

# South Texas Independent School District



## 2026-2027 District Improvement Plan

# Mission Statement

The Mission of South Texas ISD is to provide students with diverse and meaningful learning experiences that will empower them with the knowledge, skills, and character to become leaders and innovators in a global society.

# Vision

Through a spirit of continuous innovation, South Texas ISD will pioneer unique and relevant opportunities to develop and encourage students to be the leaders of tomorrow; equipped and empowered to take on the challenges of an ever-changing world.

# Value Statement

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

**Diversity:** Embracing diverse learning styles for all students

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

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

**Value:** Students prioritize and recognize the significance of education

**Excellence:** Commitment to reaching the highest standards of academic excellence

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

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# Comprehensive Needs Assessment

# Demographics

## Summary

South Texas Independent School District (STISD) serves middle school and high school students who live along the southernmost tip of Texas, the region known as the Rio Grande Valley. The district stretches over three counties, Cameron, Hidalgo and Willacy, and overlaps 28 other school districts, an area of 3,643 miles. STISD is comprised of seven magnet schools throughout the Rio Grande Valley.

### 2023-2024 Student Information:

4,531 Students

2,457 [55%] Female

2,074 [45%] Male

### 2023-2024 Students by Grade:

Student	Total	6th	7th	8th	9th	10th	11th	12th
Count	4,531	471	543	499	763	841	732	682
Percentage	100%	10.40%	11.98%	11.01%	16.84%	18.56%	16.16%	15.05%

### Ethnic Distribution:

Hispanic-Latino 3,936 86.87%

### Race Distribution:

American Indian - Alaskan Native 6 0.13%

Asian 260 5.74%

Black - African American 57 1.26%

Native Hawaiian - Pacific Islander 0 0.00%

White 235 5.91%

Two-or-More 37 0.82%

### Student Indicators:

Economic Disadvantage 2,752 60.74%

At-Risk 1,226 27.06%

Foster Care 0 0.00%

Migrant 16 0.35%

Homeless 6 0.13%

### Student Programs:

Emergent Bilingual (EB) 781 17.24%

Gifted and Talented	784	17.30%
Special Education (SPED)	271	5.98%
Dyslexia	175	3.86%
Section 504	331	7.31%

### **2022-2023 Staff Information:**

Administrative Support	124	16.50%
Teacher	307	44.43%
Educational Aide	36	5.21%
Auxiliary	234	33.86%

## **Strengths**

All ethnic groups are represented. Class sizes remain manageable that helps to provide more individualized instruction. Students that represent all special population groups have the ability to pursue college and career readiness opportunities. All stakeholders of the district (School Board Members, Administration, Teachers, Staff & students) represent the overall demographic makeup of our surrounding communities.

# Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Student enrollment has slowed and students continue to leave after enrolling.	Families are enrolling students into home schools or their home districts.
2 ★	Special education population has increased 32% in the last three years.	More students are being evaluated and identified with disabilities.
3	The district needs to analyze and interpret data to determine reasons for stagnant enrollment rates.	Students may have access to equivalent programs offered at other schools.

★ = Priority

# Student Learning

## Summary

### 2022-23 Student Achievement Summary

The State of Texas Assessment of Academic Readiness (STAAR) is the state required assessment used to measure student achievement and academic progress each year. Beginning in 3rd grade through high school graduation requirements, students participate with STAAR assessment in the core subject areas of reading, writing, mathematics, science, and social studies. The subject content tests taken each year varies depending on the student's grade level.

The state academic accountability system is comprised of three domains of indicators to evaluate academic performance of districts, charter schools and campuses: Student Achievement, School Progress and Closing the Gaps.

**Overall Scale Score: 94**

### STAAR Performance at Meets

All Subjects	76%	[4% Increase from 2021-22]
Reading	84%	[3% Increase from 2021-22]
Math	69%	[9% Increase from 2021-22]
Science	69%	<b>[2% Decrease from 2021-22]</b>
Social Studies	75%	[3% Increase from 2021-22]

### School Progress

Annual Growth	79%
Accelerated Learning	70%

**CCMR 93%**

### Curriculum, Instruction, and Assessment Summary

The district has reinforced that all core teachers will utilize the TEKS Resource system to ensure a vertically aligned curriculum.

