

# South Texas Independent School District



# South Texas ISD World Scholars

# 2026-2027 Campus Improvement Plan



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# Comprehensive Needs Assessment

# Demographics

## Summary

World Scholars is an esteemed International Baccalaureate high school situated in Edinburg, Texas, dedicated to providing a comprehensive education to students in grades 9 through 12. Our institution proudly serves a diverse student body from the surrounding counties of the Rio Grande Valley, including Cameron, Hidalgo, and Willacy counties, ensuring that a wide range of communities have access to quality education.

Our curriculum is robust and varied, offering courses across essential disciplines such as English, math, social studies, and science, as well as fine arts, career and technical education (CTE), physical education, and athletics. This diverse array of subjects ensures that students receive a well-rounded education, preparing them for both higher education and future careers.

In particular, our CTE programs are designed to provide students with specialized knowledge and skills in key areas of interest. These programs include specializations in law and public services, arts, audio/video technology and communications, business marketing and finance, and science, technology, engineering, and mathematics (STEM). By offering these focused areas of study, we aim to equip our students with the practical skills and expertise needed to excel in their chosen fields.

Furthermore, World Scholars is committed to enhancing our students' academic experiences through strategic partnerships with South Texas College and the University of Texas Rio Grande Valley. These partnerships offer students the opportunity to engage in advanced coursework and gain college credits both virtually and in-person, thereby enriching their educational journey and providing a seamless transition to higher education.

At World Scholars, we are committed to offering a diverse range of academic opportunities that equip our students with the skills and knowledge necessary for success in higher education and their future careers. Our curriculum is designed to challenge and inspire, ensuring that every student is prepared for the rigors of college-level coursework. This dedication is reflected in our impressive record of 100% college and university acceptance, as well as our 100% graduation rate, underscoring our commitment to academic excellence and student success.

For the 2025-2026 school year, our total enrollment stands at 339 students, comprising 178 females and 161 males. Our student body is diverse, with 14% receiving special education services, 11% identified as gifted and talented, and 15% classified as emergent bilingual. Additionally, 9% of our students are served under Section 504, 61% are economically disadvantaged, and 28% are considered at-risk. This demographic diversity enriches our school community and informs our approach to personalized and inclusive education.

Our dedicated team consists of 32 teachers and 7 paraprofessionals, supported by a total faculty and staff of 61. This robust team is committed to fostering a supportive and nurturing environment where every student can thrive. Our educators are passionate about their work and are continually seeking innovative ways to engage and inspire our students, ensuring that each individual receives the attention and resources they need to succeed.

## Strengths

At World Scholars, the diversity of our student population stands as a cornerstone of our educational philosophy. This rich tapestry of backgrounds and experiences cultivates a global perspective among our students, allowing them to engage in both social and academic settings with a heightened sense of empathy and collaboration. Through daily interactions, our students learn to appreciate and understand a multitude of cultures and viewpoints, which not only enriches their educational journey but also equips them with the skills necessary to thrive in an increasingly interconnected world.

Our special programs are meticulously crafted to offer personalized learning experiences that cater to the individual needs of each student. By providing more one-to-one opportunities, we are able to address specific learning needs and close any gaps in understanding that may arise. This tailored approach ensures that we support each student's current academic progress while also propelling them forward in their academic careers. As a result, our students are not only well-prepared for the challenges they may face in the future but are also empowered to achieve their full potential.

The selection of World Scholars by both parents and students highlights our steadfast commitment to academic excellence. This dedication is reflected in our comprehensive academic programs, which are meticulously crafted to both challenge and inspire our students. By fostering an environment that encourages intellectual curiosity and critical thinking, we ensure that our students are not only absorbing information but are also engaging with it in meaningful ways.

Furthermore, our emphasis on educational post-secondary preparedness is a cornerstone of our institution. We are committed to equipping our students with the essential skills and knowledge that will serve them well in higher education and their future careers. This focus ensures that our graduates are not only ready to meet the demands of post-secondary education but are also prepared to excel in a rapidly evolving world. Our mission to uphold these standards of excellence is what propels us to continually refine and enhance the educational experience we provide, ensuring that our students are well-prepared for the challenges and opportunities that lie ahead.

