

Weslaco Independent School District

South Palm Gardens High School

Improvement Plan

2020-2021

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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	11
Goal 1 : STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.	11
Goal 2 : POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.	27
Goal 3 : PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS-Superior customer service, positive communication, and collaboration for student success.	40
Goal 4 : CAPACITY-BUILDING/LEADERSHIP DEVELOPMENT-Quality, customized professional development for all employees.	44
Goal 5 : FINANCIAL STRENGTH-Responsible planning, management, and accountability.	48
State Compensatory	50
Budget for South Palm Gardens High School	50
Personnel for South Palm Gardens High School	53
Title I Schoolwide Elements	54
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	54
1.1: Comprehensive Needs Assessment	54
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	54
2.1: Campus Improvement Plan developed with appropriate stakeholders	54
2.2: Regular monitoring and revision	54
2.3: Available to parents and community in an understandable format and language	54
2.4: Opportunities for all children to meet State standards	54
2.5: Increased learning time and well-rounded education	54
2.6: Address needs of all students, particularly at-risk	55
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	55
3.1: Develop and distribute Parent and Family Engagement Policy	55
3.2: Offer flexible number of parent involvement meetings	55
Campus Funding Summary	56
Addendums	58

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.

Student Learning

Student Learning Summary

The South Palm Garden student comes into this alternative program in need of credits and tests, for the most part. We help our students catch up to where they need to be and provide specific, rigorous test preparation. Our teachers use problem solving skills in our test preparation classes, as well as differentiate for our students. We increase our graduates each year and help many students who are in dire need due to falling so far behind for various reasons. Students are quite successful at South Palm Gardens High School due to the limited class size, the availability of extra help throughout the day and the promise of graduation on time where this would not be possible at a traditional high school.

95% of our students either pass the STAAR tests completely or use SB 463 to help them graduate. Our scores vary each year, depending on the mobility of our students, class size and where they originally started out. We are a met standard school.

Student Learning Strengths

In 2017-2018, 100% of all testers passed Algebra I and 17% met standard. 25% of those students were EL's. In Science, 90% of all students passed Biology. These are very high passing rates. These teachers provide incentives, tutoring, extra help with small group settings and even help in the same subjects in credit recovery.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 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:** Students try hard, but some are defeated and will not work at it any more. They use the SB 463 and are able to graduate, which helps, but doesn't help with our scores.

Problem Statement 2: US History test scores are going down each year as well as passing rates. **Root Cause:** Students are having to wait until jr or senior year to take US History if they do not pass English I .

School Processes & Programs

School Processes & Programs 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.

School Processes & Programs Strengths

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.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Scores can be stagnant in English and US History areas **Root Cause:** Students are frustrated due to the vocabulary and the number of times they have taken the tests.

Perceptions

Perceptions 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.

Perceptions Strengths

We are a program where students can finish and earn a diploma. SPG has a great atmosphere and teachers who pay attention to the student's needs. We are well versed in each student's background and are eager to help them work through any issues that aren't academic, as well. Each year, we graduate over 125+ students and these are students who otherwise would not have graduated on time or at all. This is a program that caters to our student's and makes sure they feel welcome. It is a strict program, but student's, for the most part, are more successful here than they ever have been in a secondary school.

Priority Problem Statements

Problem Statement 4: 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 4: Students try hard, but some are defeated and will not work at it any more. They use the SB 463 and are able to graduate, which helps, but doesn't help with our scores.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Federal Report Card Data
- Alternative Education Accountability (AEA) 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
- 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
- Observation Survey results

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

Goals

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 Sources: EOC STAAR

Summative Evaluation: None

Strategy 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.

Strategy's Expected Result/Impact: All student populations will achieve at least a passing score on their English I and English II EOC's.

Staff Responsible for Monitoring: SPG Principal; English teacher

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

State Comp Ed (SCE) \$51,650

Comprehensive Support Strategy

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Intensive remediation for students who have tested through Extended Day.