## Strengths

### 2023 Federal Report Card Summary

#### State ESSA Reading/ELA Goals

**Baseline 44%**

**District Improvement Plan** Campus #031916

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	<b>Goal</b>	<b>STISD</b>
2022-17	44%	76%
2017-22	44%	93%
2022-27	44%	84%
2027-32	53%	
2032-33	62%	
2037-38	72%	

**State ESSA Mathematics Goals**

	<b>Goal</b>	<b>STISD</b>
2016-17	46%	75%
2017-22	46%	89%
2022-27	44%	68%
2027-32	53%	
2032-37	62%	
2037-38	72%	

**Academic Growth**

	<b>Reading</b>	<b>Mathematics</b>
All Students	78%	86%
Children with disabilities	68%	78%
English Learners	73%	77%

**Graduation Rate:**

All Students	99.5%
Children with disabilities	96.0%
English Learners	100.0%

English Language Proficiency: 59%

School Quality: 91%

Student Success: 69%

**Average SAT Score (Reading and Math Combined)**

<b>CLASS OF</b>	<b>NATIONAL</b>	<b>STATE</b>	<b>South Texas ISD</b>
2012	1010	973	1034
2013	1010	976	1054
2014	1010	971	1016
2015	1006	956	1051

2016	1002	950	1036
2017	1060	1019	1114
2018	1068	1032	1115
2019	1059	1022	1090
2020	1051	1010	1092
2021	1058	1022	1106
2022	1083	1013	1097
<b>2023</b>	<b>1098</b>	<b>1025</b>	<b>1081</b>

**Average ACT Score (Composite Score)**

<b>CLASS OF</b>	<b>NATIONAL</b>	<b>STATE</b>	<b>South Texas ISD</b>
2010	21.0	20.8	22.6
2011	21.1	20.8	22.3
2012	21.1	20.8	21.7
2013	20.9	20.9	22.7
2014	20.8	20.9	21.5
2015	21.0	20.9	22.1
2016	20.8	20.6	22.5
2017	21.0	20.7	22.4
2018	20.8	20.6	22.3
2019	20.7	20.6	21.8
2020	20.8	20.6	22.2
2021	20.7	20.2	23.0
2022	20.6	20.2	20.6
2023	21	20.2	19.8

**Curriculum, Instruction, and Assessment Strengths**

Utilizing the same curriculum timeline and resources on all campuses for STAAR/EOC courses ensured a seamless transition for students. The Instructional Technology Specialist (ITS) also helps teachers with lesson planning resources, instructional methods, as well as resources to be incorporated into the teacher's classrooms.

# Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Student academic progress is not being monitored effectively.	Professional Learning Communities structures are campus based.
2 ★	Only 22% of students testing for TSIA2 have passed both Math & ELAR.	There is a lack of framework or program that supports students in preparing for the TSIA2 Math/ELAR exams.
3 ★	At an average, 28% of AP testers are earning a score of 3 or higher.	There is no district wide curriculum, assessment and professional development alignment specifically for AP courses.
4 ★	Student mastery performance is below 55% in the 2023 STAAR Results for all content areas.	Students lacked foundational skills to prepare them for rigorous content. Administrators lacked consistency in monitoring instructional strategies.
5	Students are not demonstrating proficiency and/or showing mastery of content.	Limited differentiation of content in the classroom, and limited monitoring of professional development differentiation strategies.
6	The district needs a comprehensive technology plan to meet the future needs of instruction and assessment.	No data available of the district technology needs.

7



Special education population has increased 32% in the last three years.

More students are being evaluated and identified with disabilities.

 = Priority

# District Processes & Programs

## Summary

South Texas ISD will provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c) (2)) to meet the challenging state academic standards; (ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and (iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards.

**Leadership.** South Texas ISD district leadership team include the superintendent, deputy superintendent, assistant superintendent for finance & operations, assistant superintendent for human resource, chief academic officer, administrator for public relations & marketing, executive director of student supports.

**Curriculum.** South Texas ISD teachers follow the district's curriculum and pacing calendar to ensure that they teach the expected curriculum. The Content Coordinators will ensure that teachers and administrators understand how to unpack the standard as well as know how to tie in technology, academic vocabulary, and the gradual release model. Teachers will focus on how to make concepts more relevant and rigorous for their students. Students will begin thinking more critically about their content and applying the information learned to a range of cross-disciplinary tasks. Students will be expected to demonstrate their understanding through creativity and originality.

**Planning.** Teachers will plan with a data driven focus by gathering a database of information about the students in each classroom and using that information to improve the quality of teaching in the classroom.

