

Weslaco Independent School District
South Palm Gardens High School
2023-2024 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

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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.

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

Problem Statement 2 (Prioritized): Parents do attend meetings, functions, etc. **Root Cause:** Many parents have given up as their children have become defiant and rebellious. They feel they do not need to attend things and that is should only be on the student, their child, to take care of things.

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.

Problem Statement 3: 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 English I and/or English II.

Problem Statement 4: 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.

Problem Statement 5 (Prioritized): 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.

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.

Problem Statement 2 (Prioritized): 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.

Problem Statement 3: Students have a higher rate of discipline issues, which causes attendance issues **Root Cause:** Many students are on probation due to drug use or selling drugs

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.

Problem Statements Identifying Perceptions 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.

Problem Statement 2: 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 3: Some staff can be apprehensive where change is concerned, especially in curriculum **Root Cause:** A small setting and no one to plan with in the same areas can make staff complacent

Problem Statement 4: 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.

Priority Problem Statements

Problem Statement 1: The scores are stagnant

Root Cause 1: 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 1 Areas: Student Learning

Problem Statement 2: Parents do attend meetings, functions, etc.

Root Cause 2: Many parents have given up as their children have become defiant and rebellious. They feel they do not need to attend things and that is should only be on the student, their child, to take care of things.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Students have poor attendance and even though SPG is a much different climate, some do not embrace it and are not ready.

Root Cause 3: 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.

Problem Statement 3 Areas: School Processes & Programs

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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Pregnancy and related services 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

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- 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

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





Strategy 1 Details	Reviews			
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: 2.4, 2.5, 2.6 Funding Sources: - State Comp Ed (SCE) - \$51,650	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
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: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Extended day will be a part of remediation for all students who are not successful on English I and/or English II Title I: 2.4, 2.5, 2.6 Funding Sources: - State Comp Ed (SCE) - \$2,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
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 Staff Responsible for Monitoring: Principal, English teacher Funding Sources: - State Comp Ed (SCE)	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
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. Staff Responsible for Monitoring: Principal, Counselor, Social Worker and all teachers	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: Purchase the Quizziz subscription for US History to allow students to see question formats that are based off of the STAAR EOC 2.0. Students will use these quizzes weekly and keep track of their progress. This helps with our accelerated curriculum.

Evaluation Data Sources: U.S. History EOC STAAR; graduation rate

Strategy 1 Details	Reviews			
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. Staff Responsible for Monitoring: Principal and US History Teacher TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: - State Comp Ed (SCE) - \$500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
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. Staff Responsible for Monitoring: Principal and US History teacher	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 5%.

Evaluation Data Sources: US History EOC STAAR

Strategy 1 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
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.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
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.	Formative			Summative
	Nov	Jan	Mar	June





Staff Responsible for Monitoring: All staff					
<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>	

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

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

Strategy 1 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Incorporate GIZMO and QUIZZES into daily routine 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 Staff Responsible for Monitoring: Principal, Biology Teacher	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
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. Staff Responsible for Monitoring: Principal and Biology Teacher	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
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. Staff Responsible for Monitoring: Principal, Teacher	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
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 Staff Responsible for Monitoring: Teacher, Principal Title I: 2.4, 2.5, 2.6, 4.1 Funding Sources: - State Comp Ed (SCE) - \$399	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

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





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 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
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: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 6: 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

Strategy 1 Details	Reviews			
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. Staff Responsible for Monitoring: Principal, P.E. and Health teacher Funding Sources: - State Comp Ed (SCE) - \$51,650	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
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. Staff Responsible for Monitoring: PE Teacher Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 7: Purchase renewal of Xerox copier for use in the classroom for copies and tests





Evaluation Data Sources: Test scores, activities, student grades

Strategy 1 Details	Reviews			
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. Staff Responsible for Monitoring: Secretary and Principal Funding Sources: - State Comp Ed (SCE)	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
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 Staff Responsible for Monitoring: Teachers, principals, paraprofessional Title I: 2.4 Funding Sources: - State Comp Ed (SCE) - \$2,364	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 8: Purchase a horizontal sliding dry erase board with two panels for the English classroom in order for students to work on different strategies for their English I and English II STAAR EOC that is needed for graduation. This is part of our blended learning classroom.