# Problem Statements Identifying Demographics Needs

## Problem Statement

## Root Cause

1  
★

Students newly enrolling into World Scholars find it challenging adapting to the rigorous course curriculum and expectations most especially in the areas of reading, writing, math, and science.

Students newly enrolling into World Scholars arrive under-identified for eligibility in special programs such as English language proficiency programs EB and Special Education ; hence, the rigorous curriculum presents academic challenges for these students in the first semester.

2  
★

Student data (transcripts, assessment data, report cards, program placement, etc.) is often limited at the beginning of the year; therefore, course selections, state compliance interventions, enrichment, and appropriate special program placement can take time.

Previous and/or home districts delay the transfer of student academic information/records.

3  
★

The academic progress of Special Education and Emergent Bilingual populations is a key priority for World Scholars stakeholders, and the need for a reliable baseline to gauge consistent student progress hinders tracking fidelity, timely interventions, and prescriptive and informed decision-making.

Academic gaps exist because students enter high school with varying levels of academic and instructional preparedness and rigor in curriculum and instruction.

★ = Priority

# Student Learning

## Summary

Our most current STAAR EOC data reflects an overall passing rate of 91% for the 2024-2025. For each tested STAAR EOC in the 2024-2025 school year, World Scholars received 91% overall in English Language Arts, 84% in Mathematics, 92% in Science, and 99% in Social Studies.

### STAAR EOC passing percentage by population:

- **Special Education** had an 69% passing in English I; 67% in English II; 71% in Algebra I; 93% in US History
- **Emergent Bilinguals** had a 93% passing in English I; 79% in English II; 82% in Algebra I; 84% in Biology; 100% in US History
- **Economically Disadvantaged** had a 87% passing in English I; 92% in English II; 76% in Algebra I; 90% in Biology; 98% in US History

In 2023-2024, the graduating senior class had a graduation rate of 98.4% and 0% drop-out rate. College, Career, Military Readiness was at an 87.9%.

World Scholars prides itself on providing the best student support services to all its students of varying populations. World Scholars offers support programs such as special education services, 504, Emergent Bilingual, MTSS, and at-risk to name a few.

## Strengths

Our strengths are in the area of science and social studies with the overall campus receiving 92% on the biology EOC and 99% on the US history EOC passing rates. Overall, World Scholars was also in the 91% passing in ELA.

World Scholars has established various academic programs to prepare graduates for post-secondary readiness and in future careers. Our CTE programs of study focus on Business Management, Law Enforcement and Legal Studies, Graphic Design, etc. All CTE programs provide hands-on, real world experiences for our students through practicum internships working with local business and government entities.

# Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Students growth from English I to English II EOC is not significant for special education students.	Increased monitoring of academic progress and student growth is needed at the campus level.
2	Emergent Bilingual students need additional supports in the areas of math and reading to continue their academic growth.	Increased monitoring on TELPAS and STAAR is needed at the campus level.
3	Students struggle in passing the TSI in the areas of math and reading.	There is a dire need for the planning, development, and establishment of a TSI curriculum in the areas of math and reading so that students have opportunities to engage with CCRS throughout the academic school year.

 = Priority

# School Processes & Programs

## Summary

At World Scholars, we are committed to providing a comprehensive and diverse academic curriculum that caters to the varied interests and aspirations of our students. Our traditional core subject classes, including Reading Language Arts (RLA), science, math, and social studies, form the foundation of our educational offerings, ensuring that students receive a well-rounded education that prepares them for future academic pursuits.

In addition to our core curriculum, we offer advanced level classes through the prestigious International Baccalaureate (IB) program. This program is designed to challenge students and develop their critical thinking skills, preparing them for success in higher education and beyond. Our partnerships with the University of Texas-Rio Grande Valley and South Texas College further enhance our academic offerings, providing students with opportunities for dual enrollment and exposure to college-level coursework.

Our Career Technical Education (CTE) programs are designed to equip students with practical skills and knowledge in various fields. We offer multiple programs of study, including Law and Public Service, Arts, Audio/Video Technology, and Communications, Business, Marketing and Finance, Hospitality and Tourism, and Science, Technology, Engineering, and Mathematics. These programs provide students with hands-on experience and prepare them for successful careers in their chosen fields.

