

**Weslaco Independent School District**  
**South Palm Gardens High School**  
**2018-2019 Campus Improvement Plan**

# Mission Statement

At South Palm Gardens High School, we offer a program that create opportunities for students to graduate from high school by using a different approach to learning which is accelerated, differentiated and educationally complete.

# Vision

South Palm Gardens High School allows all students to reach their full potential and prepares them for success in the next stage of their life.

# Value Statement

We value:

\* Dedication to our students

\* High expectations

\* Commitment to the program

\*Compassion and understanding for all student's individual situations

\* Respect for all staff, students and parents

\* Organized and efficient school setting

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

South Palm Gardens High School is situated in Weslaco, TX, in Hidalgo County. Weslaco is a mid-size city located in the Rio Grande Valley and is approximately 10 miles from the United States/Mexico border. The school district is mid-sized, with an enrollment of approximately 17,000 students.

South Palm Gardens is the district's alternative education school in which the student population is 100% At Risk. There are students that are continuers, leavers, teen parents, or need of an alternative setting in order to graduate. There are currently 80 students enrolled which is peak enrollment. There are 7 full time teachers on campus: 1 ELA, 1 Math, 1 Science, 1 Social Studies, 1 SPED/PE/Health, 1 Tech Apps and 1 Credit Recovery teacher.

South Palm Gardens is a Met Alternative Standard school that is evaluated with alternative education accountability provisions.

### Demographics Strengths

The campus is broken down into students that need to pass one or more STAAR EOC exams and may or may not be lacking credits to graduate and students that are test complete ( have passes all 5 STAAR EOC exams) that are lacking credits.

The average student comes to South Palm Gardens lacking 10+ credits. Due to the small number of students and only one teacher per subject, we are able to offer classes specifically for test preparation in order to help students pass their EOC exams that last one semester. We also offer those students classes for credit that are accelerated and help them regain lost credit and hours owed for absences.

The test complete students use a credit recovery program which helps them recover credits and hours owed. All classes are 50 minutes long and we do not incorporate the A/B schedules like the other high school. SPGHS has found that meeting the needs of our students needs to be faster paced and different and that is why we offer a more structured environment.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** ELL students have a 37% passing rate on STAAR English I and II and the scores have not increased. **Root Cause:** Our ELL population has tripled in the last 3 years and these students, for the most part, are repeat testers, with some having tested up to 8 times on English I and/or English II

## Student Achievement

### Student Achievement Summary

During the 2016-2017 school year, South Palm Gardens was a Met Alternative Standard school based on the student performance on STAAR and post secondary readiness. Students test both in Fall and the Spring for all EOC tests. Some students enter 1st semester, some enter 2nd semester and some stay the entire year. If students attend SPGHS and they have not passed all of the EOC tests, they must participate in a test preparation class prior to taking the EOC, whether it be a retest or a first time test. This helps ensure they are prepared and it helps us remain a Met Alternative campus.

### Student Achievement Strengths

Although SPGHS is unable to earn distinctions due the school being an alternative school, there are many academic strengths.

- Additional credit classes were added for credit which helped students increase the number of credits they could obtain in a semester
- There were 193 full graduates
- Approximately 88% of students graduated on the RHSP
- The number of continuers that attend SPGHS and graduate is increasing each year

INDEX 1 Student Achievement: SPGHS scored a 56 and the Target Score is a 35

INDEX 2 Student Progress: N/A for AEP's

INDEX 3 Closing the Gaps: SPGHS scored a 35 and the Target Score is 13

INDEX 4 Postsecondary Readiness: SPGHS scored a 100 and the Target Score is 33

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Attendance has been an issue here for many years and although has increased over the past five years, SPGHS rarely meets the attendance target of 95%. **Root Cause:** Students and parents need to work together to commit to the program and be here every day.

