Weslaco Independent School District

South Palm Gardens High School

2019-2020

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 *Compassion and understanding for all student's individual situations

* High expectations * Respect for all staff, students and parents

* Commitment to the program * Organized and efficient school setting

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Comprehensive Needs Assessment

Revised/Approved: September 27, 2019

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 Academic Achievement

Student Academic Achievement 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 skiills in our test preparation classes, as well as differentiatiate 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 Academic Achievement 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 Academic Achievement Needs

Problem Statement 1: We are not increasing out 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 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: Curriculum, Instruction, and Assessment

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: Parent and Community Engagement

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 Culture and Climate

Problem Statement 4: We are not increasing out 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 Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Federal Report Card Data
- PBMAS 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- 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

- 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
- TTESS data
- T-PESS data

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.

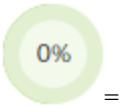
Performance Objective 1: All student populations will achieve a passing score on English I and English II STAAR tests whether they are first time testers or re-testers.

Evaluation Data Source(s) 1: EOC STAAR

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support 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.	2.4, 2.5, 2.6	SPG Principal; English teacher	All student populations will achieve at least a passing score on their English I and English II EOC's.				
	Funding Sources: State Comp Ed (SCE) - 51650.00						
2) Intensive remediation for students who have tested through Extended Day.	2.4, 2.5, 2.6	Principal, ELA Teacher	Students will score higher and pass their EOC English I and II Tests and this will allow them graduate.				
3) Extended day will be a part of remediation for all students who are not successful on English I and/or English II	2.4, 2.5, 2.6						
	Funding Sources: State Comp Ed (SCE) - 2000.00						
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.		Principal, English teacher	Help students challenge the test with a different set of skills in order to pass for those students who are repeat testers				
	Funding Sources: State Comp Ed (SCE) - 0.00						
5) POWER STAAR WEEK		Principal, Counselor, Social Worker and all teachers	This is the all day/ all week review of the STAAR material before the EOC testing in December. This is a useful tool to help students with last minute material and review.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

= Accomplished = Continue/Modify 

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

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will use interactive notebooks to track assignments and review.		Principal and US History Teacher	Students will pass their required EOC test and and graduate on time.				
	Funding Sources: State Comp Ed (SCE) - 51650.00						
2) Students will use pre and post assessments to see where they are each week in order to adapt instruction and curriculum that week based on the student's needs in that particular class		Principal and US History teacher	Students will pass their required EOC and graduate on time.				
3) POWER STAAR		All staff	This is the all day/ all week review of the STAAR material before the EOC testing in December. This is a useful tool to help students with last minute material and review.				

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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 Source(s) 3: US History EOC STAAR

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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.		Principal and US History Teacher	Students will learn more in a shorter amount of time, pass the US History EOC STAAR and will meet graduation testing requirements.				
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.		Principal and US History Teacher	Students will learn more in a shorter amount of time, pass the US History EOC STAAR and will meet graduation testing requirements.				
3) Benchmark assessments		Principal, US History Teacher	Students will practice using a STAAR release test and teacher will be able to use it as a review prior to the actual STAAR EOC.				
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.							
5) POWER STAAR		All staff	This is the all day/ all week review of the STAAR material before the EOC testing in December. This is a useful tool to help students with last minute material and review.				

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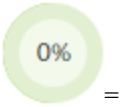
Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

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 Source(s) 4: Biology EOC STAAR

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) POWER STAAR Week		All staff	This is the all day/ all week review of the STAAR material before the EOC testing in December. This is a useful tool to help students with last minute material and review.				
2) Incorporate GIZMO and QUIIZZES into daily routine		Principal, Biology Teacher	Teacher creates lessons and quizzes on this online course-ware in order to quiz students weekly by both pre and post assessing				
3) Use more hands on laboratory investigations		Principal and Biology Teacher	Students will complete different labs which will reinforce objectives that are on the Biology EOC exam.				
4) Teacher will utilize GIZMO online subscription for review, test taking stratgies and online lab work.		Principal, Teacher	Students can work from home which allows students to catch up with their work; students also use in it in class as a lab station to review labs that were done in class.				
5) Gizmo has online labs and activities so students can have homework or work on assignments they missed	2.4, 2.5, 2.6, 3.1	Teacher, Principal	Better grades, more enthusiasm about Biology and better scores				
	Funding Sources: State Comp Ed (SCE) - 399.00						

