Services (Chemical Disposal, iPad carts to support Instruction, Vernier Educational Supplies, Lab Equipment,	199-11-6 395-11	\$125,000.00
1	1	3	Instructure INC.	199-11-6 249-11	\$11,300.00
1	1	3	Academic Textbooks (Social Studies/Math Adoption, Consumables for Core)	199-11-6 321-11	\$250,000.00
1	1	3	Supplies and Materials for AP Courses	199-11-6 395-21	\$42,000.00
1	1	3	Science Technology - iPad Cart to support Biology EOC course	199-11-6 398-11	\$20,000.00
1	1	3	Science Gizmos	199-11-6 249-11	\$2,500.00
1	1	3	Academic Supplies	199-11-6 395-11	\$25,000.00
1	1	3	OnData Suite	199-11-6 239-11	\$1,041.00
1	1	3	Title 1 Funds for Materials and Supplies	199-11-6 395-30	\$20,000.00
1	1	3	Kuta Software	199-11-6 249-11	\$1,250.00
1	1	4	Apple Distinguished School Technology for students	199-11-6 398-11	\$56,000.00

1	1	4	Technology to support Apple Distinguished School Requirements	199-11-6 398-11	\$70,000.00
1	1	4	Apple Distinguished School Technology for Faculty	199-13-6 398-11	\$56,000.00
1	1	5		--	\$0.00
1	1	6	Dyslexia Supplies (IEP)	199-11-6 395-43	\$5,000.00
1	1	6	Dyslexia Supplies	199-11-6 395-37	\$1,500.00
1	1	6	Parent Dyslexia Training	199-13-6 299-37	\$1,500.00
1	1	6	Dyslexia Training	199-13-6 299-37	\$3,000.00
1	1	6	Reading Pens to support Dyslexia Learners	199-11-6 398-37	\$20,000.00
1	1	6	Riverside Insight	199-11-6 216-21	\$400.00
1	1	6	UWorld LLC	199-11-6 395-21	\$45,000.00
1	1	6	Dyslexia Technology	199-11-6 398-43	\$17,000.00
1	2	1	Counselor TSIA Training	199-31-6 239-38	\$200.00
1	2	1	TSIA training for Emergent Bilingual Students - ESC1	199-11-6 239-25	\$5,000.00
1	2	1	Teacher TSIA Training	199-13-6 239-38	\$2,000.00
1	2	1	TSIA training for Special Education Students- ESC1	199-11-6 239-23	\$5,000.00
1	2	2	TSIA Instructional Materials for tutorial sessions	199-11-6 395-38	\$5,000.00
1	2	2	TSIA Vouchers	199-11-6 216-38	\$7,000.00
1	2	2	EMT Certification Exam	199-11-6 216-38	\$5,000.00
1	2	2	IBC Pre Exams	199-11-6 216-38	\$15,000.00
1	2	2	Ipad Cart for TSIA testing	199-11-6 398-38	\$20,000.00
1	2	2	Collegeboard Exams	199-11-6	