Strategy's Expected Result/Impact: Students will score higher and pass their EOC English I and II Tests and this will allow them graduate.

Staff Responsible for Monitoring: Principal, ELA Teacher

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June





Strategy 3: Extended day will be a part of remediation for all students who are not successful on English I and/or English II				
Strategy's Expected Result/Impact: None				Formative
Staff Responsible for Monitoring: None				Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		State Comp Ed (SCE) \$2,000		Summative
				June
Strategy 4: 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 training.				
Strategy's Expected Result/Impact: Help students challenge the test with a different set of skills in order to pass for those students who are repeat testers				Formative
Staff Responsible for Monitoring: Principal, English teacher				Nov
Title I Schoolwide Elements: None		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		State Comp Ed (SCE)		Summative
				June
Strategy 5: POWER STAAR WEEK				
Strategy's Expected Result/Impact: 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.				Formative
Staff Responsible for Monitoring: Principal, Counselor, Social Worker and all teachers				Nov
Title I Schoolwide Elements: None		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		None		Summative
				June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

Performance Objective 2: All student populations will achieve a minimum of a 3550 on the U.S. History E.O.C.

Evaluation Data Sources: U.S. History EOC STAAR

Summative Evaluation: None

Strategy 1: Students will use interactive notebooks to track assignments and review.		
Strategy's Expected Result/Impact: Students will pass their required EOC test and and graduate on time.		Formative
Staff Responsible for Monitoring: Principal and US History Teacher		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	State Comp Ed (SCE) \$51,650	Summative
		June
Strategy 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		
Strategy's Expected Result/Impact: Students will pass their required EOC and graduate on time.		Formative
Staff Responsible for Monitoring: Principal and US History teacher		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 3: POWER STAAR				
Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: All staff Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None				Formative
				Nov
				Jan
				Mar
				Summative
Problem Statements: None Funding Sources: None				June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Performance Objective 3: 85% of all re-testers in U.S. History will raise their EOC score by 5%.

Evaluation Data Sources: US History EOC STAAR

Summative Evaluation: None

Strategy 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.

Strategy's Expected Result/Impact: Students will learn more in a shorter amount of time, pass the US History EOC STAAR and will meet graduation testing requirements.

Staff Responsible for Monitoring: Principal and US History Teacher

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 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.

Strategy's Expected Result/Impact: Students will learn more in a shorter amount of time, pass the US History EOC STAAR and will meet graduation testing requirements.

Staff Responsible for Monitoring: Principal and US History Teacher

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 3: Benchmark assessments				
Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principal, US History Teacher Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None Problem Statements: None Funding Sources: None				Formative
				Nov
				Jan
				Mar
				Summative
				June
Strategy 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.				
Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: None Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None Problem Statements: None Funding Sources: None				Formative
				Nov
				Jan
				Mar
				Summative
				June
Strategy 5: POWER STAAR				
Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: All staff Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None Problem Statements: None Funding Sources: None				Formative
				Nov
				Jan
				Mar
				Summative
				June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

Performance Objective 4: All students will score at least a 3550 on the Biology EOC STAAR. Students will aim for Meets by scoring a 4000. This should be approximately 1-2% of our students.

Evaluation Data Sources: Biology EOC STAAR

Summative Evaluation: None

Strategy 1: POWER STAAR Week		
<p>Strategy's Expected Result/Impact: 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> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative	
	Nov	
	Jan	
	Mar	
	Summative	
	June	
Strategy 2: Incorporate GIZMO and QUIZZES into daily routine		
<p>Strategy's Expected Result/Impact: Teacher creates lessons and quizzes on this online course-ware in order to quiz students weekly by both pre and post assessing</p> <p>Staff Responsible for Monitoring: Principal, Biology Teacher</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative	
	Nov	
	Jan	
	Mar	
	Summative	
	June	