Furthermore, we recognize the importance of fostering creativity and self-expression in our students. Our fine arts courses in art, theatre arts, and music offer students the opportunity to explore their artistic talents and develop their creative skills. These courses not only enrich our students' educational experience but also contribute to their personal growth and development.

Furthermore, we have embraced the growing field of Esports, providing our students with the opportunity to engage in competitive gaming. This modern addition to our extracurricular offerings allows students to explore their interests in technology and gaming, while also promoting strategic thinking and collaboration. By integrating Esports into our program, we aim to cater to the diverse interests of our student body and prepare them for the evolving landscape of future careers.

## Strengths

At World Scholars, we pride ourselves on our collaborative approach with district coordinators and directors, which is fundamental to establishing and facilitating the ongoing success of our programs for all student populations. This partnership ensures that our initiatives are aligned with district goals and resources, allowing us to provide a cohesive and supportive educational environment for our students.

Each of our campus programs is meticulously managed by our dedicated campus administration and counseling team. This management structure ensures that our programs are not only well-organized but also responsive to the unique needs of our student body. Our administration and counselors work closely together to create a nurturing and effective learning atmosphere, where every student can thrive.

We have developed clearly defined program course sequences and crosswalks, which are instrumental in guiding our students through their educational journey. These structured pathways allow us to offer prescriptive student schedules that are tailored to meet the diverse needs of our students. By providing personalized schedules, we ensure that each student receives the support and resources necessary to achieve their academic goals and succeed in their studies.

# Problem Statements Identifying School Processes & Programs Needs

## Problem Statement

## Root Cause

1



World Scholars offers various program opportunities, thus a need to focus on incorporating more scheduling opportunities and flexibility in the master schedule is necessary.

Staffing is low which has caused issues with adding more preps to teachers schedules which has limited flexibility in students' schedules.

 = Priority

# Perceptions

## Summary

At World Scholars, we place a high value on the insights and feedback from all campus stakeholders, recognizing that their perspectives are crucial to our continuous improvement. Throughout the academic year, we actively engage our teachers and staff through surveys designed to gauge the campus atmosphere, gather innovative recruitment ideas to boost enrollment, and assess interest in potential reassignments within their subject areas or departments. Additionally, these surveys serve as a platform for staff to express their professional development needs and participate in professional learning communities that focus on reviewing and enhancing our campus improvement plan, analyzing campus data, and formulating actionable strategies.

Prioritization of receiving input from parents regarding our programs of study is foundational at World Scholars, which is facilitated through site-based decision-making meetings and sessions held at the beginning, middle, and end of the academic year. This collaborative approach ensures that we are responsive to the needs and expectations of our students and their families, allowing us to make necessary adjustments to our program offerings. By maintaining open lines of communication with parents, we are better equipped to tailor our educational programs to meet the evolving needs of our community.

At our school, we prioritize creating a campus climate where every student, staff member, and teacher, along with the broader community, feels secure and supported. This commitment to a safe learning environment is fundamental to our mission, ensuring that all stakeholders can engage in educational activities without fear or hesitation. We believe that a sense of safety is crucial for effective learning and teaching, and we strive to maintain this atmosphere consistently.

Our school culture is deeply rooted in the principles of progress and growth, not only for our students but also for our non-professional and professional staff. We are dedicated to fostering an environment where continuous improvement is encouraged and celebrated. By investing in the development of our staff, we aim to enhance their skills and capabilities, which in turn positively impacts student success. This culture of growth is essential for adapting to the ever-evolving educational landscape and meeting the diverse needs of our students.

Furthermore, we are committed to being future-focused, with all stakeholders actively engaged in re-establishing and building campus programs that cater to both current and future students. This forward-thinking approach ensures that our educational offerings remain relevant and effective, preparing our students for the challenges and opportunities of tomorrow. By involving the entire school community in this process, we harness a wide range of perspectives and ideas, which enriches our programs and strengthens our school as a whole.