				216-38	
1	2	2	IBC National Health Career Assn.	199-11-6 216-38	\$70,000.00
1	2	2	Fall SAT Exam	199-11-6 216-38	\$17,000.00
1	2	2	IBC Dental Assistant Exam	199-11-6 216-38	\$5,000.00
1	2	2	IBC Dental Exam	199-11-6 216-38	\$7,000.00
1	2	2	ACT Exams	199-11-6 216-38	\$15,000.00
1	2	2	Fall PreACT exams	199-11-6 216-38	\$5,000.00
1	3	1	Materials and Supplies for Dual Credit Courses	199-11-6 395-38	\$12,000.00
1	3	1	Technology Support for OnRamps, STC Dual, and UTRGV Courses - iPads, Lab Equipment	199-11-6 398-38	\$0.00
1	3	1	Increase in Tuition (490 student course requests for dual education)	199-11-6 223-38	\$350,000.00
1	3	1	Increase in Student Textbooks for dual courses	199-11-6 321-38	\$350,000.00
1	4	2	Sheltered Strategies Training - S3 Strategies	199-13-6 299-25	\$4,000.00
1	4	2	Emergent Bilingual Campus Technology	199-11-6 398-25	\$20,000.00
1	4	2	Summit K12	199-13-6 299-25	\$4,000.00
1	4	2	Student EB Trainings	199-11-6 299-25	\$15,000.00
2	1	1		--	\$0.00
2	1	2		--	\$0.00
2	1	3	Counselor Training and Travel	199-31-6 411-99	\$5,500.00
2	1	3	Counselor Technology	199-31-6 398-99	\$10,000.00
2	1	7	Parent SEL Sessions	199-31-6 299-99	\$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	2	Travel for student visits to colleges and universities	199-11-6 412-38	\$2,500.00
3	1	2	Employee travel for college and university visits	199-13-6 411-38	\$800.00
3	2	1	Texas State Board of Pharmacy Fees	199-11-6 499-22	\$3,000.00
3	2	1	Biomedical Sim Lab supplies - Growing program	199-11-6 299-22	\$12,500.00
3	2	1	Drug Testing for CTE Programs of Study	199-11-6 218-22	\$15,000.00
3	2	1	Insurance for students	199-11-6 425-22	\$9,000.00
3	2	1	Lab Coats, Patches, Pins, Advisory planning	199-11-6 499-22	\$1,700.00
3	2	1	CTE Supplies - Technology	199-11-6 398-22	\$40,000.00
3	2	1	CTE Academic Supplies & PPE	199-11-6 395-22	\$85,000.00
3	2	1	Partnership with EMT Contract	199-11-6 219-22	\$2,000.00
3	2	1	Instructor Travel to Clinical Sites	199-11-6 411-22	\$4,000.00
3	2	1	Radiation Control License	199-11-6 249-22	\$1,500.00
4	1	2	Teacher Instructional Strategy Professional Development	199-13-6 299-21	\$8,000.00
4	1	2	ESC1 Professional Development	199-13-6 239-21	\$1,000.00
5	1	1	Advertising Material	199-23-6 395-99	\$6,000.00
5	1	1	Flyers, School Merchandise, School Spirit	199-31-6 499-99	\$15,000.00
5	1	2		--	\$0.00
5	1	3		--	\$0.00
5	2	1	Items for student celebrations	199-31-6 499-99	\$1,000.00
5	2	1	Student Awards	199-11-6	

5	2	1	Graduation Expenses	199-11-6 499-11	\$50,000.00
5	2	2	Summer Camps - Universities and Organizations	199-11-6 412-11	\$60,000.00
5	2	3	Fees & Dues	--	\$25,000.00
5	2	3	Contracted Services (Arbiter, Rank One, Fees and Dues)	199-36-6 299-91	\$25,000.00
5	2	3	Extracurricular Employee Travel	199-36-6 411-99	\$30,000.00
5	2	3	Supplies for new athletic events - Softball	199-36-6 395-91	\$40,000.00
5	2	3	UIL Membership Fee, TSCAAL, NHS, TMSCA, TSCAAL, Weslaco East HS	199-36-6 499-99	\$20,000.00
5	2	3	Field Items, Tents, large price items	199-36-6 398-91	\$10,000.00
5	2	3	Travel for all co-curricular local, area, regional, state, national, and global events (academic, extracurricular)	199-36-6 412-99	\$190,000.00
5	2	3	Employee travel (local, area, regional, state events)	199-36-6 395-91	\$15,000.00
5	2	3	Esports furniture for competitions	199-36-6 398-99	\$75,000.00
5	2	3	Travel Expenses for students (local, area, regional, state events)	199-36-6 412-91	\$70,000.00
5	2	3	Supplies for athletic events (all other sports)	199-36-6 395-91	\$40,000.00
5	2	3	Membership fees, NASSP, Consultants	199-36-6 249-99	\$9,000.00
5	2	3	Operating expenses (water, snacks, trophies, etc.)	199-36-6 499-91	\$25,000.00
5	2	3	Supplies for new athletic events - Baseball	199-36-6 395-91	\$30,000.00
5	2	3	TMSCA, NHS Fees, Esports equipment	199-36-6 395-99	\$3,000.00
5	2	3	UIL Academic Supplies	199-36-6 395-99	\$3,000.00
5	6	1	New Scholar Academy Supplies	199-11-6 395-11	\$60,000.00