Strategy 3: Use more hands on laboratory investigations				
Strategy's Expected Result/Impact: Students will complete different labs which will reinforce objectives that are on the Biology EOC exam.				Formative
Staff Responsible for Monitoring: Principal and Biology Teacher				Nov
Title I Schoolwide Elements: None				Jan
TEA Priorities: None				Mar
ESF Levers: None				Summative
Problem Statements: None				June
Funding Sources: None				
Strategy 4: Teacher will utilize GIZMO online subscription for review, test taking strategies and online lab work.				
Strategy's Expected Result/Impact: 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.				Formative
Staff Responsible for Monitoring: Principal, Teacher				Nov
Title I Schoolwide Elements: None				Jan
TEA Priorities: None				Mar
ESF Levers: None				Summative
Problem Statements: None				June
Funding Sources: None				
Strategy 5: Gizmo has online labs and activities so students can have homework or work on assignments they missed				
Strategy's Expected Result/Impact: Better grades, more enthusiasm about Biology and better scores				Formative
Staff Responsible for Monitoring: Teacher, Principal				Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1				Jan
TEA Priorities: None				Mar
ESF Levers: None				Summative
Problem Statements: None				June
Funding Sources: State Comp Ed (SCE) \$399				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 5: Students will score at least a 3550 on the Algebra I EOC . Students will raise their previous scores for re-testers by at least 20% overall.

Strategy 1: POWER STAAR Week				
Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: All staff Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None			Formative	
			Nov	
			Jan	
			Mar	
			Summative	
			June	
Strategy 2: Purchase new graphing calculators to replace old ones. Students will be able to meet the TEKS objectives and perform better on their EOC STAAR exam.				
Strategy's Expected Result/Impact: Students will perform better on six weeks exams, assessments in general and on the STAAR Staff Responsible for Monitoring: Teacher, Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: Build a foundation of reading and math ESF Levers: None			Formative	
			Nov	
			Jan	
			Mar	
			Summative	
			June	
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

Performance Objective 6: Purchase books, magazines, supplies, instructional materials, pens, etc. in to promote literacy and student success in English Language Arts

Evaluation Data Sources: STAAR scores, six weeks grades





Summative Evaluation: None

Strategy 1: Students will be exposed to magazines, newspapers, books, etc. in order to promote literacy in and out of the classrooms.			
Strategy's Expected Result/Impact: Better EOC STAAR scores and higher graduation rates			Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Teachers, principal			
Title I Schoolwide Elements: None		Problem Statements: None	
TEA Priorities: None		Funding Sources:	
ESF Levers: None		State Comp Ed (SCE)	
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div>			

Performance Objective 7: Promote health and fitness by using the SPARK program as well as purchase new assorted balls, hula hoops, cones, medicine balls, balance ball chairs, balance balls, a treadmill and an elliptical machine for our workout room during inclement weather.

Evaluation Data Sources: SPARK Fitness test; Fitnessgram





Summative Evaluation: None

Strategy 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.				
Strategy's Expected Result/Impact: Healthier and more aware students when it comes to healthy eating, health in general and activities.				Formative
Staff Responsible for Monitoring: Principal, P.E. and Health teacher				Nov
Title I Schoolwide Elements: None				Jan
TEA Priorities: None				Mar
ESF Levers: None				Summative
Problem Statements: None				June
Funding Sources: State Comp Ed (SCE) \$51,650				
Strategy 2: Have students use the elliptical and the treadmill in order to promote wellness and activity especially during inclement weather or when it is too hot to go outside.				
Strategy's Expected Result/Impact: Better health for our students. Help with students that are diabetic.				Formative
Staff Responsible for Monitoring: PE Teacher Principal				Nov
Title I Schoolwide Elements: None				Jan
TEA Priorities: None				Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				Summative
Problem Statements: None				June
Funding Sources: None				
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