## Strengths

At World Scholars, the commitment to yearly improvements is a testament to the dedication of providing an exceptional educational experience. Our campus stakeholders, including faculty, staff, and community partners, work collaboratively to lay robust program foundations across all our offerings, from the International Baccalaureate (iB), dual enrollment and Career and Technical Education (CTE) programs. This collaborative approach ensures that each program is not only well-structured but also responsive to the evolving educational landscape, thereby equipping our students with the skills and knowledge they need to succeed.


Furthermore, we place a high value on interdisciplinary studies, recognizing the importance of integrating knowledge across different fields. By fostering opportunities for interdisciplinary learning, we encourage our students to think critically and creatively, drawing connections between diverse subjects. This approach not only enriches their

educational experience but also prepares them to tackle complex real-world challenges with a well-rounded perspective. Our commitment to interdisciplinary studies is reflected in the innovative projects and collaborative initiatives that span our various departments, promoting a culture of curiosity and lifelong learning.

# Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	World Scholars has had a decline in enrollment for the past 5 years.	Steady enrollment decline since 2020.
2 ★	Student retention rates have steady; however, there is a great need to increase enrollment at World Scholars.	World Scholars lacks a magnet school identity.

★ = Priority



# Priority Problem Statements

## Problem Statement

## Root Cause

1  
★

Students newly enrolling into World Scholars find it challenging adapting to the rigorous course curriculum and expectations most especially in the areas of reading, writing, math, and science.

Students newly enrolling into World Scholars arrive under-identified for eligibility in special programs such as English language proficiency programs EB and Special Education ; hence, the rigorous curriculum presents academic challenges for these students in the first semester.

2  
★

Student data (transcripts, assessment data, report cards, program placement, etc.) is often limited at the beginning of the year; therefore, course selections, state compliance interventions, enrichment, and appropriate special program placement can take time.

Previous and/or home districts delay the transfer of student academic information/records.

3  
★

The academic progress of Special Education and Emergent Bilingual populations is a key priority for World Scholars stakeholders, and the need for a reliable baseline to gauge consistent student progress hinders tracking fidelity, timely interventions, and prescriptive and informed decision-making.

Academic gaps exist because students enter high school with varying levels of academic and instructional preparedness and rigor in curriculum and instruction.

4  
★

World Scholars offers various program opportunities, thus a need to focus on incorporating more scheduling opportunities and flexibility in the master schedule is necessary.

Staffing is low which has caused issues with adding more preps to teachers schedules which has limited flexibility in students' schedules.

5  
★

Student retention rates have steady; however, there is a great need to increase enrollment at World Scholars.

World Scholars lacks a magnet school identity.

6  
★

World Scholars has had a decline in enrollment for the past 5 years.

Steady enrollment decline since 2020.





# 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
- Effective Schools Framework data
- Accountability Distinction Designations

## Student Data: Assessments

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

- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results

## Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Student surveys and/or other feedback

- Class size averages by grade and subject
- School safety data

## Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

## Parent/Community Data

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

## Support Systems and Other Data

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



# Goals

# Goal 1

By June 2027, student STAAR performance in all EOC will increase by 5%.

## Performance Objective 1 High Priority

Campus Administration and teacher(s) in all departments will focus on strategic curriculum planning, assessments, and monitoring for quarters 1-4.

- Evaluation Data Source:**
1. State assessment data: 2025 STAAR Results and TELPAS reports
  2. Campus/District data: Eduphoria data reports (checkpoint on student progress and growth on District Common Assessments);
  3. Enrichment/Intervention data reports

### Strategy 1

The implementation of a minimum of 3 walkthroughs per day and 2 instructional coaching sessions per semester will be implemented to provide feedback and support to teachers with consistent TTESS ratings in Domain 2 and 3.

**Strategy's Expected Result/Impact:** To increase teacher capacity in classroom management and instructional tools to maximize student content mastery which will impact student progress and growth.

**Staff Responsible for Monitoring:** Campus Principal; Assistant Principals

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

#### Formative Reviews

January

March

June

June

### Strategy 2

Teachers will attend weekly Power Hour sessions to engage with the district curriculum to ensure they are providing robust tier 1 instruction in the classroom.

