

South Texas Independent School District



South Texas ISD

**Science
Academy**

GRADES 9-12 | MERCEDES

South Texas ISD Science Academy

2026-2027 Campus Improvement Plan

Mission Statement

Mission Statement

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

Vision

Vision Statement

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

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Comprehensive Needs Assessment

Demographics

Summary

Total Enrollment - 848

Grade 9 - 207

Grade 10 - 231

Grade 11 - 232

Grade 12 - 178

Total females - 287

Total males - 561

Asian - 46

Black/African American - 22

Hispanic - 728

Hawaiian/Pacific Islander - 5

Two or more races - ?

White - 749

EB - 63

Migrant - 3

Economically Disadvantage - 310

GT - 156

At Risk - 252

Special Education - 64

504 - 79

Dyslexia - 41

Strengths

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

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Science Academy's Special Education population has grown, highlighting a need for additional resources and support to meet the increased demand.	More students are being evaluated and identified with disabilities. In addition, more families are being referred to us.
2 ★	Our population decreases as students enter their junior year.	Families enroll their students in emerging and competitive neighboring "Early College" schools like UTRG Mathematics and Science Academy.
3 ★	The female population is under represented at the Science Academy (currently at 33%).	There is a perception that STEM programs and careers are for males.
4 ★	The percentage of Science Academy students attempting/passing the TSI (both ELA and Math - especially Math) has decreased.	TSI aligned support (that is - dedicated TSI prep sessions or targeted interventions) are fairly new this year. Students are struggling with prerequisite math skills and gaps exist.

★ = Priority

Student Learning

Summary

English I EOC

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

English II EOC

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

Algebra EOC

	STISD Science Academy	District	State
At Approaches (2024)	100%	95%	79%
At Meets (2024)	72%	69%	45%
At Masters (2024)	34%	43%	25%

Biology EOC

	STISD Science Academy	District	State
At Approaches			

(2024)	100%	98%	91%
At Meets (2024)	89%	87%	57%
At Masters (2024)	44%	46%	19%

U.S. History EOC

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

SAT

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

ACT

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

Strengths

School Achievements

- “A” Rated School System by the Texas Education Agency (2022) and met 7 out of the 7 Distinction Designations
- Ranked 5th in Texas for “Best Public High School” *Niche* (2024)
- Ranked 5th in Texas for “Best Magnet High School” *Niche* (2024)
- Ranked 12th in Texas for “Best College Prep Public High School” *Niche* (2024)
- Ranked 13th in Texas for “Best High School for STEM” *Niche* (2024)
- Ranked 2nd in Texas for “High Schools with the Best Teachers” *Niche* (2024)
- Ranked 49th in the nation for “Best Public High Schools” *Niche* (2024)
- Ranked 26th in the nation for “Best Magnet High School” *Niche* (2024)
- Ranked 124th in the nation for “Best College Prep Public High School” *Niche* (2024)
- Ranked 141st in the nation “Best High School for STEM” *Niche* (2024)

- Project Lead the Way (PLTW) Distinguished School (19-20); (21 -22), (22-23) (23-24)
- Ranked 41st in US News “Best High Schools” Texas 2024
- Ranked 291st in US News “Best High Schools” National 2024
- Ranked 62nd in the US News “Magnet Schools” 2024

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Science Academy's Special Education population has grown, highlighting a need for additional resources and support to meet the increased demand.	More students are being evaluated and identified with disabilities. In addition, more families are being referred to us.
2 ★	The percentage of Science Academy students attempting/passing the TSI (both ELA and Math - especially Math) has decreased.	TSI aligned support (that is - dedicated TSI prep sessions or targeted interventions) are fairly new this year. Students are struggling with prerequisite math skills and gaps exist.
3 ★	Mastery percentages for state exams can improve.	Over-testing during the school year creates a lack of urgency and devalues the state testing environment, negatively affecting student's performance.
4 ★	Tracking and fully mentoring students during Academic Mentoring.	The absence of a consistent Academic Mentoring schedule leads to brief and frequent rotations. As a result, teachers have limited opportunities to build strong relationships with their students. Students, in turn, feel less motivated to attend or actively engage in Academic Mentoring.
5 ★	There is a need for more targeted and differentiated instruction to effectively support the diverse needs of EB, 504, GT and Special Education students.	Over the years, the Science Academy's student population has become increasingly diverse. Teachers have expressed the need in acquiring and utilizing data to plan instruction that meets the specific needs of these sub-populations.

6
★

All students complete CCMR requirements by graduation.

Existing learning gaps among students.

7
★

Improve student attendance.

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

8
★

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

A variety of programs have not been made available.