**Problem Statement 2:** We are not increasing our passing rate on English I or English II STAAR reading and scores. Our scores have stayed in the 18%-22% passing for 2 years **Root Cause:** We are taking in many more ELL students and teachers are not certified in ELL strategies; students are frustrated after taking it up to 8 times; SB 463 allows students to graduate passing 3/5 STAAR EOC exams and that usually means the one or two they do not pass are



## School Culture and Climate

### School Culture and Climate Summary

The school culture is based on a common belief that all students, regardless of previous hardships, family struggles, economic status, etc. can and will succeed here at South Palm Gardens. Each student is an individual and no two are the same. Students are treated with respect and dignity and are never criticized for being older than the average student, a teen parent, a student that is very, very behind academically or for any other reason. We are a family and although some students do not stay for a long period of time, the school provides a certain climate and culture that students take it very quickly and feel secure in.

### School Culture and Climate Strengths

- \* Educators and students work closely together to achieve success
- \* We model the benefits that are gained by learning
- \* There is an emphasis on secondary education which makes students more inclined to finish high school
- \* We work together to make sure students are here every day by calling home, meetings with students and parents and home visits.

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Students have poor attendance and even though SPG is a much different climate, some do not embrace it and are not ready. **Root Cause:** Students may have been out of school anywhere from 1 to 2.5 years or more. It is sometimes difficult to get into the habit of coming to school every day. They are used to waking up at a later time.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Our staff is a quality staff of 7 teaching professionals, one classroom paraprofessional, one counselor, one social worker, one data entry clerk, our secretary, and one counseling assistant. Overall, the teachers have approximately a 8 year average in teaching. We have had 0% turn over rate for the last five years where our teachers are concerned.

### **Staff Quality, Recruitment, and Retention Strengths**

The teachers are well versed in their curriculum that is taught in the classroom. The classes are concentrated into three different areas: test prep classes, classes for credit (both original and recovery) and credit recovery labs. Although it is difficult for teachers since they do not have a team where their subject area is concerned, they are able to go to staff developments or meet with other teachers at the other two high schools whenever requested.

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** Since the staff is small, it is sometimes difficult to move forward for some if they do not agree or have an issue. **Root Cause:** The staff can be cliquish sometimes and leave out other staff and that creates a problem during meetings or training.

## Curriculum, Instruction, and Assessment

### Curriculum, Instruction, and Assessment Summary

There are several different uses of the curriculum here. SPG has credit recovery which uses a program called Edmentum in which students are able to receive credit for the classes they have previously failed. A+ credit recovery is also used for the test complete students or over aged students who should've graduated either 1-2 years prior to the current school year. There are also classes that are referred to as credit classes. These classes are taught by the core teachers and they developed the curriculum based on the TEKS, RS and SS. They teach, but in these credit classes, students go at their own pace. Test preparation classes are traditionally taught classes that prepare students to take Algebra I, English I, English II, Biology and U.S.History.

### Curriculum, Instruction, and Assessment Strengths

This method that we currently use has been modified and is always a work in progress. We do whatever we can to meet the needs of our students and make sure they understand what they need to complete in order to graduate. Students like the self paced environment and are able to receive credit quicker than a traditional high school which keeps them in school. Students meet with counselor and receive a graduation plan which all teachers have access to and can help guide them.

### Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** The scores are stagnant **Root Cause:** Teachers get in a rut and tend to teach the same thing that may have not worked with others using the explanation that these are different students.

**Problem Statement 2:** Scores are lower than they were when STAAR was first administered **Root Cause:** Although the SB 463 helps us graduate students, the students know coming in that they only need to pass 3/5 tests to graduate.



## **Parent and Community Engagement**

### **Parent and Community Engagement Summary**

Parental is extremely limited here. It is difficult to get parents in to the school when their kids are sometimes married, living with their significant other, living with other relatives or friends or have their own place to live. We try our best and keep in very close contact with the families through phone calls, flyers, remind101, emails, and letters home.

Community is coming around and we have a few businesses and organizations that donate clothing, baby items, books and supplies to our students.

### **Parent and Community Engagement Strengths**

- \* Parents attend the APPLY TEXAS/Financial Aid nights
- \* Parents are willing to speak to admin/counseling on the phone now
- \* Parents do accompany their adult children to registration so that they are informed.