**Strategy's Expected Result/Impact:** To assess areas of strength and areas of focus needed for instructional refinements and supports in the classroom

**Staff Responsible for Monitoring:** Campus Principal, Assistant Principals, Dean of Instruction, and Department Leads

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

## Formative Reviews

January

March

June

June

### Strategy 3

Teacher will implement quarterly progress monitoring spreadsheets and portfolios for quarter assessments for all campus programs.

**Strategy's Expected Result/Impact:** To keep track of student/teacher data for State Accountability

**Staff Responsible for Monitoring:** Campus Principal; Assistant Principals, Dean of Instruction, Department Leads, and Teachers.

**Funding Sources:** ManageBac 397 - Advanced Placement, \$3,000

## Formative Reviews

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June

### Strategy 4

Teachers will attend Power Hour twice a month to focus on assessment tracking to ensure student progress and growth across all subjects is being met.

**Strategy's Expected Result/Impact:** To capture valid data to monitor and adjust lesson plans to enhance student mastery

**Staff Responsible for Monitoring:** Campus Principal; Assistant Principals; Dean of Instruction; Department leads; Teachers

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

## Formative Reviews

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### Strategy 5 Targeted Support Strategy

In 2026-2027, enrichment classes will be revised after every quarter assessment to be prescriptive and intentional.

**Strategy's Expected Result/Impact:** To help increase overall performance on STAAR

**Staff Responsible for Monitoring:** Campus Administration; Counselor; Dean of Instruction

**Title I: 2.5.1**

**Formative Reviews**

**January**

**March**

**June**

**June**

# Goal 2

By June 2027, special populations (Sped and EB) students will increase their STAAR and/or TELPAS performance by 5%.

## Performance Objective 1 High Priority

Campus Administration, the Dean of Instruction, Counselors and teachers will devise prescriptive plans for special education and emergent bilingual students to increase academic success and build performance level hoppers on STAAR in the areas of English/II and Algebra 1.

**Evaluation Data Source:** Intervention data, BOY, MOY, EOY, 2026 STAAR EOC data

### Strategy 1

Review transcripts, STAAR scores, cumulative folders, and the previous year's ARD paperwork to gather student information to strategically develop annual goals for all special education students.

**Strategy's Expected Result/Impact:** To increase student IEP goals attainment and State Accountability expectations

**Staff Responsible for Monitoring:** Campus Principal, Special Education Teachers, Teachers, Counselors

**Funding Sources:** 199 - Special Education,

#### Formative Reviews

January

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June

### Strategy 2

Review LPAC folders and gather and utilize student information to develop individualized plans for emergent bilingual students based on STAAR EOC and TELPAS results and establish a robust monitoring system for quarterly feedback.

**Strategy's Expected Result/Impact:** Increase student progress and academic growth

**Staff Responsible for Monitoring:** Campus Principal; Assistant Principals; Dean of Instruction, and general education teachers

**Funding Sources:** 199 - English Language Learner,

#### Formative Reviews

January

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June

June

### Strategy 3

In 2026-2027, enrichment classes will be revised after every quarter assessment to be prescriptive and intentional.

**Strategy's Expected Result/Impact:** To increase overall performance on STAAR for SPED students

**Staff Responsible for Monitoring:** Campus Administration; Counselors; Dean of Instruction

**Title I:** 2.5.1

#### Formative Reviews

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June

### Performance Objective 2

Campus Administration, the Dean of Instruction, Counselors and teachers will devise prescriptive plans for emergent bilingual students to increase academic success and build performance level increases on TELPAS.

**Evaluation Data Source:** 25-26 TELPAS data; BOY, MOY, EOY data; Summit K12 data; Enrichment data

### Strategy 1 Targeted Support Strategy

Build public speaking enrichments for EB students to increase speaking opportunities.

**Strategy's Expected Result/Impact:** To close gaps from year to year on the TELPAS speaking

**Staff Responsible for Monitoring:** Campus Administration, Dean of Instruction, Counselors and Teachers

**Title I:** 2.5.1

#### Formative Reviews

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June

### Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

#### Results Driven Accountability

In 2026-2027, enrichment classes will be revised after every quarter assessment to be prescriptive and intentional.