**Sub-Total** \$2,783,691.00

**Budgeted Fund Source Amount** \$3,043,037.00

## 199 - State Compensatory Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				<b>Sub-Total</b>	\$0.00
				<b>Budgeted Fund Source Amount</b>	\$30,500.00
				<b>+/- Difference</b>	<b>\$30,500.00</b>

## 199 - Special Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Supplies and Supplemental Materials for Special Education Students	199-11-6 395-23	\$3,000.00
1	1	4	Responsive Learning, Stetson & Associates, Dyslexic Training, S3 Strategies training for teachers	199-13-6 299-23	\$10,000.00
1	1	6	TeachTown supplies	199-11-6 395-23	\$13,000.00
1	1	6	Special Education Technology	199-11-6 398-23	\$10,000.00
1	1	6	PAES Lab license renewal	199-11-6 395-23	\$1,500.00
1	1	6	Teachtown	199-11-6 249-23	\$1,300.00
1	1	6	Professional Services to assist with Instruction	199-11-6 219-23	\$6,000.00
1	1	6	Special Education Supplies	199-11-6 395-23	\$15,000.00
1	1	6	Lifeskills non consumable supplies (kitchen counter, bathroom installation of cabinets, bedroom/laundry, living room couches)	199-11-6 398-23	\$35,000.00
1	1	6	Lifeskills ipads	199-11-6 398-23	\$5,000.00
1	1	6	Tele-Pro Communications (to support Special Education Instruction)	199-11-6 299-23	\$3,500.00
				<b>Sub-Total</b>	\$103,300.00
				<b>Budgeted Fund Source Amount</b>	\$104,775.00
				<b>+/- Difference</b>	<b>\$1,475.00</b>

## 199 - English Language Learner

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Supplies and Supplemental Materials for Emergent Bilingual Students	199-11-6 395-25	\$8,000.00
1	1	3	ESL Supplies for EB Learners	199-11-6 395-25	\$2,000.00
1	1	4	ZTastic Solutions	199-13-6 299-25	\$4,000.00
1	1	4	LPAC Folder Review	199-13-6 299-25	\$4,000.00
1	1	4	IOWA Assessment	199-13-6 299-25	\$2,000.00
1	1	6	Summit K12 ELD Mastery	199-11-6 299-25	\$12,500.00
1	1	6	Student TELPAS Sessions	199-11-6 299-25	\$15,000.00
1	1	6	Laptop Cart to support EB Essay Writing	199-11-6 398-25	\$23,000.00
				<b>Sub-Total</b>	\$70,500.00
				<b>Budgeted Fund Source Amount</b>	\$59,700.00
				<b>+/- Difference</b>	<b>-\$10,800.00</b>

## 211 - Title I, Part A School Wide

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Supplies, Lunches and Incentives for Saturday School	211-11-63 95-30	\$7,000.00
				<b>Sub-Total</b>	\$7,000.00
				<b>Budgeted Fund Source Amount</b>	\$384,620.00
				<b>+/- Difference</b>	<b>\$377,620.00</b>

## 244 - Career Technical Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				<b>Sub-Total</b>	\$0.00
				<b>Budgeted Fund Source Amount</b>	\$95,000.00
				<b>+/- Difference</b>	<b>\$95,000.00</b>

## 255 - Title II, Part A Training

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$38,200.00
<b>+/- Difference</b>					<b>\$38,200.00</b>

## 397 - Advanced Placement

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$4,000.00
<b>+/- Difference</b>					<b>\$4,000.00</b>

## 410 - Instructional Materials Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$70,000.00
<b>+/- Difference</b>					<b>\$70,000.00</b>