★ = Priority

School Processes & Programs

Summary

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

Certifications

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

PLTW

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

Athletic

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

Extracurricular Activities

- UIL
- BPA
- TSA
- Chess
- Art Club
- Astronomy Club
- Cin Tech
- Drama Club
- Ecology/Recycling Club
- Engineering Club
- Freshman Class
- Girls Who Code
- Physics Club
- Robotics Club
- Science National Honor Society

- Science Club
- Solar Car
- Sophomore Class
- Student Council
- Music Club
- Yearbook
- Science Olympiad
- Skills USA
- Parent Student Teacher Organization Liaison
- Book Club
- Catalyst Club
- Computer Science Club
- Electrical Car
- Flamin' Spirits
- HYPE
- Spanish Club
- Biology Olympiad
- Mu Alpha Theta
- Senior Class

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

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

Strengths

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

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

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Students must be presented with an opportunity to obtain certification(s) in the area of technology/engineering so that our campus reflects a 10% increase in engineering certifications.	A variety of programs have not been made available.
2 ★	Improve student attendance.	There is a need of a tracking system, procedures, and incentives to effectively improve student attendance.
3 ★	All students complete CCMR requirements by graduation.	Existing learning gaps among students.
4 ★	Science Academy's Special Education population has grown, highlighting a need for additional resources and support to meet the increased demand.	More students are being evaluated and identified with disabilities. In addition, more families are being referred to us.
5 ★	Our population decreases as students enter their junior year.	Families enroll their students in emerging and competitive neighboring "Early College" schools like UTRG Mathematics and Science Academy.

6
★

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

There is a perception that STEM programs and careers are for males.

7
★

Improved centralized communication methods to prevent information gaps and confusion.

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

8
★

Science Academy needs updated audiovisual equipment in our gymnasium as it is used for various community, staff, and student events.

Absence of an official auditorium/meeting space.

9
★

Tracking and fully mentoring students during Academic Mentoring.

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

10
★

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

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

★ = Priority

Perceptions

Summary

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

CCNA - Communication Parent Survey Responses

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

41 - YES

4 - NO

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

1 - Poor - 17

2 - Fair - 9

3 - Good - 11

4 - Very Good - 5

5 - Excellent - 1

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

1 - Poor - 24

2 - Fair - 16

3 - Good - 2

4 - Very Good - 0

5 - Excellent - 0

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

1 - Poor - 38

2 - Fair - 4

3 - Good

4 - Very Good

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

Email -19

Text Message - 40

Website - 1

Facebook

Instagram

Other - 1

Summary of Parent Feedback on School Communication

1. General Communication:

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

o Room for Improvement: A more streamlined approach to communication would be preferred, with some parents finding the current system scattered. A single, consistent place to access information is key. Weekly emails, complemented by a text message, could improve consistency.

2. Teacher Communication:

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

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

3. Clubs and Extracurricular Activities:

o Biggest Concern: Many parents expressed frustration with the lack of communication regarding clubs, extracurricular activities, and competitions.

They often feel disconnected and find out about events too late, sometimes through social media after the event has passed.

o Suggestions: Communication should involve both students and parents,

especially for important details like dates, times, locations, and any changes to schedules. Parents suggest using SportsYOU-style platforms or similar tools for clubs to offer more clarity and consistency.

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

4. Club Inclusivity and Recognition:

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

5. Overall Parent-Teacher Connection:

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

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

Key Takeaways:

- Streamlining Communication: Parents prefer one main channel (e.g., weekly emails) with supporting text messages.
- Consistency Across Clubs: A more systematic approach to informing both students and parents about extracurricular activities is needed.
- Strengthening Teacher-Parent Communication: More proactive and consistent communication from teachers, especially regarding progress and engagement, would be beneficial.
- Celebrating All Students: Parents suggest expanding the recognition of all students' achievements, not just those in competitive areas.

Actual Comments:

Parent #1:

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

In my experience, having only one place to check for information is the best. Parents are willing to do what it takes to get the information they need. Scitech's approach seems too scattered. A weekly email, with a text message announcing it, has worked well at other schools and organizations I have worked with. Incentives for reading the email newsletter are good too at the beginning of the school year to get parents trained. A raffle or trivia to be answered is fun! A quick shout out to Mr. Favata who has called us twice just to give us an update on how our son is doing and give us an opportunity to ask questions. That was very impressive. Also, Ms. Key has been very helpful and professional.

Thanks for all you do!

Parent #2:

Thank you for collecting feedback on communication!

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

Parent 3:

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

-Method of communication teachers use to communicate school information:

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

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

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

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

Poor.

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

Here is the anecdote:

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

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

January rolls around they go back to school, and still was unaware if he was on the "team" or "event". At first I was upset at my child for starting so late, and then he explained that they didn't know, they thought it was like STPA where sponsor would confirm. Poor kids in his team, they were stressing out

But I see it all as a learning experience, and now we know. Preferred method to receive information about Science Academy: Text
It can be followed by email, Remind or email

Would I use a Science Academy phone application : Absolutely.