Evaluation Data Sources: Test scores, activities, student grades

Summative Evaluation: None

Strategy 1: The Xerox machine will continue to be in use for classroom teachers to make copies of activities, reviews and tests				
Strategy's Expected Result/Impact: Students will have review sheets, activities and tests to throughout the year.				Formative
Staff Responsible for Monitoring: Secretary and Principal				Nov
Title I Schoolwide Elements: None		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		State Comp Ed (SCE)		Summative
				June
Strategy 2: Teachers will use the machine in order to run necessary copies for their classrooms.				
Strategy's Expected Result/Impact: This results in more reviewing taking place as most of the paper used is for review booklets				Formative
Staff Responsible for Monitoring: Teachers, principals, paraprofessional				Nov
Title I Schoolwide Elements: 2.4		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		State Comp Ed (SCE) \$2,364		Summative
				June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 9: Purchase new graphing calculators for students to use in order to be successful on the Algebra I benchmark and better master the objectives on the TEKS.

Evaluation Data Sources: STAAR, Grades, Learning Walks

Summative Evaluation: None

Strategy 1: Purchase calculators so students will be successful on benchmarks and all testing.			
<div>Strategy's Expected Result/Impact: None</div> <div>Staff Responsible for Monitoring: Principal, Teacher</div> <div>Title I Schoolwide Elements: None</div> <div>TEA Priorities: None</div> <div>ESF Levers: None</div> <div>Problem Statements: None</div> <div>Funding Sources: State Comp Ed (SCE) \$500</div>			Formative
			Nov
			Jan
			Mar
			Summative
			June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>			

Performance Objective 10: Purchase testing units for TSI for testing on campus this year through Accuplacer

Evaluation Data Sources: TSI scores, student acceptance rates

Summative Evaluation: None

Strategy 1: Purchasing TSI units will allow for SPG to tests our students in order for them to be CCMR.				
Strategy's Expected Result/Impact: None				Formative
Staff Responsible for Monitoring: Principal, Counselor, Social Worker				
Title I Schoolwide Elements: None		Problem Statements: None		Nov
TEA Priorities: Recruit, support, retain teachers and principals		Funding Sources: None		Jan
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers				Mar
				Summative
				June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

Performance Objective 11: Purchase a new scanner/printer in order to scan answer documents for students when benchmark testing.

Evaluation Data Sources: STAAR scores

Summative Evaluation: None

Strategy 1: Students will benchmark twice a semester in order to prepare for the end of course STAAR tests needed for graduation.			
Strategy's Expected Result/Impact: None			Formative Nov Jan Mar
Staff Responsible for Monitoring: None			
Title I Schoolwide Elements: None	Problem Statements: None		
TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Funding Sources: None		
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			Summative
Comprehensive Support Strategy			June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>			

Performance Objective 12: Purchase SIRIUS workbooks for all EOC testing subjects for students to use for review

Evaluation Data Sources: STAAR EOC scores, benchmark scores





Summative Evaluation: None

Strategy 1: Students will use EOC Sirius workbooks in order to prepare and review for STAAR.				
Strategy's Expected Result/Impact: Scores will go up and students will graduate				Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Teachers, Prinicipal				
Title I Schoolwide Elements: 2.4		Problem Statements: None		
TEA Priorities: None		Funding Sources:		
ESF Levers: None		State Comp Ed (SCE) \$4,430		
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

Performance Objective 13: Purchase 3 adjustable standing desk riser for our teen moms to be for the test complete lab where they are on the computer the entire day.

Strategy 1: Purchasing the 3 adjustable rising desks will allow the teen moms to be a chance to stand and work and some are not allowed to sit more than 30 minutes at a time.

Strategy's Expected Result/Impact: They will be able to complete their credits in the test complete lab by being able to stand i		Formative
Staff Responsible for Monitoring: Principal, Nurse, Teacher		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Jan
TEA Priorities: None		Mar
ESF Levers: Lever 3: Positive School Culture		Summative
Problem Statements: None		June
Funding Sources: None		





 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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 Sources: Lesson plans, student success in DIM

Summative Evaluation: None

Strategy 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 .				
Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: SPG principals, SPG Teachers Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None				Formative
				Nov
				Jan
				Mar
				Summative
				June
Strategy 2: Chromebook use will enhance scores and allow teachers to create different activities				
Strategy's Expected Result/Impact: Better scores, better classroom lesson and engagement Staff Responsible for Monitoring: Teachers, Principal Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None				Formative
				Nov
				Jan
				Mar
				Summative
				June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