Evaluation Data Sources: STAAR EOC

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be able to use this board in the classroom as part of their review during the blended learning activities in the English classroom. All students can review the written responses as a class.</p> <p>Strategy's Expected Result/Impact: This will help students who struggle with revising and editing which is the main issues with these students who do not pass their EOC tests including our LEP and At Risk students.</p> <p>Staff Responsible for Monitoring: Teacher, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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

Performance Objective 9: Purchase new desktop computers for the mega lab for students to test TSI, benchmarks and STAAR EOC





Evaluation Data Sources: Graduation

Strategy 1 Details	Reviews			
Strategy 1: Students are required to test online at SPG instead of using the paper tests. Students will test in the mega lab on these computers during the STAAR EOC in December , April and May. Strategy's Expected Result/Impact: Students will take their tests in order to graduate. Staff Responsible for Monitoring: Principal, teacher TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - State Comp Ed (SCE) - \$24,139.19	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 10: Purchase subscription to EXTeach Plus/Gizmos Teacher plus student licenses for the Biology and Math EOC prep classes

Evaluation Data Sources: EOC STAAR results, graduation rate

Strategy 1 Details	Reviews			
Strategy 1: At risk students will be provided with the gizmo program both in and out of school in order to review for the EOC Biology and Algebra I STAAR. Strategy's Expected Result/Impact: The result will be passing test scores and subsequently, graduation Staff Responsible for Monitoring: Principal, core teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - State Comp Ed (SCE) - \$499	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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

Performance Objective 11: Purchase school supplies for all students in the classrooms and labs in order for them to complete assignments , projects and activities.

High Priority

HB3 Goal





Evaluation Data Sources: EOC STAAR, Graduation Rate

Strategy 1 Details	Reviews			
Strategy 1: Purchase supplies from state comensatory Strategy's Expected Result/Impact: Help students with the classwork and assignments in order to graduate Staff Responsible for Monitoring: Teachers, Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

Performance Objective 1: Attendance will be at a 90% for the yearly average





Evaluation Data Sources: Yearly attendance report

Strategy 1 Details	Reviews			
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 Staff Responsible for Monitoring: Principal and all teachers Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: These incentives are to get students students in here daily which in turn, helps them pass the exams and their classes. Staff Responsible for Monitoring: Principal, teachers, counselor, social worker Title I: 2.4 Funding Sources: - State Comp Ed (SCE) - \$2,300, - State Comp Ed (SCE) - Social Worker's salary - \$48,291	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: 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

Strategy 1 Details	Reviews			
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 Staff Responsible for Monitoring: Teachers, principal Funding Sources: - State Comp Ed (SCE)	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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





Performance Objective 3: Purchase new monitors to replace old monitors for the social worker and counselor. The monitor cause issues with compatibility with their computers.

Evaluation Data Sources: Graduation rate, parent contacts, attendance rates, scheduling

Strategy 1 Details	Reviews			
Strategy 1: Counselor and social worker will be able to use monitor in order to complete their work easier due to consistent issues with current monitor. Strategy's Expected Result/Impact: ability to complete tasks and assignments easier Staff Responsible for Monitoring: Principal, Counselor, Social Worker TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 4: Renew Raptor system for identification system for running ID's for parents and guardians in order to pick up students.

Strategy 1 Details	Reviews			
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. Staff Responsible for Monitoring: Secretary, Principal, Counselor's Assistant. Funding Sources: - State Comp Ed (SCE) - \$510	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 5: Replace existing printers and toners with new printers and toners in the classroom. Printers are outdated and are used for credit reports, DIM classes, Google classroom and for various projects through IGC for student graduation.

High Priority

Evaluation Data Sources: Graduation rate, student STAAR scores

Strategy 1 Details	Reviews			
Strategy 1: Replace existing printers in the classroom along with toner so students have completed files for graduation with all credit slips and work included Strategy's Expected Result/Impact: Students will be credit complete and be able to print out all needed paperwork Staff Responsible for Monitoring: Teachers, Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - State Comp Ed (SCE) - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
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. Staff Responsible for Monitoring: Principal, Teachers Funding Sources: - State Comp Ed (SCE) - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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





Performance Objective 6: Purchase an elliptical, a treadmill and a stationary bike to promote wellness and activity especially during inclement weather or when it is too hot to go outside. Students attend P.E. and need to be able to perform the yearly wellness test on these machines, as well.

Evaluation Data Sources: Spark

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

Performance Objective 7: Purchase a new desktop computer for the counselor's aide. This will benefit our at -risk population of students as the counselor's aide schedules their TSI testing, APPLY TEXAS, FAFSA, and inputs their credits and transfer grades onto their transcript.