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

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

Parent #4

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

Parent #5

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

the students who win competitions and get special awards, but it will be nice if "regular" kids can also be highlighted. It will do so much to boost their morale and sense of belonging. Just my 2 cents.

Parent #6:

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

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

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

Parent #7:

Thanks girl. I will say I feel no connection to Sci Tech. Communication really is challenging sometimes. — has ADHD and we try to stay up with teachers and some take emailing 3x before we get a response. At other schools you can be part of Student Council even if you are not elected. You just can't vote. My poor kid only won once for stuco as a freshman then never won again and it affected his morale bc he couldn't be involved even as a non voting member. We have looked to move him. We just aren't happy but we recognize the challenges to moving this late.

The lack of updating is HUGE for us.

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

I will also add that it's extremely frustrating that many teachers update grades only one time--- when progress is due. This is so foreign to me, even after several years. I wish they would be

required to update weekly. I know the teachers work very very hard but I wish there was better communication in that regard. That's just an opportunity for improvement. Not trying to be critical. Regarding clubs, consistency matters. I don't see consistency. Sports YOU has been helpful for sports. Maybe something similar with clubs.

Strengths

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

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	There is a need for more targeted and differentiated instruction to effectively support the diverse needs of EB, 504, GT and Special Education students.	Over the years, the Science Academy's student population has become increasingly diverse. Teachers have expressed the need in acquiring and utilizing data to plan instruction that meets the specific needs of these sub-populations.
2 ★	Science Academy's Special Education population has grown, highlighting a need for additional resources and support to meet the increased demand.	More students are being evaluated and identified with disabilities. In addition, more families are being referred to us.
3 ★	Our population decreases as students enter their junior year.	Families enroll their students in emerging and competitive neighboring "Early College" schools like UTRG Mathematics and Science Academy.
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5 ★	Science Academy needs updated audiovisual equipment in our gymnasium as it is used for various community, staff, and student events.	Absence of an official auditorium/meeting space.

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Improved centralized communication methods to prevent information gaps and confusion.

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


7



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

There is a perception that STEM programs and careers are for males.

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

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

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

2
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All students complete CCMR requirements by graduation.

Existing learning gaps among students.

3
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Improve student attendance.

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

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A variety of programs have not been made available.

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Science Academy needs updated audiovisual equipment in our gymnasium as it is used for various community, staff, and student events.

Absence of an official auditorium/meeting space.

12
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Science Academy's Special Education population has grown, highlighting a need for additional resources and support to meet the increased demand.

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

★ = 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)
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Section 504 data
- Gifted and talented data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

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

Employee Data

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

- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

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



Goals

Goal 1

Science Academy will effectively communicate, promote, and market our campus programs to create broad-based community awareness among our existing parents, students, and community. Additionally, these communication methods will be targeted to attract and retain families to STISD Science Academy.

Performance Objective 1 High Priority

We will expand multiple promotional platforms district-wide to attract, engage, and recruit future STISD families.

Evaluation Data Source: Parent and student attendance at campus activities.
2026-2027 student enrollment numbers.

Strategy 1

Campus tours will be provided throughout the school year that highlight our academic opportunities and emphasize CTE and Fine Arts programs. The tours will be advertised via social media, website, showcase and newsletters.

Strategy's Expected Result/Impact: Highlight strengths of the campus to promote future enrollment.

Staff Responsible for Monitoring: Counselors
Administration

Problem Statements: Demographics 2, 3 - School Processes & Programs 5, 6, 8 - Perceptions 3, 5, 7

Funding Sources: 199 - General Fund, , 211 - Title I, Part A School Wide,

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

School campus events and accolades will be promoted on social media and website. Interviews with our students and staff on why they chose STISD will be posted on newsletters and social media.

Strategy's Expected Result/Impact: Enhance recruitment efforts and promote Science Academy initiatives.

Staff Responsible for Monitoring: Social media specialist

Webmaster

Administration

Student Organizations

Problem Statements: Demographics 2, 3 - School Processes & Programs 5, 6 - Perceptions 3, 7

Funding Sources: 199 - General Fund,

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

Recruitment materials will be given to students, parents, campus club organizations as well as distributed during recruitment events, for brand recognition that promote STISD and Science Academy.

Strategy's Expected Result/Impact: Enhance community awareness of our district and campus.

Staff Responsible for Monitoring: Faculty

Counselors

Administration

Problem Statements: Demographics 2, 3 - School Processes & Programs 5, 6 - Perceptions 3, 7

Funding Sources: 199 - General Fund,

ESF Levers: Lever 3: Positive School Culture

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Strategy 4

Track current recruitment efforts by including a QR code at recruitment events.

