



**Title of innovative course:**

Methodology for Academic and Personal Success

**Applicant information – All Information Is Required**

Name of applying school district, charter school, or organization: *Northside ISD*

Complete mailing address: *5900 Evers Road, San Antonio, TX 78238*

Primary contact person:

Primary contact person's title:

Primary contact person's email address:

Primary contact person's phone number, area code first:

Secondary contact person:

Secondary contact person's title:

Secondary contact person's email address:

Secondary contact person's phone number, area code first:

County District Number (if applicant is a Texas public school): *TX-015915*

Superintendent (if applicant is a Texas public school): *Dr. John Craft*

Date of local board of trustees' approval of this innovative course application (if applicant is a Texas public school): *June 25, 2024*



### Course Information

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Subject area (choose only one): *Other Electives*

Career cluster (CTE only): Choose an item.

Number of credits per course: *1.0*

Grade level(s) (high school only): *9-10*

**Brief description of the course** (150 words or less, paragraph form):

Methodology for Academic and Personal Success focuses on the skills and strategies necessary for students to excel in high school and their academic career, enhancing their understanding of available opportunities in high school, higher education, and the professional world to help them establish both short-term and long-term personal goals. After identifying their individual learning preferences, strengths, and opportunities for growth, students will further develop their ability to organize, manage resources, and study. The course also focuses on specific strategies necessary for students to achieve personal and professional goals by developing personal responsibility, managing stress, cultivating a growth mindset, and building resiliency. To maximize personal achievement, the course emphasizes leadership development through character education, independent thinking, collaboration, proactive problem-solving, and decision-making.

**Brief justification of how/why the course qualifies as “innovative” in terms of student need.** (150 words or less, paragraph form):

This course provides students the opportunity to gain an understanding of their personal and academic strengths, as well as develop and implement strategies to achieve short-term and long-term goals. They will develop real-world competencies that encompass time management, resource allocation, promoting greater self-discipline, responsibility, and productivity - all vital for attaining academic and personal goals. By engaging in authentic career-related experiences, such as creating a resume, completing applications, and preparing for interviews, students will cultivate soft skills that increase confidence and preparedness, improve critical thinking and problem-solving, and strengthen professional communication. This approach helps them develop a more holistic skill set, making them better prepared for future career opportunities and the transition from education to the professional world. Beyond skill-building, this course fosters proactive career planning, helping students design a roadmap for their next steps toward being college, career, or military ready.



**Course Data –Renewals**

**Methodology for Personal and Academic Success - Enrollment Data (5-Year Trend)**

Over the past five years, the Methodology for Academic and Personal Success course has shown some variability in the enrollment trends, but overall, there has been a general increase. From the 2019-2020 school year to the 2020-2021 school year, enrollment rose from 16,529 students to 16,741 students, a slight increase of 1.28%. The following year saw an even more significant jump when enrollment surged 19.83% to 20,061 students. Although this was followed in 2022 by a decline of 2,258 students, the 2023-2024 school year rebounded with a record-high 23,681 students participating in the course. Overall, from 2019 to 2023, the Methodology for Academic and Personal Success course has grown 43.26% in statewide student enrollment, equipping thousands of students across the state with the skills necessary to excel in high school and beyond. This course directly supports Texas’ goals to increase College, Career, and Military Readiness (CCMR) and further prepare students for in-demand, high wage occupations.

| Methodology for Personal and Academic Success - Enrollment Data (5-Year Trend) |  |                              |
|--|--|------------------------------|
| Year   | Texas Student Enrollment<br>(Teacher FTE Counts and Course Enrollment Reports) | Northside Student Enrollment |
| 2019-2020  | 16,529 students  | 6,726 students               |
| 2020-2021  | 16,741 students  | 6,876 students               |
| 2021-2022  | 20,061 students  | 6,204 students               |
| 2022-2023  | 17,809 students  | 5,032 students               |
| 2023-2024  | 23,681 students  | 5,182 students               |



## 2025-2026 Innovative Course Application – Renewal

### Methodology for Academic and Personal Success - NISD Teacher Survey Data

At the end of the 2023-2024 school year, current MAPS teachers in NISD responded to a survey that recorded the degree to which they felt the course had accomplished its objectives for providing students with the skills necessary for them to excel in high school and their academic career, enhancing their understanding of available opportunities in high school, higher education, and the professional world to help them establish both short-term and long-term personal goals. 32 out of 37 teachers who had taught the course throughout its entirety responded to the survey and used a linear scale from one (strongly disagree) to five (strongly agree) to represent their perceived level of course success. Overall, 87.52% of teachers either agreed or strongly agreed that the course had met or exceeded its objectives.