## Technology

### Technology Summary

We have many desktop computers, which we still use for credit recovery. The teachers are privied to smart boards, document cameras, Intuoso boards, iPads, Google Chromebooks, printers and have begun using the Google classroom.

### Technology Strengths

- \* Google is an important part of our sharing with both students and staff
- \* Students are required to turn in classwork, in some classes, online, to better prepare them for secondary education.
- \* Students are becoming well versed in photoshop due to our DIM classes.

### Problem Statements Identifying Technology Needs

**Problem Statement 1:** Students do not feel comfortable with online learning **Root Cause:** Teachers are not in the habit of having much work due on line and some never use the Chromebooks.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility

- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

### **Employee Data**

- State certified and high quality staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# Goals

Revised/Approved: September 11, 2018







## Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

**Performance Objective 1:** All student populations will achieve a passing score on English I and English II STAAR tests whether they are first time testers or re-testers.

**Evaluation Data Source(s) 1:** EOC STAAR

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>1) 1) Teacher will implement a creative writing aspect to the current curriculum to encourage writing while keeping the persuasive and expository formats in play for EOC.</p>	SPG Principal; English teacher	All student populations will achieve at least a passing score on their English I and English II EOC's.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Intensive remediation for students who have tested through Extended Day.</p>	Principal, ELA Teacher	Students will score higher and pass their EOC English I and II Tests and this will allow them graduate.				
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Instructional Aide will assist in English I and II classes</p>	Principal	Help with small group instruction and editing of papers				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4</p> <p>4) Extended day will be a part of remediation for all students who are not successful on English I and/or English II</p>						

<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>5) Utilize a variety of teaching methods that require critical thinking skills, problem solving skills by incorporating new strategies learned in sharing with other high schools, staff developments and trainings</p>	Principal, English teacher	Help students challenge the test with a different set of skills in order to pass for those students who are repeat testers				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>6) POWER STAAR WEEK</p>	Principal, Counselor, Social Worker and all teachers	This is the all day/ all week review of the STAAR material before the EOC testing in December. This is a useful tool to help students with last minute material and review.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>7) Teachers will use STAAR materials purchased through outside vendors in order to have review sessions and provide help for students that are limited on time or on homebound/homebase</p>	Principal, teachers	Help improve STAAR scores and help students pass for those who are repeat or first time testers.				
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						







**Goal 1:** STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

**Performance Objective 2:** All student populations will achieve a minimum of a 3500 (3550 for 2019 cohort) on the U.S. History E.O.C.

**Evaluation Data Source(s) 2:** U.S. History EOC STAAR

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Students will use interactive notebooks to track assignments and review.	Principal and US History Teacher	Students will pass their required EOC test and and graduate on time.				
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7 2) Students will use pre and post assessments to see where they are each week in order to adapt instruction and curriculum that week based on the student's needs in that particular class	Principal and US History teacher	Students will pass their required EOC and graduate on time.				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 3) POWER STAAR	All staff	This is the all day/ all week review of the STAAR material before the EOC testing in December. This is a useful tool to help students with last minute material and review.				







 = Accomplished  
  = Continue/Modify  
  = Considerable  
  = Some Progress  
  = No Progress  
  = Discontinue