Strategy's Expected Result/Impact: Provide valuable data on where students are coming from, helping us identify which sources or marketing strategies lead to the highest number of sign-ups and allowing for more targeted future outreach.

Staff Responsible for Monitoring: Technology Specialist

Social Media Specialist

Administration

Problem Statements: Demographics 2, 3 - School Processes & Programs 5, 6 - Perceptions 3, 7

Funding Sources: 199 - General Fund,

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Our population decreases as students enter their junior year.

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

3

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

There is a perception that STEM programs and careers are for males.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

5

Our population decreases as students enter their junior year.

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

6

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

There is a perception that STEM programs and careers are for males.

8

Science Academy needs updated audiovisual equipment in our gymnasium as it is used for various community, staff, and student events.

Absence of an official auditorium/meeting space.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

3

Our population decreases as students enter their junior year.

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

5

Science Academy needs updated audiovisual equipment in our gymnasium as it is used for various community, staff, and student events.

Absence of an official auditorium/meeting space.

7

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

There is a perception that STEM programs and careers are for males.

Goal 2

We will expand existing non academic supporting programs and academic partnerships, as well as develop new ones, to provide comprehensive support and enrichment for all our students.

Performance Objective 1

We will develop a variety of non academic supporting programs that diversify and expand current program offerings.

Evaluation Data Source: Sign-in logs

Strategy 1

Students will be supported in attending courses at the university level not offered at our campus during the school day either by physically attending STC, TSTC, UTRGV, and/or OnRamps.

Strategy's Expected Result/Impact: Increased opportunities for college credits not offered at the campus level.

Staff Responsible for Monitoring: Counseling Administration

Problem Statements: Demographics 1, 4 - Student Learning 1, 2, 5, 6 - School Processes & Programs 3, 4, 10 - Perceptions 1, 2

Funding Sources: 199 - English Language Learner, , 211 - Title I, Part A School Wide, , 199 - General Fund, , 199 - Special Education,

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

Summer enrichment opportunities will be secured for our students through affiliations with universities and through campus based university visits/tours.

Strategy's Expected Result/Impact: Increase summer enrichment participation and partnerships

Staff Responsible for Monitoring: Administration
Counseling
Faculty

Problem Statements: Demographics 3 - Student Learning 8 - School Processes & Programs 1, 6 - Perceptions 7

Funding Sources: 199 - English Language Learner, , 199 - General Fund, , 211 - Title I, Part A School Wide, , 199 - Special Education,

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

Science Academy's CTE Practicum courses will connect with site locations, and build memorandums of understanding and procedures to continue the growth of the program.

Strategy's Expected Result/Impact: Recruitment and retention

Staff Responsible for Monitoring: Program coordinator
Counselors
Administration

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

Funding Sources: 199 - English Language Learner, , 199 - Special Education, , 244 - Career Technical Education, , 199 - General Fund,

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

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

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

2

Our population decreases as students enter their junior year.

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

3

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

There is a perception that STEM programs and careers are for males.

4

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

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

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

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

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

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

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

5

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

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

6

All students complete CCMR requirements by graduation.

Existing learning gaps among students.

8

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

A variety of programs have not been made available.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

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

A variety of programs have not been made available.

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All students complete CCMR requirements by graduation.

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4

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Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

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3

Our population decreases as students enter their junior year.

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

7

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

There is a perception that STEM programs and careers are for males.

Performance Objective 2

We will increase TSI testing opportunities, as well as increase student TSI passing rates.

Evaluation Data Source: TSI data reports

Strategy 1

Science Academy will provide targeted TSI interventions during enrichment periods, after school tutorials, and Saturday tutorials.

Strategy's Expected Result/Impact: Science Academy TSI passing (both ELA and Math) percentages will increase by 15% per grade level.

Staff Responsible for Monitoring: Counseling
TSI Enrichment Teachers
Administration

Problem Statements: Demographics 4 - Student Learning 2, 6 - School Processes & Programs 3, 10

Funding Sources: 199 - Special Education, , 199 - General Fund, , 211 - Title I, Part A School Wide, , 199 - English Language Learner, , 204 - Title IV, Part A Student Support and Academi,

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 Targeted Support Strategy Additional Targeted Support Strategy

In addition to the monthly opportunities for students to TSI test, Science Academy will test for TSI during the regular school day, during Enrichment periods, and Saturday School.

Strategy's Expected Result/Impact: More opportunities for students to test multiple times.