Evaluation Data Sources: Student grades, lesson plans, walkthroughs

Summative Evaluation: None

Performance Objective 3: Attendance will be at a 90% for the yearly average

Evaluation Data Sources: Yearly attendance report

Summative Evaluation: None

Strategy 1: Ice cream Friday and gift card drawings will be held each Friday to motivate students to attend every day.				
Strategy's Expected Result/Impact: Students are rewarded with ice cream each Friday when they have perfect attendance				Formative
Staff Responsible for Monitoring: Principal and all teachers				Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		None		Summative
				June
Strategy 2: These incentives are to get students students in here daily which in turn, helps them pass the exams and their classes.				
Strategy's Expected Result/Impact: None				Formative
Staff Responsible for Monitoring: Principal, teachers, counselor, social worker				Nov
Title I Schoolwide Elements: 2.4		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		State Comp Ed (SCE) \$2,300		Summative
		State Comp Ed (SCE) Social Worker's salary \$48,291		June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Performance Objective 4: 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 Sources: STAAR scores in both December, April and May

Summative Evaluation: None

Strategy 1: With teachers having a more pleasing, curricular and welcoming environment, students will attend regularly and be more motivated.				
Strategy's Expected Result/Impact: Much better attendance				Formative
Staff Responsible for Monitoring: Teachers, principal				Nov
Title I Schoolwide Elements: None		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		State Comp Ed (SCE)		Summative
				June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

Performance Objective 5: 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 Sources: Weekly attendance, parent and student surveys on school climate will improve, STAAR scores

Summative Evaluation: None

Strategy 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.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Principal and teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

State Comp Ed (SCE) \$10,275

ESF Levers: None

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 6: Purchase new document cameras for core teachers in order to help with direct teaching and allow students to complete activities in groups.

Evaluation Data Sources: STAAR scores, walk throughs, peer evals, student survey

Summative Evaluation: None

Strategy 1: Using the document camera, teachers will be able to project books, documents, lessons, etc. without having to upload them.			
Strategy's Expected Result/Impact: Easier transition into new activities and lessons			Formative
Staff Responsible for Monitoring: Teachers, Principal			Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6			Jan
TEA Priorities: None			Mar
ESF Levers: None			Summative
Funding Sources: State Comp Ed (SCE) \$200			June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Performance Objective 7: 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 Sources: 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: None

Performance Objective 8: Purchase new headphones, HDMI cables, and toner for the computer labs in order for students to use Google classroom for their work in the labs and print out assignments that are presented for credit.

Strategy 1: Students will use headphones during blended learning while using Chromebooks and the classroom on Google.			
Strategy's Expected Result/Impact: Students will be able to complete independent activities during blended learning while listening to the videos or instructions. Staff Responsible for Monitoring: Teacher, Principal Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None			Formative
			Nov
			Jan
			Mar
			Summative
			June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div>			

Performance Objective 9: Renew Raptor system for identification system for running ID's for parents and guardians in order to pick up students.

Strategy 1: Raptor system is used to id parents and guardians to keep students safe and secure.				
Strategy's Expected Result/Impact: Students are only released to approved members of the family on the list and who are screened.				Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Secretary, Principal, Counselor's Assistant.				
Title I Schoolwide Elements: None		Problem Statements: None		
TEA Priorities: None		Funding Sources:		
ESF Levers: None		State Comp Ed (SCE) \$510		
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div></div><div>Continue/Modify</div></div><div><div></div><div>Discontinue</div></div></div></div>				

Performance Objective 10: Replace existing toners with new toner as wells as waste toner boxes in order for students to use printers in the classroom or labs.