**Bullying Prevention:** Students are in a bully-free zone. Students also participate in counseling groups. Through social, emotional development, South Texas ISD provides "counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;" [ESSA P.L. 114-95 Section 1114(b)(7)(A)(I)]

**Parent Engagement:** Parents will have opportunities to participate in district and campus events such as: Family Nights, Spirit Nights, and Parent Forums. Parents will be provided with a schedule of events at the beginning of the school year.



# Problem Statements Identifying District Processes & Programs Needs

	Problem Statement	Root Cause
1	The district needs a comprehensive technology plan to meet the future needs of instruction and assessment.	No data available of the district technology needs.
2	The district needs to analyze and interpret data to determine reasons for stagnant enrollment rates.	Students may have access to equivalent programs offered at other schools.
3 ★	Parents, students, and communities are not provided with comprehensive information about the district's programs available to students.	A district/school wide communication framework has not been established.
4 ★	Student enrollment has slowed and students continue to leave after enrolling.	Families are enrolling students into home schools or their home districts.
5 ★	Student academic progress is not being monitored effectively.	Professional Learning Communities structures are campus based.

6  
★

Only 22% of students testing for TSIA2 have passed both Math & ELAR.

There is a lack of framework or program that supports students in preparing for the TSIA2 Math/ELAR exams.

7  
★

At an average, 28% of AP testers are earning a score of 3 or higher.

There is no district wide curriculum, assessment and professional development alignment specifically for AP courses.

8  
★

Student mastery performance is below 55% in the 2023 STAAR Results for all content areas.


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

9

Students are not demonstrating proficiency and/or showing mastery of content.

Limited differentiation of content in the classroom, and limited monitoring of professional development differentiation strategies.

★ = Priority



# Priority Problem Statements

## Problem Statement

## Root Cause

1  
★

Student enrollment has slowed and students continue to leave after enrolling.

Families are enrolling students into home schools or their home districts.

2  
★

Special education population has increased 32% in the last three years.

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7



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 = **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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and

## workforce readiness

- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

## Employee Data

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

## Parent/Community Data

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

## Support Systems and Other Data

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



# Goals

# Goal 1

By June 2026, the district will develop plans to grow and expand the organizational infrastructure and programs to better serve the students and community of the tri-county area.

## Performance Objective 1 High Priority

Analyze demographic trends, enrollment projections, and educational program needs to forecast future facility requirements and identify potential areas of growth or decline.

### Strategy 1

Research Demographic Trends: Identify reliable sources for demographic data. Analyze trends in population growth/decline in your local area.  
Use statistical tools to interpret demographic data accurately.

Study Enrollment Projections: Review historical enrollment data. Analyze factors influencing enrollment projections. Utilize forecasting techniques to predict future enrollments.

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

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Executive Director of Student Support Services

#### Formative Reviews

January

March

June

June

### Strategy 2

Assess Educational Program Needs: Evaluate current educational programs offered. Identify gaps in program offerings based on demographic trends. Consider student interests and future job market demands.

Identify Potential Areas of Growth or Decline: Explore opportunities for new program development to meet growing demands. Evaluate the sustainability of current programs in the face of declining enrollments. Consider alternative uses for facilities in areas experiencing decline.

**Strategy's Expected Result/Impact:** Identify and evaluate program needs.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Executive Director of Student Support Services

## Formative Reviews

January

March

June

June

### Strategy 3

Collaborate with industry professionals and post-secondary institutions to enhance student's career readiness skills and explore future educational opportunities.

**Strategy's Expected Result/Impact:** Increase external workforce and educational opportunities.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Executive Director of Student Support Services

## Formative Reviews

January

March

June

June

### Strategy 4

Determine necessary infrastructure requirements in order to support program needs.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Assistant Superintendent of Finance

## Formative Reviews

January

March

June

June

# Goal 2

By June 2026 the district will develop and implement an effective communication process to engage and inform all relevant parties involved in the education and well-being of students, ensuring clear and consistent flow of information.

## Performance Objective 1

Provide regular updates on academic schedules, events, and any changes that may affect students' education.

**Evaluation Data Source:** Communication reports  
Website and social media audits

### Strategy 1

Ensure that all information shared is clear, concise, and easily understandable.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Administrator for Public Relations & Marketing

#### Formative Reviews

January

March

June

June

### Strategy 2

Make sure that communication channels are accessible to all, including those with disabilities or language barriers.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Administrator for Public Relations & Marketing

#### Formative Reviews

January

March

June

June

## Performance Objective 2

Implement a feedback mechanism for students to share their thoughts, concerns, and suggestions regarding communication processes.