Staff Responsible for Monitoring: Counselors

TSI Enrichment Teachers

Administration

Problem Statements: Demographics 4 - Student Learning 2, 6 - School Processes & Programs 3, 10

Funding Sources: 199 - Special Education, , 199 - General Fund, , 211 - Title I, Part A School Wide, , 199 - English Language Learner, , 204 - Title IV, Part A Student Support and Academi,

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

4

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

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

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

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

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

6

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Existing learning gaps among students.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

3

All students complete CCMR requirements by graduation.

Existing learning gaps among students.

10

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

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

Goal 3 We will improve the frequency and depth parental involvement at STISD Science Academy.

Performance Objective 1

We will develop a system where we will plan for parental involvement meetings that engages and informs all families on enhancing students' success and well-being.

Evaluation Data Source: Parent and student attendance at campus activities.
Sign-in Logs

Strategy 1

Continue to establish different types of communication channels with stakeholders via social media, newsletters (parent, nurse), parent portal and parent meetings.

Strategy's Expected Result/Impact: Increased communication with parents.

Staff Responsible for Monitoring: Administration
Counseling
Faculty

Problem Statements: School Processes & Programs 7 - Perceptions 6

Funding Sources: 199 - General Fund,

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Administration in conjunction with the social worker will hold 4 parent meetings to target Title 1 information, the parent compact, family literacy and family engagement, and HB 3 information.

Strategy's Expected Result/Impact: Increase communication with parents

Staff Responsible for Monitoring: Administration
Social worker

Problem Statements: School Processes & Programs 7 - Perceptions 6

Funding Sources: 211 - Title I, Part A School Wide, , 199 - English Language Learner, , 199 - Special Education, , 199 - General Fund, , 212 - Title I, Part C Migrant,

TEA Priorities: Build a foundation of reading and math

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

7

Improved centralized communication methods to prevent information gaps and confusion.

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

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

6

Improved centralized communication methods to prevent information gaps and confusion.

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

Goal 4 We will increase state and national exam mastery percentages across all content areas.

Performance Objective 1 High Priority

In alignment with the instruction, data driven, and observation feedback, we will build and support teacher capacity that will reflect in student scores.

Evaluation Data Source: State assessment STAAR results.

College Board and ACT results

Campus data: Eduphoria data reports (BOY, MOY, EOY, Semester Exams, etc.).

TAPR reports

IBC Scores

Strategy 1

Students receiving intervention support will demonstrate an improvement in performance as measured by checkpoints and ongoing progress monitoring.

Strategy's Expected Result/Impact: Increased STAAR scores

Increased AP Scores

Increased SAT/ACT scores

Increase IBC attainment

Staff Responsible for Monitoring: AP and EOC Teachers

Administrators

Problem Statements: Student Learning 3, 4, 6 - School Processes & Programs 3, 9 - Perceptions 4

Funding Sources: 397 - Advanced Placement, , 211 - Title I, Part A School Wide, , 212 - Title I, Part C Migrant, , 199 - General Fund, , 199 - Special Education, , 350 - English Language Learner, , 199 - English Language Learner,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

Mastery percentages for state exams can improve.

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

4

Tracking and fully mentoring students during Academic Mentoring.

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

6

All students complete CCMR requirements by graduation.

Existing learning gaps among students.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

3

All students complete CCMR requirements by graduation.

Existing learning gaps among students.

9

Tracking and fully mentoring students during Academic Mentoring.

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

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

4

Tracking and fully mentoring students during Academic Mentoring.

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

Performance Objective 2

We will use our enrichment periods and Saturday schools to target our at-risk students in support of increasing EOC, AP, SAT, IBC, and ACT growth.

Evaluation Data Source: TAPR Reports

AP score reports
SAT/ACT score reports
Academic Mentoring Roster and Attendance
Saturday school sign-in logs
BLITZ attendance
IBC attainment

Strategy 1

Science Academy will provide targeted EOC, IBC, and AP interventions during enrichment periods, after-school tutorials, and Saturday tutorials.

Strategy's Expected Result/Impact: Science Academy's percentages of AP scores of 3 and above will increase by 5 - 10% per AP course offered.

Science Academy's percentages of EOC academic growth will increase by 5 - 10%.

Science Academy's percentages of IBC attainment will increase by 5 - 10%.

Staff Responsible for Monitoring: Administration

Counselors
AP Teachers
EOC Teachers
IBC Teachers

Problem Statements: Demographics 4 - Student Learning 2, 3, 4, 6 - School Processes & Programs 3, 9, 10 - Perceptions 4

Funding Sources: 350 - English Language Learner, , 211 - Title I, Part A School Wide, , 199 - General Fund, , 199 - English Language Learner, , 397 - Advanced Placement, , 212 - Title I, Part C Migrant, , 199 - Special Education,

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

4

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

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

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

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

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

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Mastery percentages for state exams can improve.

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

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

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

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Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

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Tracking and fully mentoring students during Academic Mentoring.