**Goal 1: STUDENT SUCCESS/LITERACY FOCUS**-High-quality, innovative, technology-savvy programs.

**Performance Objective 3:** 85% of all re-testers in U.S. History will raise their EOC score by 20%.

**Evaluation Data Source(s) 3:** US History EOC STAAR

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>1) Reviews will be posted on the Google Classroom with all vocabulary to be placed on there throughout the year so that students can review it and not just write it into a notebook. This will include maps, graphs, charts, newspaper clippings, review puzzles, activities, etc.</p>	Principal and US History Teacher	Students will learn more in a shorter amount of time, pass the US History EOC STAAR and will meet graduation testing requirements.				
<p>2) Students will keep an interactive notebook with all activities, reviews, vocabulary, and assignments in addition to the Google classroom in order to review and be better able to keep up in case of absences.</p>	Principal and US History Teacher	Students will learn more in a shorter amount of time, pass the US History EOC STAAR and will meet graduation testing requirements.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>3) Benchmark assessments</p>	Principal, US History Teacher	Students will practice using a STAAR release test and teacher will be able to use it as a review prior to the actual STAAR EOC.				
<p><b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7</p> <p>4) Use of any and all necessary supplies, technology, or training needed for instructional success of all students across the curriculum including A+, PLATO, APEX, tutorials, TSI reviews, SAT/ACT reviews, etc.</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>5) POWER STAAR</p>	All staff	This is the all day/ all week review of the STAAR material before the EOC testing in December. This is a useful tool to help students with last minute material and review.				
<p>  = Accomplished            = Continue/Modify            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						









**Goal 1:** STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

**Performance Objective 4:** All students will score at least 20% higher on the Biology exam for retesting students in order to pass with a 3500 and first time testers will score at least a 3500. Students in the 2019 cohort will score at least a 3550.

**Evaluation Data Source(s) 4:** Biology EOC STAAR

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) POWER STAAR Week	All staff	This is the all day/ all week review of the STAAR material before the EOC testing in December. This is a useful tool to help students with last minute material and review.				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7 2) Incorporate GIZMO and QUIZZES into daily routine	Principal, Biology Teacher	Teacher creates lessons and quizzes on this online course-ware in order to quiz students weekly by both pre and post assessing				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 3) Use more hands on laboratory investigations	Principal and Biology Teacher	Students will complete different labs which will reinforce objectives that are on the Biology EOC exam.				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7 4) Teacher will utilize GIZMO online subscription for review, test taking strategies and online lab work.	Principal, Teacher	Students can work from home which allows students to catch up with their work; students also use in it in class as a lab station to review labs that were done in class.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Goal 1:** STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

**Performance Objective 5:** Students will score at least a 3500 on the Algebra I EOC and students in the 2019 cohort will score a minimum of a 3550. Students will raise their previous scores for re-testers by at least 20% overall.

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) POWER STAAR Week	All staff	This is the all day/ all week review of the STAAR material before the EOC testing in December. This is a useful tool to help students with last minute material and review.				

**Goal 1:** STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

**Performance Objective 6:** Purchase books, magazines, supplies, instructional materials, etc. in to promote literacy and student success in all subjects.

**Evaluation Data Source(s) 6:** STAAR scores, six weeks grades

**Summative Evaluation 6:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6 CSF 7</p> <p>1) Students will be exposed to magazines, newspapers, books, etc. in order to promote literacy in and out of the classrooms.</p>	Teachers, principal	Better EOC STAAR scores and higher graduation rates				
Funding Sources: State Comp Ed (SCE) - 0.00						

**Goal 1:** STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

**Performance Objective 7:** Promote health and fitness by using the SPARK program as well purchase new assorted balls, hula hoops, cones, medicine balls, balance ball chairs, balance balls, fitness stations, books and other assorted materials and supplies.

**Evaluation Data Source(s) 7:** SPARK Fitness test; Fitnessgram

**Summative Evaluation 7:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6 CSF 7</p> <p>1) Continue to promote healthy lifestyles and wellness by having our students exercise using balls, ropes, courseware, etc. in order to be make healthier and responsible choices.</p>	Principal, P.E. and Health teacher	Healthier and more aware students when it comes to healthy eating, health in general and activities.				
Funding Sources: State Comp Ed (SCE) - 0.00						

**Goal 1:** STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

**Performance Objective 8:** Purchase renewal of Xerox copier for use in the classroom for copies and tests

**Evaluation Data Source(s) 8:** Test scores, activities, student grades

**Summative Evaluation 8:**







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The Xerox machine will continue to be in use for classroom teachers to make copies of activities, reviews and tests	Secretary and Principal	Students will have review sheets, activities and tests to throughout the year.				
Funding Sources: State Comp Ed (SCE) - 0.00						
						

**Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.**

**Performance Objective 1:** With a focus on using more technology, all classrooms will use Chrome-books a few times a week and begin to add lessons online to the Google classroom.