### Strategy 1

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

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Administrator for Public Relations & Marketing

#### Formative Reviews

January

March

June

June

### Strategy 2

Regularly evaluate the effectiveness of the communication process through surveys, feedback forms, or data analysis, and make improvements based on the findings.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Administrator for Public Relations & Marketing

#### Formative Reviews

January

March

June

June

# Goal 3

By the end of June 2026 STISD will enrich formative assessment practices to increase student engagement and achievement in all grade levels by implementing and refining a comprehensive formative assessment system through Professional Learning Communities (PLCs).

## Performance Objective 1

The district will develop and implement a process to facilitate collaboration and encourage ongoing development in teaching and learning.

**Evaluation Data Source:** PLC visits  
Surveys

### Strategy 1

Teachers engage in PLCs focused on sharing best practices, discussing instructional strategies, and analyzing student data.

**Staff Responsible for Monitoring:** Principals

### Formative Reviews

January

March

June

June

## Performance Objective 2

Educators will collaborate within Professional Learning Communities to exchange effective formative assessment strategies to enhance student learning and growth.

**Evaluation Data Source:** Classroom Visits  
PLC Visits

### Strategy 1

Teachers will encourage students to reflect on their understanding and progress regularly, using tools such as self-assessment checklists or rubrics.

**Staff Responsible for Monitoring:** Principal

## Formative Reviews

January

March

June

June

## Strategy 2

Teachers will encourage students to set Specific, Measurable, Achievable, Relevant, and Time-bound goals to track their progress.

**Staff Responsible for Monitoring:** Principal

## Formative Reviews

January

March

June

June

# Goal 4

By June 2026, STISD will enhance the comprehensive Social-Emotional Learning (SEL) program that addresses the needs of students in all grade levels and results in a measurable improvement in students' SEL competencies.

## Performance Objective 1

Develop and embed grade-level appropriate SEL strategies through teaching and learning professional development.

# Goal 5

By June 2026, STISD will implement a comprehensive and sustainable initiative to enhance student global readiness, ensuring that our students graduate with the knowledge, skills, and perspectives necessary to thrive in an interconnected world.

## Performance Objective 1

The district will develop and execute teaching methods that promote heightened student involvement through the integration of challenging and applicable material to enrich the educational journey of learners.

### Strategy 1

Review data to design and modify teaching methods to meet the needs of a varied student population and ensure personalized learning experiences.

**Staff Responsible for Monitoring:** Principal, Chief Academic Officer, Executive Director of Student Support Services

#### Formative Reviews

January

March

June

June

### Strategy 2

Develop curriculum that prioritizes student centered lessons to promote engagement and relevance in the learning process.

**Staff Responsible for Monitoring:** Principal, Chief Academic Officer, Executive Director of Student Support Services

#### Formative Reviews

January

March

June

June

# Goal 6

By June 2026, STISD will elevate instructional excellence and student learning outcomes through a comprehensive, dynamic, and sustainable professional development program.

## Performance Objective 1

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

### Strategy 1

The district will include formative assessment strategies in the professional development plan.

**Staff Responsible for Monitoring:** Principal, Chief Academic Officer

#### Formative Reviews

January

March

June

June

### Strategy 2

Teachers will receive professional development to incorporate formative assessments into their lesson planning documents.

#### Formative Reviews

January

March

June

June

## Performance Objective 2

The district will provide professional development for teachers that focuses on increasing academic challenges and complexity for students

### Strategy 1

Design PD opportunities for teachers that are focused on delivering rigorous instruction to diverse student populations.

**Staff Responsible for Monitoring:** Principal, Chief Academic Officer

**Formative Reviews**

**January**

**March**

**June**

**June**

# Goal 7

By the end of 2026, STISD will develop a plan of action that will support the recruitment, development and retention of highly qualified teachers and staff to increase the percentage of teachers with more than five years of experience.

## Performance Objective 1

Evaluate and implement changes to human resources systems and processes to support teacher recruitment, induction, and retention.

## Performance Objective 2

Expand the Teacher Incentive Allotment (TIA) to support teacher recruitment, induction, and retention.



# Assurances

## Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
  - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
  - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

**Signature indicates the 10 assurances are included in the LEA Plan**    Signature of Assurance