Evaluation Data Sources: Graduation rate

Strategy 1 Details		Reviews			
Strategy 1: Students will benefit in their secondary education and will graduate. Strategy's Expected Result/Impact: Graduation Staff Responsible for Monitoring: Principal, Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

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

Performance Objective 8: Purchase new desktop computers for at risk students for testing STAAR EOC, TSI and for APPLY TEXAS/ FAFSA. We cannot fully depend on the wifi so using the desktops for testing is so much more reliable.





Evaluation Data Sources: Graduation rate, EOC Scores, CCMR, Leavers, etc.

Strategy 1 Details	Reviews			
Strategy 1: Students will use desktop computers for lab work, testing EOC STAAR, TELPAS, Apply Texas, TSI and FAFSA. They are easier to use and see and more reliable at SPG than using the wifi network on a chromebook Strategy's Expected Result/Impact: Students will do better on EOC testing and TELPAS tests and be able to test securely. Staff Responsible for Monitoring: Principals, Social Worker, Counselor, Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: State Compensatory - State Comp Ed (SCE)	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> 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

Strategy 1 Details	Reviews			
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 Staff Responsible for Monitoring: Social Worker, Principal, Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
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. Staff Responsible for Monitoring: Principal, counselor, social worker Title I: 2.5, 2.6, 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 Sources: Parent meetings with the principal

Strategy 1 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	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>				

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

Performance Objective 3: Purchase ink for the social worker's printers. These printers are used to print the curriculum that she uses when meeting with all students to present lessons and workshops throughout the year for SEL district based programs.

High Priority

Evaluation Data Sources: Surveys, parental meetings

Strategy 1 Details	Reviews			
Strategy 1: Red Ribbon Week, Great American Smoke Out, Poison Prevention, American Heart Month, Just Say No, Weekly SEL sessions, weekly parental meetings with students, etc. 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, as well as meet weekly to discuss the Social emotional factors Staff Responsible for Monitoring: Social Workers, Principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: - State Compensatory Education - \$603.24	Formative			Summative
	Nov	Jan	Mar	June

0%

No Progress

100%

Accomplished





Continue/Modify

Discontinue

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

Performance Objective 4: Increase parental involvement and community engagement





Evaluation Data Sources: Surveys, Six weeks grades, graduation rate, drop out rate

Strategy 1 Details	Reviews			
Strategy 1: campus social worker will attend appropriate trainings, workshops and conferences to learn new strategies and law as it relates to community involvement especially with our parents. Social worker will meet with parents and our at risk students to make sure they are on track for graduation. Strategy's Expected Result/Impact: Increase attendance, parental support, emotional and social welfare Staff Responsible for Monitoring: Principal and Social Worker TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 5: Counselor will attend conferences, trainings and workshops in order to plan for our population of students and stay abreast of the latest information needed to for certification.

Evaluation Data Sources: Principal

Strategy 1 Details	Reviews			
Strategy 1: Counselor will attend the training at SPI in order to stay up to date on all SEL and counseling information from the state and surrounding areas. Strategy's Expected Result/Impact: Students will be impacted by the different SEL and programs that we will offer through her trainings Staff Responsible for Monitoring: Principal, Counselor TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

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 Sources: Updates to curriculum, data driven lessons

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

Performance Objective 3: 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

Strategy 1 Details	Reviews			
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 Funding Sources: - State Bilingual/ESL	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

State Compensatory

Budget for South Palm Gardens High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 12.37

Brief Description of SCE Services and/or Programs

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Personnel for South Palm Gardens High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amanda Castillo	Administrative Asst.	1
Araseli Mireles	Social Worker	1
Christine M. Wells	Principal	0.5
David L. Handy	Teacher	1
Jennifer Z. Carrillo	Teacher	1
Jessica D. Ferrera	Teacher Sp. Ed.	1
Jose Hernandez	Teacher	1
Maria Arellano	LVN	1
Melissa De La Fuente	Teacher	1
Sandy Escamilla	Instructional Aide	1
Vacancy	Teacher	1
Veronica Dena	Counselor Clerk	1
Victoria M. Vasquez	Teacher	0.87

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			\$500.00
1	4	5			\$399.00
1	6	1			\$51,650.00
1	7	1			\$0.00
1	7	2			\$2,364.00
1	9	1			\$24,139.19
1	10	1			\$499.00
2	1	2			\$2,300.00
2	1	2		Social Worker's salary	\$48,291.00
2	2	1			\$0.00
2	4	1			\$510.00
2	5	1			\$1,000.00
2	5	2			\$3,000.00
2	8	1	State Compensatory		\$0.00
Sub-Total					\$188,302.19
State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1			\$0.00
Sub-Total					\$0.00
State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	1			\$603.24
Sub-Total					\$603.24