| 2023-2024 MAPS Innovative Course Teacher Survey (NISD)  |               |              |            |                     |
|---|---------------|--------------|------------|---------------------|
| Questions: 5<br>Scale: Linear from 1 (strongly disagree) to 5 (strongly agree)<br>Teacher Sample: 32 of 37  |               |              |            |                     |
| 1. After identifying individual learning preferences, strengths, and opportunities for growth, students developed their ability to organize physical resources, manage time, and study effectively.     |               |              |            |                     |
| 1<br>Strongly Disagree  | 2<br>Disagree | 3<br>Neutral | 4<br>Agree | 5<br>Strongly Agree |
| 1 (3.1%)  | 1 (3.1%)      | 4 (12.5%)    | 14 (43.8%) | 12 (37.5%)          |
| 2. Students learned vital strategies necessary to achieve personal and professional goals by developing emotional intelligence, managing stress, cultivating a growth mindset, and building resiliency. |               |              |            |                     |
| 1<br>Strongly Disagree  | 2<br>Disagree | 3<br>Neutral | 4<br>Agree | 5<br>Strongly Agree |
| 1 (3.1%)  | 1 (3.1%)      | 2 (6.3%)     | 9 (28.1%)  | 19 (59.4%)          |

3. After analyzing their personal and academic strengths, students implemented strategies to achieve short-term and long-term goals, cultivating financial plans where necessary.

| 1<br>Strongly Disagree | 2<br>Disagree |           | 3<br>Neutral |            | 4<br>Agree | 5<br>Strongly Agree |
|------------------------|---------------|-----------|--------------|------------|------------|---------------------|
| 1 (3.1%)               | 1 (3.1%)      | 4 (12.5%) | 11 (34.4%)   | 15 (46.9%) |            |                     |

4. Students explored future pathways by researching high school programs of study and post-secondary college, career, and military options.

| 1<br>Strongly Disagree | 2<br>Disagree | 3<br>Neutral | 4<br>Agree | 5<br>Strongly Agree |
|------------------------|---------------|--------------|------------|---------------------|
| 1 (3.1%)               | 0 (0.0%)      | 0 (0.0%)     | 4 (12.5%)  | 27 (84.4%)          |

5. Students developed leadership qualities through character education, independent thinking, collaboration, proactive problem-solving, and decision-making.

| 1<br>Strongly Disagree | 2<br>Disagree | 3<br>Neutral | 4<br>Agree | 5<br>Strongly Agree |
|------------------------|---------------|--------------|------------|---------------------|
| 2 (6.3%)               | 0 (0.0%)      | 1 (3.1%)     | 8 (25.0%)  | 21 (65.6%)          |

**Essential Knowledge and Skills for the Course:**

- (a) General requirements. This course is recommended for students in grades 9 or 10. There are no prerequisites for this course. Students shall be awarded one credit for the successful completion of this course.
- (b) Introduction.
  - (1) Methodology for Academic and Personal Success focuses on the skills and strategies necessary for students to excel in high school and their academic career, enhancing their understanding of available opportunities in high school, higher education, and the professional world to help them establish both short-term and long-term personal goals. After identifying their individual learning preferences, strengths, and opportunities for growth, students will further develop their ability to organize, manage resources, and study. The course also focuses on specific strategies necessary for students to achieve personal and professional goals by developing personal responsibility, managing stress, cultivating a growth mindset, and building resiliency. To maximize personal achievement, the course emphasizes leadership development through character education, independent thinking, collaboration, proactive problem-solving, and decision-making.
  - (2) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and Skills.
  - (1) Interpersonal skills and communication. The student analyzes their personality traits for strengths and challenges, demonstrates effective communication, and provides peer feedback. The student is expected to:
    - a) synthesize and discuss research and self-analysis to establish individual strategies for academic and personal success;
    - b) identify personal strengths and challenges through a personality traits assessment;
    - c) evaluate how individual traits may impact interactions and communication with others;
    - d) explain the importance of effective communication skills in academic and personal contexts;
    - e) differentiate occasions for appropriate use of informal, standard, and technical language;
    - f) analyze the accuracy and appropriateness of a message prior to and after communicating;
    - g) evaluate one's own and others' verbal and nonverbal communication and listening skills in a variety of group settings;
    - h) prepare and deliver presentations individually and in groups to demonstrate knowledge of various learned concepts; and
    - i) assess the effectiveness of one's own and others' presentations by using appropriate rubrics.
  - (2) Goal setting and planning. The student sets goals and develops action plans to achieve those goals. The student is expected to:

- (a) create a personal mission statement that exhibits their core values and non-negotiable principles;
  - (b) identify a balanced set of academic and personal goals, including both short-term and long-term goals;
  - (c) formulate and document academic and personal goals that are Specific, Measurable, Achievable, Relevant, and Time-bound (SMART);
  - (d) rank academic and personal goals based on their urgency and importance using methods such as task prioritization matrices and time management quadrants;
  - (e) identify the various tasks and resources needed to achieve an academic or personal goal; and
  - (f) track and evaluate the levels of progress made toward reaching established goals.
- (3) Personal responsibility and mindset. The student reviews campus expectations and understands internal and external factors that help build resilience and navigate personal responsibilities by examining mindsets, managing emotions, and navigating change. The student is expected to:
- (a) analyze existing campus policies for context and intent;
  - (b) identify campus policies that may be challenging and design a plan for personal compliance;
  - (c) identify and understand the concept of personal responsibility and its potential impact on life choices;
  - (d) define self-control and research effective strategies for emotional regulation;
  - (e) discuss how internal traits and external factors can affect personal resilience;
  - (f) identify personal resilience tools;
  - (g) define attitude and explore the potential effects of attitude on human interactions;
  - (h) compare the positive and negative effects of growth mindsets and fixed mindsets;
  - (i) identify external factors and resources that build resilience;
  - (j) recognize and explain primary causes of stress and identify healthy stress management skills;
  - (k) define change and research the necessary steps to successfully adapt to change;
  - (l) analyze a difficult situation, comparing possible actions, reactions, and their consequences;
  - (m) identify social contexts and how to respond appropriately by adapting behavior to match situational norms; and
  - (n) demonstrate peaceful conflict resolution skills in both oral and written communication.
- (4) Organization and resource management. The student understands ways to manage time and resources and creates organizational systems to manage academic and personal responsibilities. The student is expected to:

- (a) prioritize and schedule important tasks and events to demonstrate an understanding of time management skills;
  - (b) define and discuss responsibility and accountability in managing time and other resources;
  - (c) identify personal strengths and weaknesses in time management and organizational skills;
  - (d) research and apply various tools and methods of organization; and
  - (e) choose and personalize an organizational system that includes creating and maintaining an ongoing calendar of assignments and projects for all academic courses.
- (5) Study skills and academic success. The student understands the learning cycle, develops study skills, and uses effective strategies for increased academic success. The student is expected to:
- (a) identify key traits that contribute to academic achievement;
  - (b) compare the benefits of various study strategies and techniques;
  - (c) compare the benefits of various test-taking strategies and techniques;
  - (d) identify distractors that diminish effective study time and provide solutions;
  - (e) create a diagram of academic support, including people and educational resources, that can be consulted for academic success;
  - (f) explain how daily attendance, preparation, and engagement impact academic success;
  - (g) memorize academic information using a variety of memory techniques;
  - (h) create accurate student-generated learning artifacts such as notes, summaries, and paraphrases by actively listening;
  - (i) engage with academic resources through learning strategies including annotating, reviewing, and questioning;
  - (j) engage with academic resources through study strategies such as skimming, note-taking, outlining, and using study-guide questions;
  - (k) evaluate a test-taking strategy's effectiveness by completing a post-assessment reflection in oral or written form;
  - (l) record ongoing personal academic achievement levels for all courses; and
  - (m) formulate and discuss steps for maintaining or improving academic success.
- (6) Character development. Students will explore and analyze a range of positive character traits such as responsibility, perseverance, caring, self-discipline, citizenship, honesty, courage, fairness, respect, and trustworthiness. The student is expected to:
- (a) define character;
  - (b) compare and discuss positive and negative character traits;
  - (c) identify positive and negative responses for failure and success;