**Strategy's Expected Result/Impact:** To increase overall performance on STAAR for EBs

**Staff Responsible for Monitoring:** Campus Administration; Counselor; Dean of Instruction

**Title I:** 2.5.1

**Formative Reviews**

**January**

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**June**

# Goal 3

Throughout the 2026-2027 school year, the implementation of the comprehensive district attendance plan will ensure overall district compliance with federal and state accountability guidelines.

## Performance Objective 1 High Priority

Students will be in compliance with the Compulsory Attendance Law, the 90% rule, in order to receive credit for all classes.

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

### Strategy 1

The campus social worker will present attendance reports to administrators and counselors at each progress reporting period.

**Strategy's Expected Result/Impact:** To increase daily attendance percentages for ADA

**Staff Responsible for Monitoring:** Campus Administration, Counselors, Social Worker

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

#### Formative Reviews

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### Strategy 2

Hold quarterly attendance committee meetings to evaluate student attendance issues and develop individualized plans for attendance recovery.

**Strategy's Expected Result/Impact:** Increase average daily attendance

**Staff Responsible for Monitoring:** Campus Administration, Assistant Principals, Counselors, Social Worker

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

#### Formative Reviews

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### Strategy 3

Establish monitoring periods to include home visits for students with chronic absenteeism.

**Strategy's Expected Result/Impact:** To increase average daily attendance

**Staff Responsible for Monitoring:** Campus Administration; Assistant principals, Counselors, Social Worker

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

#### Formative Reviews

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### Performance Objective 2 High Priority

World Scholars will provide attendance incentives to encourage student average daily attendance.

**Evaluation Data Source:** Campus Attendance Reports; attendance committee meetings; parent contact logs;

### Strategy 1

Provide quarterly incentives for students with perfect attendance.

**Strategy's Expected Result/Impact:** To increase ADA

**Staff Responsible for Monitoring:** Campus Principal; Assistant Principals; Social Worker; Counselors; Attendance clerk

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

#### Formative Reviews

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# Goal 4

Throughout the 2026-2027 school year, efforts will be established to engage the World Scholars stakeholders in campus decision-making opportunities.

## Performance Objective 1 High Priority

Implement a campus Site Based Decision Making Committee (SBDM) to collaboratively work on campus goals

**Evaluation Data Source:** TAPR report

### Strategy 1

Develop systems such as stakeholder surveys to receive input and feedback from all stakeholders, i.e. a campus newsletter, and participation in collaborative projects focused on student success.

**Strategy's Expected Result/Impact:** To increase parental involvement

**Staff Responsible for Monitoring:** Campus Administration; Teachers; PSTO;

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

#### Formative Reviews

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### Strategy 2

Continued partnership opportunities with Higher Education Systems and the local community to provide post-secondary opportunities and internships for World Scholars.

**Strategy's Expected Result/Impact:** To impact student post-secondary success and career options

**Staff Responsible for Monitoring:** Campus Principal; Assistant Principals; Counselors

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

#### Formative Reviews

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### Strategy 3

Continued partnership opportunities for CTE practicum courses to immerse students in career preparation programs and hands on, real-world experiences.

**Strategy's Expected Result/Impact:** To promote community involvement and engagement and increase student achievement

**Staff Responsible for Monitoring:** Campus Administration; Assistant principals, Community leaders; CTE teachers

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

### Formative Reviews

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## Performance Objective 2

Continue the use of monthly parent community information pieces focused on campus initiatives, campus events, and campus successes throughout the school year.

### Strategy 1

Increase use of social media platforms, campus/district website and Infinite Campus messages to parents and/or the school community

**Strategy's Expected Result/Impact:** To encourage more participation and partnerships with all stakeholders

**Staff Responsible for Monitoring:** Campus Principal; Assistant principals; Social Media Specialist; Webmaster

### Formative Reviews

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### Strategy 2

Continue community events such as the athletic Tailgate, nationally recognized days (Grandparents Day, Veterans Day), Fall and Spring Campus Showcase, and monthly Recruitment event opportunities.

**Strategy's Expected Result/Impact:** To increase parental and community involvement

**Staff Responsible for Monitoring:** Campus Principal; assistant principals; clubs and organizations sponsors; teachers and staff

## Formative Reviews

January

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June

### Strategy 3

Increase membership, support and collaboration of the campus Parent, Student, Teacher Organization (PSTO).