**Evaluation Data Source(s) 1:** Lesson plans, student success in DIM

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) Teachers will use Chrome-books to enhance their core classes and have students complete research and assignments at least 2-3 times per week .</p>	SPG principals, SPG Teachers	Students will be able to go at their own pace when complete credit only classes and learn new programs and activities that are created by the teachers online that are available to them.				
<p>  = Accomplished            = Continue/Modify            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 2:** POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

**Performance Objective 2:** Students will be using Google classroom at least 25% of the time in the credit only classes.

**Evaluation Data Source(s) 2:** Student grades, lesson plans,walkthroughs

**Summative Evaluation 2:**

**Goal 2:** POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

**Performance Objective 3:** Use of learning centers using Chrome-books in small groups so that students are able to receive skills through a different type of instructional method like online curriculum

**Evaluation Data Source(s) 3:** STAAR EOC in all subjects

**Summative Evaluation 3:**

**Goal 2:** POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

**Performance Objective 4:** Attendance will be at a 90% for the yearly average

**Evaluation Data Source(s) 4:** Yearly attendance report

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6 1) Ice cream Friday	Principal and all teachers	Students are rewarded with ice cream each Friday when they have perfect attendance				

**Goal 2: POSITIVE LEARNING ENVIRONMENT**-Safe, secure, technology-rich schools and facilities.

**Performance Objective 5:** Purchase motivational and curricular items for classrooms in both the core and extracurricular classes which provide a welcoming and academic based environment where students feel secure, safe and welcome. This includes posters, decor, lab supplies, art supplies, technology, paper, divider boards, science boards, etc.

**Evaluation Data Source(s) 5:** STAAR scores in both December, April and May

**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6</p> <p>1) With teachers having a more pleasing, curricular and welcoming environment, students will attend regularly and be more motivated.</p>	Teachers, principal	Much better attendance				
Funding Sources: State Comp Ed (SCE) - 0.00						









**Goal 2: POSITIVE LEARNING ENVIRONMENT**-Safe, secure, technology-rich schools and facilities.

**Performance Objective 6:** Purchase items for the biology, chemistry and physics classroom that are outdated and/or need to be replenished in order to complete the labs and instructional activities that are taught in the classroom for both credit and STAAR EOC classes.

**Evaluation Data Source(s) 6:** STAAR scores; six weeks grades

**Summative Evaluation 6:**







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Students will perform instructional based lab experiments in EOC Biology, Physics and Chemistry classes.</p>	<p>Science teacher; principal</p>	<p>Higher scores of the Biology EOC; more hands on learning in the science classroom which helps them to develop skills in other areas</p>				
<p>Funding Sources: State Comp Ed (SCE) - 0.00</p>						
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

**Goal 2: POSITIVE LEARNING ENVIRONMENT**-Safe, secure, technology-rich schools and facilities.

**Performance Objective 7:** Replace older furniture, equipment and supplies over the next 3 years in order to create a more up to date and equal setting for all students. Replace tables in the English classroom ( more of a joined, group setting) science tables, and science lab station with sink.

**Evaluation Data Source(s) 7:** Weekly attendance, parent and student surveys on school climate will improve, STAAR scores

**Summative Evaluation 7:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) 2017-2018 we will replace all students chairs as they are cracked and rusted. 2018-2019 replace tables and science tables. as well as rolling chairs in all of the computer labs. 2018-2019 replace all older book shelves in the classrooms.</p>	Principal and teachers	Students will attend school regularly with less attendance issues as the school climate will improve due to having a regular classroom setting like classrooms at the traditional high schools.				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

**Goal 2: POSITIVE LEARNING ENVIRONMENT**-Safe, secure, technology-rich schools and facilities.

**Performance Objective 8:** Purchase new Intuos Draw and wireless adapters for students in order to complete writing portfolios, as well as written conversations in group centers in all subjects areas.