Strategy 1: Toners need to be replaced in all printers in order for students to print out projects, grad plans, etc.				
Strategy's Expected Result/Impact: Students will have copies of the needed items for their classrooms.				Formative
Staff Responsible for Monitoring: Teachers				Nov
Title I Schoolwide Elements: 2.4, 2.5		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		State Comp Ed (SCE) \$1,000		Summative
Strategy 2: Students print out their completed lessons in the classrooms as well as their compositions to better analyze the progress of their work.				
Strategy's Expected Result/Impact: Students will keep better track of all of their progress.				Formative
Staff Responsible for Monitoring: Principal, Teachers				Nov
Title I Schoolwide Elements: None		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		State Comp Ed (SCE) \$3,000		Summative
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

Performance Objective 11: Replace at least 20 computers in the re-testers lab as they are used for credit recovery and are 7+ years old.

Strategy 1: Replace older computers so that students are able to receive credits without having to wait for repairs or move from computer to computer.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: 2.4

TEA Priorities: Build a foundation of reading and math,
Connect high school to career and college

ESF Levers: None

Problem Statements: None

Funding Sources:
St State Comp Ed (SCE) \$12,500

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 12: Purchase 3 adjustable standing desk risers for our teen mothers to be in order for them to work on their credits in the test complete lab as sitting all day is not recommended and is difficult for them.

Performance Objective 13: Purchase new Chromebooks, Laptops, Headphones, both with and without microphones, and mics for students in order for them to complete their assignments and log for remote learning. Student will also use laptops in order to take the MOS certification test for CCMR.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR EOC scores, graduation rate

Summative Evaluation: None

Strategy 1: Students will be able to access all classes from home during remote learning with all the tools they need to succeed and graduate on time				
Strategy's Expected Result/Impact: Students will pass EOC tests and graduate				Formative
Staff Responsible for Monitoring: Teachers, Principals				Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6				Jan
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college				Mar
ESF Levers: None				Summative
				June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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 Sources: Acceptance into their local choices or the workforce

Summative Evaluation: None

Strategy 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				
Strategy's Expected Result/Impact: Students will attend secondary schooling with less of a struggle				Formative
Staff Responsible for Monitoring: Social Worker, Principal, Counselor				Nov
Title I Schoolwide Elements: None		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		None		Summative
				June
Strategy 2: By bringing in representatives from schools such as STC or TSTC, students will be motivated to continue their education. We also include parents and encourage them to attend these presentations.				
Strategy's Expected Result/Impact: This will allow for students to do all the necessary paperwork and get information on what they would like to do post secondary.				Formative
Staff Responsible for Monitoring: Principal, counselor, social worker				Nov
Title I Schoolwide Elements: 2.5, 2.6, 3.1, 3.2		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		None		Summative
				June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

Performance Objective 2: Increase in parental involvement

Evaluation Data Sources: Parent meetings with the principal

Summative Evaluation: None

Strategy 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.

Strategy's Expected Result/Impact: Students will be more likely to attend a secondary school or program

Staff Responsible for Monitoring: Social Worker, Counselor, Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

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

Evaluation Data Sources: Surveys, parental meetings

Summative Evaluation: None

Strategy 1: Red Ribbon Week, Great American Smoke Out, Poison Prevention, American Heart Month, Just Say No, etc.			
<div>Strategy's Expected Result/Impact: students will be more informed on healthy choices and learn how to say no and not partake in drinking, drugs, etc.</div> <div>Staff Responsible for Monitoring: P.E. coach, counselor, social worker and principal</div> <div>Title I Schoolwide Elements: None</div> <div>TEA Priorities: None</div> <div>ESF Levers: None</div> <div>Problem Statements: None</div> <div>Funding Sources: None</div>			Formative
			Nov
			Jan
			Mar
			Summative
			June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>			

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

Evaluation Data Sources: Interest survey

Summative Evaluation: None

Strategy 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

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: All staff

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

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 Sources: EOC Scores, Administrator observation

Summative Evaluation: None

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 Sources: Updates to curriculum, data driven lessons

Summative Evaluation: None

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 Sources: EOC Scores in all core

Summative Evaluation: None

Strategy 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.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

State Gifted and Talented (G/T) \$250

ESF Levers: None

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

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 Sources: STAAR scores; six weeks grades

Summative Evaluation: None

Strategy 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.