- (d) evaluate personal strategies for responding to failure and success, identifying specific weaknesses and strengths;
  - (e) compare the effects of positive and negative influences on personal actions and beliefs;
  - (f) identify the areas of life in which personal responsibility may be exercised or increased;
  - (g) identify and explain key principles that contribute to ethical behavior and integrity; and
  - (h) assess the ethical considerations and potential consequences of participating in different forms of civil engagement.
- (7) Leadership. The student understands leadership qualities, evaluates their own leadership abilities, and participates in group projects as leaders. The student is expected to:
- (a) define the role of leadership;
  - (b) analyze and define the characteristics of an effective leader, including the interpersonal skills required for leadership;
  - (c) identify and evaluate strengths and weaknesses of personal leadership abilities and determine a personal leadership preference;
  - (d) analyze how others' emotions and perspectives could affect group dynamics.
  - (e) identify the purpose and benefit of delegation;
  - (f) assess others' motivations and strengths and apply them to group roles to accomplish established goals;
  - (g) collaborate with peers to brainstorm ideas, problem-solve, and reach consensus;
  - (h) communicate effectively with group members, providing constructive feedback and resolving conflicts; and
  - (i) evaluate the results of peer contributions to group projects by using appropriate rubrics.
- (8) Academic exploration. The student analyzes interests and goals to establish a plan for academic success in high school as well as postsecondary education. The student is expected to:
- (a) identify and evaluate personal strengths and interests in learning and scholarship;
  - (b) identify high school courses related to career choices in the student's interest area;
  - (c) research printed materials, online resources, and in-person opportunities to create a summary of possible postsecondary pathways;
  - (d) select a university, college, community college, trade school, internship, or military branch based on prior research and develop a plan to enter or start the selected postsecondary pathway; and
  - (e) identify and discuss important components of postsecondary admission materials such as an application, entrance essay, letter of recommendation, and resume.
- (9) Career exploration. The student explores and analyzes personal strengths, weaknesses, and interests in order to establish a plan for success that continues throughout high school into

postsecondary education, an internship, a training program, or a military branch. The student is expected to:

- a) compare interests and aptitudes identified via a career interest or aptitude assessment survey to career opportunities;
- b) explain the impact of career choice on lifestyle, including budget;
- c) create a personal career portfolio by conducting an in-depth study of the varied aspects of occupations related to the student's interest areas;
- d) research and discuss careers available with and without a college/university degree using print and online resources as well as personal interviews;
- e) analyze employability skills necessary for success in the workplace such as interpersonal skills, communication skills, and critical thinking skills;
- f) investigate and complete pre-employment materials in the student's area of interest such as an application, resume, and personal references; and
- g) identify the skills necessary for a job interview and participate in a mock job interview.

### **Recommended resources, technology, and instructional materials to be used:**

- Labor Market & Career Information Department of the Texas Workforce Commission. 2021. "Texas Reality Check." Texasrealitycheck.com. 2021. <https://texasrealitycheck.com/>
- Martin, Carole, and Martina Mascali. 2010. "Answers to 10 Most Common Job Interview Questions." Monster Career Advice. 2010. <https://www.monster.com/career-advice/article/top-10-interview-questions-prep>
- Real Work Matters. 2024. "What Are Trade & Vocational Schools? | Find the Right Trade or Vocational School for You." Rwm.org. 2024. <https://www.rwm.org/>
- Texas Education Agency. n.d. "Employability Skills Framework." Txcte.org. Accessed July 2, 2024. <https://www.txcte.org/resource/employability-skills-framework>
- U.S. Department of Education. 2007. "College Scorecard." Ed.gov. 2007. <https://collegescorecard.ed.gov/>

### **Recommended activities:**

Students may interact with course activities that include:

- taking personal, academic, and career inventories that align strengths and interests with future goals.
- participating in structured listening and speaking opportunities to build personal and professional communication skills.
- setting SMART goals and checking in periodically to assess progress and make revisions.
- designing effective study spaces that meet their learning needs.
- researching possible careers and creating projected pathways to employment.
- creating compelling resumes that highlight students' soft and hard skills.



## 2025-2026 Innovative Course Application – Renewal

- examining their academic and personal growth through routine personal reflection and assessment.

### **Recommended assessment methods for evaluating student outcomes:**

Students may be evaluated on an ongoing basis through:

- class discussions
- completion of individual and group activities
- daily quizzes
- unit projects
- individual and group presentations
- unit tests, and/or reflections
- long-range individual and group activities
- digital portfolios

### **Recommended educator certifications:**

An assignment for Methods for Academic and Personal Success (MAPS) is allowed with a valid Texas secondary teacher certificate appropriate for grade level assignment.

### **Required trainings, including associated costs, if applicable:**

No training or additional costs required