**Evaluation Data Source(s) 8:**

**Summative Evaluation 8:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6</p> <p>1) The teacher can start off the assignment and because it's wireless, the students are able to add writings to complete the assignments. Students will also use this in group assignments and learning center groups.</p>	Teachers, principal	Students will be comfortable writing in many different formats using both traditional and non-traditional methods.				
Funding Sources: State Comp Ed (SCE) - 0.00						

**Goal 2:** POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

**Performance Objective 9:** Purchase new document cameras for core teachers in order to help with direct teaching and allow students to complete activities in groups.

**Evaluation Data Source(s) 9:** STAAR scores, walk throughs, peer evals, student survey

**Summative Evaluation 9:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Using the document camera, teachers will be able to project books, documents, lessons, etc. without having to upload them.	Teachers, Principal	Easier transition into new activities and lessons				
						

**Goal 2:** POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

**Performance Objective 10:** Replace rolling chairs in all 4 computer labs in order to create a safe and comfortable environment for all students in our labs. S

**Evaluation Data Source(s) 10:** Students will attend labs regularly as the chairs will be more comfortable, plus they will be safer and will not move downwards on their own.

**Summative Evaluation 10:**

**Goal 2:** POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

**Performance Objective 11:** Purchase new headphones for the computer labs and classrooms so students can use google classroom on the Chromebooks as well as speakers, soundbars, and new "mice" .

**Evaluation Data Source(s) 11:**

**Summative Evaluation 11:**







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6  1) Students will use headphones during blended learning while using Chromebooks and the classroom on Google.	Teacher, Principal	Students will be able to complete independent activities during blended learning while listening to the videos or instructions.				

**Goal 2:** POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

**Performance Objective 12:** Renew Raptor system for identification system for running ID's for parents and guardians in order to pick up students.

**Evaluation Data Source(s) 12:**

**Summative Evaluation 12:**







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Raptor system is used to id parents and guardians to keep students safe and secure.</p>	Secretary, Principal, Counselor's Assistant.	Students are only released to approved members of the family on the list and who are screened.				
<p>  = Accomplished            = Continue/Modify            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS-Superior customer service, positive communication, and collaboration for student success.**

**Performance Objective 1:** Collaborate with outside agencies such as TAMUK in order for students to complete FAFSA and APPLY TEXAS in order to provide opportunities for all students to enter either secondary education or the workforce or both so that 90% of students are complete in both areas.

**Evaluation Data Source(s) 1:** Acceptance into their local choices or the workforce

**Summative Evaluation 1:**







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 5 CSF 6</p> <p>1) Students will fill out all necessary paperwork online to be able to attend STC or other technical/vocational school right to begin attending right after graduation</p>	Social Worker, Principal, Counselor	Students will attend secondary schooling with less of a struggle				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

**Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS**-Superior customer service, positive communication, and collaboration for student success.

**Performance Objective 2:** Increase in parental involvement

**Evaluation Data Source(s) 2:** Parent meetings with the principal

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>1) Expand parent and student knowledge on the opportunities in higher education for our students through college readiness activities or meetings concentrating on financial aid ( FAFSA night, APPLY TEXAS), etc.</p>	Social Worker, Counselor, Principal	Students will be more likely to attend a secondary school or program				
<p>  = Accomplished            = Continue/Modify            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						



**Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS**-Superior customer service, positive communication, and collaboration for student success.

**Performance Objective 3:** Students will be familiar with the social worker and the programs that are offered

**Evaluation Data Source(s) 3:** Surveys, parental meetings

**Summative Evaluation 3:**







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 3 CSF 5 CSF 6 1) Red Ribbon Week, Great American Smoke Out, Poison Prevention, American Heart Month, Just Say No, etc.	P.E. coach, counselor, social worker and principal	students will be more informed on healthy choices and learn how to say no and not partake in drinking, drugs, etc.				

**Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS**-Superior customer service, positive communication, and collaboration for student success.

**Performance Objective 4:** Students will visit local universities, technical, vocational, and beauty schools

**Evaluation Data Source(s) 4:** Interest survey

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Students will visit the different secondary opportunities all over the valley on field trips and by bringing them to the school to discuss their schools</p>	All staff	students will know that there is a way to attend school, how to apply for financial aid, what criteria needs to be met for each school and help them decide what they would like to do after graduation.				
<p>  = Accomplished            = Continue/Modify            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 4: CAPACITY-BUILDING/LEADERSHIP DEVELOPMENT-Quality, customized professional development for all employees.**

**Performance Objective 1:** With a focus on EOC preparation, teachers will attend at least 2 staff developments throughout the year that specifically focus on their subject.

**Evaluation Data Source(s) 1:** EOC Scores, Administrator observation

**Summative Evaluation 1:**

**Goal 4: CAPACITY-BUILDING/LEADERSHIP DEVELOPMENT-Quality, customized professional development for all employees.**

**Performance Objective 2:** Staff will create a lesson to share with all staff that focuses on technology and how they use it in their classroom to be shared during planning time or in the afternoon planning time. The focus will using data and how using a certain skill or program has increased the student's awareness in a specific objective(s).

**Evaluation Data Source(s) 2:** Updates to curriculum, data driven lessons

**Summative Evaluation 2:**

**Goal 4: CAPACITY-BUILDING/LEADERSHIP DEVELOPMENT-Quality, customized professional development for all employees.**

**Performance Objective 3:** Book study introducing GT strategies to the teachers for the students we do receive at times that are identified as gifted and talented.

**Evaluation Data Source(s) 3:** EOC Scores in all core

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7</p> <p>1) Staff will complete a book study so that teachers stay informed and up to date on strategies that we can use for the few gifted students that come to S.P.G.</p>	Principal	Teachers will have more ideas and feel more confident in challenging our gifted learners in the classroom where test prep and credit classes are being taught.				
Funding Sources: State Gifted and Talented (G/T) - 250.00						

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

**Goal 4: CAPACITY-BUILDING/LEADERSHIP DEVELOPMENT**-Quality, customized professional development for all employees.

**Performance Objective 4:** Teachers will use ELL/ESL books to find new ways to help our ELL/ESL population of students which is growing each year.

**Evaluation Data Source(s) 4:** STAAR scores; six weeks grades

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Teachers will read and discuss through a Google classroom, led by principal, new ESL/ELL educational books in order to find new ways to reach our ever growing LEP population.</p>	Teachers, principal	Higher test scores and a higher passing rate on all STAAR EOC tests, especially the English I and II.				
Funding Sources: State Bilingual/ESL - 0.00						

**Goal 5: FINANCIAL STRENGTH-Responsible planning, management, and accountability.**

**Performance Objective 1:** Create a plan for the budget to include the furniture, updated supplies and other items so that money transferring does not need to take place.

**Evaluation Data Source(s) 1:** Items will be purchased from the correct accounts and in a timely fashion.

**Summative Evaluation 1:**

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	1) Teacher will implement a creative writing aspect to the current curriculum to encourage writing while keeping the persuasive and expository formats in play for EOC.