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

Goal 5

We will enhance our fine arts and athletic programs by refining and growing current programs while continuing to promote social and extracurricular opportunities that enrich all students' lives.

Performance Objective 1

We will create and maintain a variety of social and extracurricular activities that appeal to all students.

Evaluation Data Source: Club Participation

Athletic Participation

RUSH

New Club Proposals

Accolades

Strategy 1

Students will be provided opportunities to participate in Athletic Team Sports.

Strategy's Expected Result/Impact: Increased school spirit

Staff Responsible for Monitoring: Coaches

Administration

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

Funding Sources: 199 - General Fund,

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Student clubs and organizations will be encouraged to hold activities for students such as music concerts, entertainment night, Java Night, Renfest, pep-rallies (academic & athletic).

Strategy's Expected Result/Impact: Increased student engagement in social activities

Staff Responsible for Monitoring: Club Sponsors and students

Administration

Problem Statements: Demographics 2, 3 - Student Learning 7 - School Processes & Programs 2, 5, 6, 8 - Perceptions 3, 5, 7

Funding Sources: 199 - General Fund, , 244 - Career Technical Education,

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Our population decreases as students enter their junior year.

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

3

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

There is a perception that STEM programs and careers are for males.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

7

Improve student attendance.

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

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

Improve student attendance.

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

5

Our population decreases as students enter their junior year.

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

6

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

There is a perception that STEM programs and careers are for males.

8

Science Academy needs updated audiovisual equipment in our gymnasium as it is used for various community, staff, and student events.

Absence of an official auditorium/meeting space.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

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Absence of an official auditorium/meeting space.

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There is a perception that STEM programs and careers are for males.

Performance Objective 2

Develop and strengthen our music program by establishing aligned instructional structures, increasing student participation and ensuring high quality performance outcomes.

Evaluation Data Source: Surveys

Strategy 1

Create multiple and purposeful performance opportunities.

Strategy's Expected Result/Impact: Build program visibility and student pride.

Staff Responsible for Monitoring: Counseling Administration

Problem Statements: Demographics 2, 3 - Student Learning 7, 8 - School Processes & Programs 1, 2, 5, 6 - Perceptions 3, 7

Funding Sources: 199 - General Fund,

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Strategy 2

Evaluate school facilities and resources required to implement addition to our music program/s.

Strategy's Expected Result/Impact: Better sense of space, equipment, and faculty.

Staff Responsible for Monitoring: Administration

Problem Statements: Demographics 2 - Student Learning 7 - School Processes & Programs 2, 5, 8 - Perceptions 3, 5

Funding Sources: 199 - General Fund,

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Strategy 3

Collaborate with our sister middle schools as they have established fine arts programs.

Strategy's Expected Result/Impact: Determine a feeder system.

Staff Responsible for Monitoring: Administrators

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

Funding Sources: 199 - General Fund,

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

7

Improve student attendance.

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

8

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

A variety of programs have not been made available.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

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

A variety of programs have not been made available.

2

Improve student attendance.

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

5

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Absence of an official auditorium/meeting space.

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Goal 6

We will increase student attendance rates through the implementation of targeted interventions.

Performance Objective 1

95% and above on annual student attendance.

Evaluation Data Source: Annual STISD attendance data.
TSDS PEIMS summer submission data.

Strategy 1

Students with excessive absences will be monitored and provided assistance on how to assist with what may be the cause for the student to be absent.

Strategy's Expected Result/Impact: Decreased student absences

Staff Responsible for Monitoring: Administration
PEIMS clerk

Problem Statements: Student Learning 7 - School Processes & Programs 2

Funding Sources: 211 - Title I, Part A School Wide, , 199 - State Compensatory Education, , 199 - General Fund,

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 2

Social worker will call parents and/or make home visits to students with three or more absences.

Strategy's Expected Result/Impact: Decreased student absences

Staff Responsible for Monitoring: Social worker
Administration

Problem Statements: Student Learning 7 - School Processes & Programs 2

Funding Sources: 199 - General Fund, , 211 - Title I, Part A School Wide, , 212 - Title I, Part C Migrant, , 199 - State Compensatory Education,

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

7

Improve student attendance.

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

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

Improve student attendance.

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

Performance Objective 2

We will implement attendance incentive activities.

Evaluation Data Source: Attendance reports.

Strategy 1

Implement attendance incentives (e.g., perfect attendance awards, class attendance competitions, prize drawings, perfect attendance luncheons, and/or feature perfect attendance students on school newsletters).

Strategy's Expected Result/Impact: Increase overall daily attendance rate.

Staff Responsible for Monitoring: Administration
Counseling
Teachers

Problem Statements: Student Learning 7 - School Processes & Programs 2

Funding Sources: 199 - General Fund,

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

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Improve student attendance.