Strategy's Expected Result/Impact: Higher test scores and a higher passing rate on all STAAR EOC tests, especially the English I and II.

Staff Responsible for Monitoring: Teachers, principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

State Bilingual/ESL

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

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 Sources: Items will be purchased from the correct accounts and in a timely fashion.

Summative Evaluation: None

State Compensatory

Budget for South Palm Gardens High School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
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
164.11.6142.00.003.8.30	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
164.23.6142.00.003.8.30	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

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
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
164.11.6143.00.003.8.30	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
164.11.6146.00.003.8.30	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
164.61.6146.28.003.8.30	6146 Teacher Retirement/TRS Care	\$578.00
6100 Subtotal:		\$500,288.00
6200 Professional and Contracted Services		
164.13.6219.57.003.8.30	6219 Professional Services	\$405.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
		6200 Subtotal:
		\$405.00
6300 Supplies and Services		
164.11.6399.00.003.8.30	6399 General Supplies	\$11,250.00
		6300 Subtotal:
		\$11,250.00

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

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

South Palm Gardens has a great need where CCMR is concerned. Besides STAAR, this is our main focus for this year.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Administration, which is only the principal, counselor, social worker, and 3 lead teachers are the committee that make up the stakeholders. We also have parent input, but it is more during the interview process our school takes on in order to admit students. We use the school report card to develop goals, STAAR scores being the main factor as they are needed for graduation. We develop strategies based on what worked the prior year and what didn't. We also have to take into account the time students have been out of school to develop an individual plan for each one, which in turn is how the school operates.

2.2: Regular monitoring and revision

We regularly monitor the plan and revise as necessary. This takes place often by administration and counseling. We meet with teachers weekly to go over needs.

2.3: Available to parents and community in an understandable format and language

All communication is made available to parents in English and Spanish. We send home letters, use Remind 101 and make phone calls daily. All of these various communication efforts are dual language.

2.4: Opportunities for all children to meet State standards

We provide many opportunities for students to graduate. Meeting the state standards for the endorsements and graduation requirements as well as making sure all EOC tests are taken and passed is what we are here to help our students population with.

2.5: Increased learning time and well-rounded education

Students attend specilaized classes tailored to their specific needs. We offer tutoring before and after school, as well.

2.6: Address needs of all students, particularly at-risk

Our population is 100% At Risk. We address each student individually and make sure that their needs are met fully where graduation requirements are concerned. We provide students with financial aid and Apply Texas days and nights in order to fill out applications. We take tours of school or programs that peak the interest of our population.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

SPG includes parents through the interviewing process. We follow up with parents daily if students are absent. We invite parents to attend our financial aid drives and special presentations.

3.2: Offer flexible number of parent involvement meetings

We offer parent involvment meetings, but they have yet to be successful. Instead, we offer many programs and bring in many members of the community to present to our teen parents.

Campus Funding Summary

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$51,650.00
1	1	3			\$2,000.00
1	1	4			\$0.00
1	2	1			\$51,650.00
1	4	5			\$399.00
1	6	1			\$0.00
1	7	1			\$51,650.00
1	8	1			\$0.00
1	8	2			\$2,364.00
1	9	1			\$500.00
1	12	1			\$4,430.00
2	3	2			\$2,300.00
2	3	2		Social Worker's salary	\$48,291.00
2	4	1			\$0.00
2	5	1			\$10,275.00
2	6	1			\$200.00
2	9	1			\$510.00
2	10	1			\$1,000.00
2	10	2			\$3,000.00
2	11	1	St		\$12,500.00
2	13	1			\$0.00
Sub-Total					\$242,719.00
Budgeted Fund Source Amount					\$832,298.00

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					+/- Difference \$589,579.00
					Grand Total \$242,719.00

Addendums