# State Compensatory

## Budget for South Palm Gardens High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
164.11.6119.00.003.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$121,120.00
164.11.6119.80.003.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$50,900.00
164.23.6119.00.003.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$90,931.00
164.32.6119.00.003.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$47,541.00
164.61.6119.28.003.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$25,684.00
164.11.6129.00.003.8.30	6129 Salaries or Wages for Support Personnel	\$19,898.00
164.12.6129.00.003.8.30	6129 Salaries or Wages for Support Personnel	\$21,387.00
164.23.6129.00.003.8.30	6129 Salaries or Wages for Support Personnel	\$39,070.00
164.31.6129.00.003.8.30	6129 Salaries or Wages for Support Personnel	\$20,582.00
164.11.6141.00.003.8.30	6141 Social Security/Medicare	\$1,756.00
164.11.6141.80.001.8.30	6141 Social Security/Medicare	\$738.00
164.12.6141.00.003.8.30	6141 Social Security/Medicare	\$310.00
164.23.6141.00.003.8.30	6141 Social Security/Medicare	\$567.00
164.31.6141.00.003.8.30	6141 Social Security/Medicare	\$298.00
164.32.6141.00.003.8.30	6141 Social Security/Medicare	\$689.00
164.61.6141.28.003.8.30	6141 Social Security/Medicare	\$372.00
164.23.6142.00.003.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.31.6142.00.003.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.32.6142.00.003.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.61.6142.28.003.8.30	6142 Group Health and Life Insurance	\$2,827.00
164.11.6142.00.003.8.30	6142 Group Health and Life Insurance	\$11,558.00
164.11.6142.80.003.8.30	6142 Group Health and Life Insurance	\$5,779.00



164.12.6142.00.003.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.11.6143.00.003.8.30	6143 Workers' Compensation	\$364.00
164.11.6143.80.003.8.30	6143 Workers' Compensation	\$153.00
164.12.6143.00.003.8.30	6143 Workers' Compensation	\$64.00
164.23.6143.00.003.8.30	6143 Workers' Compensation	\$117.00
164.32.6143.00.003.8.30	6143 Workers' Compensation	\$62.00
164.61.6143.28.003.8.30	6143 Workers' Compensation	\$77.00
164.11.6145.00.003.8.30	6145 Unemployment Compensation	\$109.00
164.11.6145.80.003.8.30	6145 Unemployment Compensation	\$46.00
164.12.6145.00.003.8.30	6145 Unemployment Compensation	\$20.00
164.23.6145.00.003.8.30	6145 Unemployment Compensation	\$82.00
164.31.6145.00.003.8.30	6145 Unemployment Compensation	\$19.00
164.32.6145.00.003.8.30	6145 Unemployment Compensation	\$43.00
164.61.6145.28.003.8.30	6145 Unemployment Compensation	\$23.00
164.61.6146.28.003.8.30	6146 Teacher Retirement/TRS Care	\$578.00
164.11.6146.00.003.8.30	6146 Teacher Retirement/TRS Care	\$3,934.00
164.11.6146.80.003.8.30	6146 Teacher Retirement/TRS Care	\$2,275.00
164.12.6146.00.003.8.30	6146 Teacher Retirement/TRS Care	\$823.00
164.23.6146.00.003.8.30	6146 Teacher Retirement/TRS Care	\$3,810.00
164.31.6146.00.003.8.30	6146 Teacher Retirement/TRS Care	\$463.00
164.32.6146.00.003.8.30	6146 Teacher Retirement/TRS Care	\$2,103.00
<b>6100 Subtotal:</b>		<b>\$500,288.00</b>
<b>6200 Professional and Contracted Services</b>		
164.13.6219.57.003.8.30	6219 Professional Services	\$405.00
<b>6200 Subtotal:</b>		<b>\$405.00</b>
<b>6300 Supplies and Services</b>		

164.11.6399.00.003.8.30	6399 General Supplies	\$11,250.00
		<b>6300 Subtotal: \$11,250.00</b>

**Personnel for South Palm Gardens High School:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Araseli Mireles	Social Worker	South Palm Gardens High School	1
Christine Wells	Principal	South Palm Gardens High School	1
Gladys Villarreal	Parent Specialist	South Palm Gardens High School	0.5
Jessica Ferrer	Special Ed Teacher	South Palm Gardens High School	1
Luz Magboo	Teacher	South Palm Gardens High School	1
Michelle De Los Santos	Counselor Aide	South Palm Gardens High School	1
Sandy Escamilla	Instructional Aide	South Palm Gardens High School	1
Vacancy	Library Aide	South Palm Gardens High School	1
Victoria Vasquez	Teacher	South Palm Gardens High School	1
Yolanda Maldonado	Secretary	South Palm Gardens High School	1