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

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

Improve student attendance.

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



Committees

Committees

Department Head Team

Members

First Name	Last Name	Position	Committee Role
Benjamin	Pena	Team Leader - Social Studies	Classroom Teacher
Nelly	Houston	Team Leader - CTE	Classroom Teacher
Juan	De Leon	Team Leader - Science	Classroom Teacher
Elizabeth	Arriola	Team Leader - Electives	Classroom Teacher
Cassidy	Sanchez	Team Leader - Math	Classroom Teacher
Joseph	Human	Team Leader - English	Classroom Teacher

Technology CIP Committee

Members

First Name	Last Name	Position	Committee Role
Nelly	Houston	Team Leader - CTE	Classroom Teacher
Dafne	Herrejon	Student	Student (9th)
Aaron	Longoria	SPED	SPED Representative
Josue	Guzman	Technology	Technology
Claudia	Martinez	Math Teacher	Classroom Teacher
Juan	Trujillo	Spanish Teacher	Classroom Teacher
Geronimo	Perez	Art Teacher	Classroom Teacher
Roberto	Quintero	CTE Teacher	Classroom Teacher
Travis	Maldonado	CTE Teacher	Classroom Teacher
Fernando	Grimaldo	CTE Teacher	Classroom Teacher
Luis	Gasca	CTE Teacher	Classroom Teacher

School Context and Organization CIP Committee

Members

First Name	Last Name	Position	Committee Role
Juan	De Leon	Team Leader - Science	Classroom Teacher
Roberto	Rodriguez	Student	Student (9th)
Andrea	Guerrero	Student	Student (11th)
Jose	Luna	SPED	SPED Representative
Carlos	Pacheco	Science Teacher	Classroom Teacher
Catarina	Rosel	Science Teacher	Classroom Teacher
Mario	Guzman	Science Teacher	Classroom Teacher
Michael	Laverde	Science Teacher	Classroom Teacher
Rodrigo	Barrera	CTE Teacher	Classroom Teacher
Adrian	Villarreal	CTE Teacher	Classroom Teacher

Curriculum, Instruction & Assessment CIP Committee

Members

First Name	Last Name	Position	Committee Role
Mark	Orta	Focus Leader - English Teacher	Classroom Teacher
Jazmin	Garza	Student	Student (12th)
Beatrice	Salinas	Counselor	Counselor
Jenelle	Esparza	SPED	SPED Representative
Heather	Arizmendi	SPED	SPED Representative
Leroy	Rodriguez	DAEP	DAEP
Cesar	Garcia	Science Teacher	Classroom Teacher
Jennifer	Ybarra	English Teacher	Classroom Teacher
Michael	Trevino	CTE Teacher	Classroom Teacher
Ricardo	Rodriguez	CTE Teacher	Classroom Teacher

Parent, Family, & Community Engagement CIP Commit.

Members

First Name	Last Name	Position	Committee Role
Lorena	Lopez	Focus Leader - CTE Teacher	Classroom Teacher
Sarah	Espinosa	Student	Student (11th)
Juan	Trevino	Counselor	Counselor
Brenda	Swinnea	Nurse	Nurse
Mercedes	Espinosa	Parent	Parent
Zenaida	Pasion	Science Teacher	Classroom Teacher
Lal	Atinesh	Science Teacher	Classroom Teacher
Harding	Gavin	Science Teacher	Classroom Teacher
Esthela	Pacheco	Science Teacher	Classroom Teacher
Denise	Ochoa	P.E. Teacher	Classroom Teacher

Staff Quality, Recruitment & Retention CIP Commit.

Members

First Name	Last Name	Position	Committee Role
Cassidy	Sanchez	Team Leader - Math	Classroom Teacher
Rubaab	Khan	Student	Student (12th)
Laura	Villarreal	Counselor	Counselor
Nancy	Talavera	Social Worker	Social Worker
Juan	Palomo	Spanish Teacher	Classroom Teacher
Ramiro	De Leon	Math Teacher	Classroom Teacher
Claudia	Carranza	Math Teacher	Classroom Teacher
Haxin	Guo	Math Teacher	Classroom Teacher
Max	Flores	Math Teacher	Classroom Teacher
Eduardo	Favata	Math Teacher	Classroom Teacher

School Culture and Climate CIP Committee

Members

First Name	Last Name	Position	Committee Role
Elizabeth	Arriola	Team Leader - Electives	Classroom Teacher
Yosef	Herrera	Student	Student (12th)
Marcela	Fernandez	LPC	LPC
Alejos	Solis	CTE Teacher	Classroom Teacher
Aldo	Cavazos	CTE Teacher	Classroom Teacher
Hector	Martinez	CTE Teacher	Classroom Teacher
Marco	Gonzalez	CTE Teacher	Classroom Teacher
Cynthia	Sarmiento	Social Studies Teacher	Classroom Teacher
Gerado	Cavazos	PE Teacher	Classroom Teacher
Jacqueline	Wyatt	Spanish Teacher	Classroom Teacher