**Strategy's Expected Result/Impact:** Increase campus involvement and support

**Staff Responsible for Monitoring:** Campus principal; assistant principals; counselors; teachers; students

## Formative Reviews

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June

### Strategy 4

Implement weekly campus updates for faculty and staff and monthly parent newsletters.

**Strategy's Expected Result/Impact:** Increase campus and community communication

**Staff Responsible for Monitoring:** Campus Principal; Assistant principals

## Formative Reviews

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June

# Goal 5

In 2026-2027, World Scholars will develop a recruitment plan to acquire and retain highly qualified teachers and staff with more than five years of experience in education.

## Performance Objective 1

In the 2026-2027 school year, World Scholars will establish new to campus teacher support systems to ensure teacher recruitment, induction, and retention.

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

### Strategy 1

Provide campus support systems for new-to-district teachers by offering professional development opportunities in onboarding, classroom management, skills-based training, and writing across the curriculum.

**Strategy's Expected Result/Impact:** To provide tools and resources to increase student academic achievement

**Staff Responsible for Monitoring:** Campus Principal

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

#### Formative Reviews

January

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June

### Strategy 2

Provide campus teacher mentorship programs as educator support systems and to promote teacher retention.

**Strategy's Expected Result/Impact:** To increase new teacher outreach and promote active engagement and involvement

**Staff Responsible for Monitoring:** Campus Principal; Assistant Principals; Department Heads

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

#### Formative Reviews

January

March

June

June

### Strategy 3

Organize and establish interview committees focused on analyzing and evaluating applications for potential interview candidates.

**Strategy's Expected Result/Impact:** To ensure teachers and staff work collaboratively toward all campus goals.

**Staff Responsible for Monitoring:** Campus Administration, Dean of Instruction, counselors, and department leads

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

#### Formative Reviews

January

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June

# Goal 6 Promote enrollment to recruit new students and increase enrollment by 5%.

## Performance Objective 1

Promote the World Scholars academic programs: dual enrollment partnerships (UTRGV/STC), the IB program, CTE programs of study, fine arts programs and the athletics program to increase enrollment.

**Evaluation Data Source:** 25-26 enrollment reports vs. 26-27 enrollment reports, new to district parent surveys, marketing reports.

### Strategy 1

Implement the use of a campus events calendar (collaboration calendar) to communicate and promote school and community recruitment events.

**Strategy's Expected Result/Impact:** To increase awareness of our newly established partnerships and programs of study

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

#### Formative Reviews

January

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### Strategy 2

World Scholars clubs and organizations will continue with community service projects (i.e. 5K; parades; market days; civic responsibilities) to promote the campus's core beliefs.

**Strategy's Expected Result/Impact:** To build awareness of well-roundedness in our school organization

**Staff Responsible for Monitoring:** Campus administrators; Counselors; teachers and staff

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

#### Formative Reviews

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# Goal 7

Develop a campus Technology plan and Instructional Technology plan to meet the needs of instruction.

## Performance Objective 1

Evaluate and implement a campus technology 2-5-year plan for technology needs.

**Evaluation Data Source:** Campus Technology Tracking Sheet

### Strategy 1

Evaluate current campus technology to purchase new student laptops and computer on wheels along with teacher laptops.

**Strategy's Expected Result/Impact:** To increase instructional technology use to impact student learning

**Staff Responsible for Monitoring:** Campus administrators and Campus Technician

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

### Formative Reviews

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## Performance Objective 2

Evaluate the campus Instructional technology plan to meet campus' instructional goals with digital teaching and learning tools.

**Evaluation Data Source:** Lesson Plans/Week At A Glance; Power Hour Minutes; Instructional Surveys

### Strategy 1

Implement a campus Instructional technology plan to meet the campus' instructional goals through digital teaching and learning tools, Wayground and Canvas, with a focus on AI utilization.

**Strategy's Expected Result/Impact:** Enhance and ensure students mastery

**Staff Responsible for Monitoring:** Campus Principal; Assistant Principals; Dean of Instruction; Instructional Technologist

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

## Formative Reviews

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# Goal 8 Explore career interests and plans for postsecondary and career readiness opportunities.