Student Achievement Committee

Members

First Name	Last Name	Position	Committee Role
Joseph	Human	Team Leader - English	Classroom Teacher
Isabella	Garza	Student	Student (10th)
Stefan	Sy	Student	Student (12th)
Blanca	Balli	Librarian	Librarian
Helen	Martin	English Teacher	Classroom Teacher
Andrew	Cortez	Science Teacher	Classroom Teacher
Joseph	Wilson	English Teacher	Classroom Teacher
Michele	Rodriguez	English Teacher	Classroom Teacher
Michelle	Garza	English Teacher	Classroom Teacher
Linda	Gracia	English Teacher	Classroom Teacher

Demographics Committee

Members

First Name	Last Name	Position	Committee Role
Benjamin	Pena	Team Leader - Social Studies	Classroom Teacher
Mariem	Banales	Student	Student (10th)
Carolina	Trevino	Spanish Teacher	Classroom Teacher
Alejandro	Rosel	Social Studies Teacher	Classroom Teacher
Emmanuel	Martinez	Social Studies Teacher	Classroom Teacher
Ana	Cortez	Social Studies Teacher	Classroom Teacher
Kristin	Gutierrez	Social Studies Teacher	Classroom Teacher
Jesse	Brown	Social Studies Teacher	Classroom Teacher
Travis	Cantu	CTE Teacher	Classroom Teacher
Sylvia	Odoms	CTE Teacher	Classroom Teacher



Funding Summary

Funding Summary

199 - General Fund

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	\$0.00
1	1	2		--	\$0.00
1	1	3		--	\$0.00
1	1	4		--	\$0.00
2	1	1		--	\$0.00
2	1	2		--	\$0.00
2	1	3		--	\$0.00
2	2	1		--	\$0.00
2	2	2		--	\$0.00
3	1	1		--	\$0.00
3	1	2		--	\$0.00
4	1	1		--	\$0.00
4	2	1		--	\$0.00
5	1	1		--	\$0.00
5	1	2		--	\$0.00
5	2	1		--	\$0.00
5	2	2		--	\$0.00
5	2	3		--	\$0.00
6	1	1		--	\$0.00
6	1	2		--	\$0.00
6	2	1		--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$2,353,850.00
				+/- Difference	\$2,353,850.00

199 - State Compensatory Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1		--	\$0.00
6	1	2		--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$12,800.00
				+/- Difference	\$12,800.00

199 - Special Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1		--	\$0.00
2	1	2		--	\$0.00
2	1	3		--	\$0.00
2	2	1		--	\$0.00
2	2	2		--	\$0.00
3	1	2		--	\$0.00
4	1	1		--	\$0.00
4	2	1		--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$89,450.00
				+/- Difference	\$89,450.00

199 - English Language Learner

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1		--	\$0.00
2	1	2		--	\$0.00
2	1	3		--	\$0.00
2	2	1		--	\$0.00
2	2	2		--	\$0.00
3	1	2		--	\$0.00
4	1	1		--	\$0.00
4	2	1		--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$22,050.00
+/- Difference					\$22,050.00

204 - Title IV, Part A Student Support and Academi

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1		--	\$0.00
2	2	2		--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$38,000.00
+/- Difference					\$38,000.00

211 - Title I, Part A School Wide

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	\$0.00
2	1	1		--	\$0.00
2	1	2		--	\$0.00
2	2	1		--	\$0.00
2	2	2		--	\$0.00
3	1	2		--	\$0.00
4	1	1		--	\$0.00
4	2	1		--	\$0.00
6	1	1		--	\$0.00
6	1	2		--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$210,616.00
+/- Difference					\$210,616.00

212 - Title I, Part C Migrant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2		--	\$0.00
4	1	1		--	\$0.00
4	2	1		--	\$0.00
6	1	2		--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,600.00
+/- Difference					\$3,600.00

244 - Career Technical Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3		--	\$0.00
5	1	2		--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$11,100.00
				+/- Difference	\$11,100.00

255 - Title II, Part A Training

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$35,100.00
				+/- Difference	\$35,100.00

350 - English Language Learner

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1		--	\$0.00
4	2	1		--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$7,250.00
				+/- Difference	\$7,250.00

397 - Advanced Placement

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1		--	\$0.00
4	2	1		--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$1,100.00
				+/- Difference	\$1,100.00

410 - Instructional Materials Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
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				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$37,000.00
				+/- Difference	\$37,000.00