## Performance Objective 1 High Priority

Increase CTE certifications and practicum community/business partnerships

**Evaluation Data Source:** CCMR data; Eduthings reports; state accountability reports

### Strategy 1

To expand practicum partnerships with local businesses for CTE students.

**Strategy's Expected Result/Impact:** Increase engagement in CTE courses and completion of certifications

**Staff Responsible for Monitoring:** Campus administration; counselors; CTE department head and teachers

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

#### Formative Reviews

January

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### Strategy 2

Increase student CTE completer status on IBCs.

**Strategy's Expected Result/Impact:** To meet 100% completer status in 2023-2024

**Staff Responsible for Monitoring:** Campus administration; counselors; CTE department head and teachers

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

#### Formative Reviews

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### Strategy 3

Encourage student participation in Career and Technical Student Organizations (CTSO) in all

programs

**Strategy's Expected Result/Impact:** To provide real-world experiences to increase post secondary career success

**Staff Responsible for Monitoring:** Campus administration; counselors; CTE department head and teachers

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

### Formative Reviews

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## Performance Objective 2

Increase college readiness and preparedness for all students.

**Evaluation Data Source:** CCMR data; Eduthings reports, Edspire; state accountability reports

### Strategy 1

Increase TSI tutoring and testing opportunities for grades 9-11.

**Strategy's Expected Result/Impact:** To prepare kids for acceptance into dual enrollment partnerships.

**Staff Responsible for Monitoring:** Campus Administration; Counselors; Teachers

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

### Formative Reviews

January

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### Strategy 2

Increase SAT and ACT tutoring and testing opportunities for grades 10-12.

**Strategy's Expected Result/Impact:** To prepare students to meet college entrance criteria.

**Staff Responsible for Monitoring:** Campus Administration; Counselors; Teachers

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

## Formative Reviews

January

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## Strategy 3

Increase CTE completer status.

**Strategy's Expected Result/Impact:** To prepare students with future careers.

**Staff Responsible for Monitoring:** Campus Administration; Counselors; Teachers

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

## Formative Reviews

January

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June

June



# 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	4		--	\$0.00
3	1	1		--	\$0.00
3	1	2		--	\$0.00
3	1	3		--	\$0.00
3	2	1		--	\$0.00
4	1	1		--	\$0.00
4	1	2		--	\$0.00
4	1	3		--	\$0.00
5	1	1		--	\$0.00
5	1	2		--	\$0.00
5	1	3		--	\$0.00
6	1	2		--	\$0.00
7	1	1		--	\$0.00
7	2	1		--	\$0.00
8	1	1		--	\$0.00
8	1	2		--	\$0.00
8	1	3		--	\$0.00
8	2	1		--	\$0.00
8	2	2		--	\$0.00
8	2	3		--	\$0.00
				<b>Sub-Total</b>	\$0.00
				<b>Budgeted Fund Source Amount</b>	\$348,263.00
				<b>+/- Difference</b>	<b>\$348,263.00</b>

## 199 - Special Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1		--	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$186,005.00
<b>+/- Difference</b>					<b>\$186,005.00</b>

## 199 - English Language Learner

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2		--	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$47,256.00
<b>+/- Difference</b>					<b>\$47,256.00</b>

## 211 - Title I, Part A School Wide

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$201,487.00
<b>+/- Difference</b>					<b>\$201,487.00</b>

## 212 - Title I, Part C Migrant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$3,063.00
<b>+/- Difference</b>					<b>\$3,063.00</b>

## 244 - Career Technical Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
8	1	1		--	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$8,358.00
<b>+/- Difference</b>					<b>\$8,358.00</b>

## 255 - Title II, Part A Training

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$26,396.00
<b>+/- Difference</b>					<b>\$26,396.00</b>

## 397 - Advanced Placement

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	ManageBac	--	\$3,000.00
<b>Sub-Total</b>					\$3,000.00
<b>Budgeted Fund Source Amount</b>					\$5,920.00
<b>+/- Difference</b>					<b>\$2,920.00</b>

## 410 - Instructional Materials Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$50,180.00
<b>+/- Difference</b>					<b>\$50,180.00</b>