= Accomplished = Continue/Modify 

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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.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) POWER STAAR Week		All staff	This is the all day/ all week review of the STAAR material before the EOC testing in December. This is a useful tool to help students with last minute material and review.				
TEA Priorities Build a foundation of reading and math 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.	2.4, 2.5, 2.6	Teacher, Principal	Students will perform better on six weeks exams, assessments in general and on the STAAR				
	Problem Statements: Curriculum, Instruction, and Assessment 1						

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Performance Objective 5 Problem Statements:

Curriculum, Instruction, and Assessment
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.

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

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

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

Summative Evaluation 6:

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

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

Performance Objective 7: Promote health and fitness by using the SPARK program as well 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 Source(s) 7: SPARK Fitness test; Fitnessgram

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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.		Principal, P.E. and Health teacher	Healthier and more aware students when it comes to healthy eating, health in general and activities.				
	Funding Sources: State Comp Ed (SCE) - 51650.00						
ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 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.		PE Teacher Principal	Better health for our students. Help with students that are diabetic.				

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

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

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

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The Xerox machine will continue to be in use for classroom teachers to make copies of activities, reviews and tests		Secretary and Principal	Students will have review sheets, activities and tests to throughout the year.				
	Funding Sources: State Comp Ed (SCE) - 0.00						
2) Teachers will use the machine in order to run necessary copies for their classrooms.	2.4	Teachers, principals, paraprofessional	This results in more reviewing taking place as most of the paper used is for review booklets				
	Funding Sources: State Comp Ed (SCE) - 2364.00						

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

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 Source(s) 9: STAAR, Grades, Learning Walks

Summative Evaluation 9:

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

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

Evaluation Data Source(s) 10: TSI scores, student acceptance rates

Summative Evaluation 10:

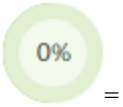
Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

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

Evaluation Data Source(s) 11: STAAR scores

Summative Evaluation 11: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **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 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Students will benchmark twice a semester in order to prepare for the end of course STAAR tests needed for graduation.							
	Problem Statements: Student Academic Achievement 1						

= Accomplished = Continue/Modify 

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Performance Objective 11 Problem Statements:

Student Academic Achievement
Problem Statement 1: We are not increasing out 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 1**: 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.

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

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

Evaluation Data Source(s) 12: STAAR EOC scores, benchmark scores

Summative Evaluation 12: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will use EOC Sirius workbooks in order to prepare and review for STAAR.	2.4	Teachers, Prinicpal	Scores will go up and students will graduate				
	Problem Statements: Curriculum, Instruction, and Assessment 1 **Funding Sources**: State Comp Ed (SCE) - 4430.00						

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Performance Objective 12 Problem Statements:

Curriculum, Instruction, and Assessment
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.

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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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 .		SPG principals, SPG Teachers	Students will be able to go at their own pace when complete credit only classes and learn new programs and activities that are created by the teachers online that are available to them.				
2) Chromebook use will enhance scores and allow teachers to create different activities		Teachers, Principal	Better scores, better classroom lesson and engagement				

= Accomplished = Continue/Modify

= No Progress = Discontinue

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

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

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

Summative Evaluation 2:

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

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

Evaluation Data Source(s) 3: Yearly attendance report

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ice cream Friday and gift card drawings will be held each Friday to motivate students to attend every day.	2.4, 2.5, 2.6	Principal and all teachers	Students are rewarded with ice cream each Friday when they have perfect attendance				
2) These incentives are to get students students in here daily which in turn, helps them pass the exams and their classes.	2.4	Principal, teachers, counselor, social worker					
	Funding Sources: State Comp Ed (SCE) - 50591.00						

= Accomplished = Continue/Modify

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

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 Source(s) 4: STAAR scores in both December, April and May

Summative Evaluation 4:

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

= Accomplished = Continue/Modify

= No Progress = Discontinue

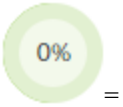
Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

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 Source(s) 5: Weekly attendance, parent and student surveys on school climate will improve, STAAR scores

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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.		Principal and teachers	Students will attend school regularly with less attendance issues as the school climate will improve due to having a regular classroom setting like classrooms at the traditional high schools.				
	Funding Sources: State Comp Ed (SCE) - 10275.00						

= Accomplished = Continue/Modify 

= No Progress = Discontinue

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

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 Source(s) 6: STAAR scores, walk throughs, peer evals, student survey

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Using the document camera, teachers will be able to project books, documents, lessons, etc. without having to upload them.	2.4, 2.5, 2.6	Teachers, Principal	Easier transition into new activities and lessons				
	Funding Sources: State Comp Ed (SCE) - 200.00						

= Accomplished = Continue/Modify

= No Progress = Discontinue

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

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 Source(s) 7: 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 7:

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

Performance Objective 8: Purchase new headphones for the computer labs and classrooms so students can use google classroom on the Chromebooks as well as speakers, soundbars, and new "mice" .

Evaluation Data Source(s) 8:

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will use headphones during blended learning while using Chromebooks and the classroom on Google.		Teacher, Principal	Students will be able to complete independent activities during blended learning while listening to the videos or instructions.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

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

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

Evaluation Data Source(s) 9:

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Raptor system is used to id parents and guardians to keep students safe and secure.		Secretary, Principal, Counselor's Assistant.	Students are only released to approved members of the family on the list and who are screened.				
	Funding Sources: State Comp Ed (SCE) - 510.00						

= Accomplished = Continue/Modify

= No Progress = Discontinue

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

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

Evaluation Data Source(s) 10:

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Toners need to be replaced in all printers in order for students to print out projects, grad plans, etc.	2.4, 2.5	Teachers	Students will have copies of the needed items for their classrooms.				
	Funding Sources: State Comp Ed (SCE) - 1000.00						

= Accomplished = Continue/Modify

= No Progress = Discontinue

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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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		Social Worker, Principal, Counselor	Students will attend secondary schooling with less of a struggle				
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.	2.5, 2.6, 3.1, 3.2	Principal, counselor, social worker	This will allow for students to do all the necessary paperwork and get information on what they would like to do post secondary.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

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

Performance Objective 2: Increase in parental involvement

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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.		Social Worker, Counselor, Principal	Students will be more likely to attend a secondary school or program				

= Accomplished = Continue/Modify

= No Progress = Discontinue

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

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

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

Summative Evaluation 3:

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

= Accomplished = Continue/Modify

= No Progress = Discontinue

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

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

Evaluation Data Source(s) 4: Interest survey

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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		All staff	students will know that there is a way to attend school, how to apply for financial aid, what criteria needs to be met for each school and help them decide what they would like to do after graduation.				

= Accomplished = Continue/Modify

= No Progress = 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 Source(s) 1: EOC Scores, Administrator observation

Summative Evaluation 1:

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

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

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

Summative Evaluation 2:

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

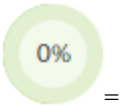
Performance Objective 3: Book study introducing GT strategies to the teachers for the students we do receive at times that are identified as gifted and talented.

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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.		Principal	Teachers will have more ideas and feel more confident in challenging our gifted learners in the classroom where test prep and credit classes are being taught.				
	Funding Sources: State Gifted and Talented (G/T) - 250.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

= Accomplished = Continue/Modify 

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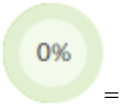
Goal 4: CAPACITY-BUILDING/LEADERSHIP DEVELOPMENT-Quality, customized professional development for all employees.

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

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

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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.		Teachers, principal	Higher test scores and a higher passing rate on all STAAR EOC tests, especially the English I and II.				
	Funding Sources: State Bilingual/ESL - 0.00						

= Accomplished = Continue/Modify 

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

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

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

Summative Evaluation 1:

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	1) Teacher will implement a creative writing aspect to the current curriculum to encourage writing while keeping the persuasive and expository formats in play for EOC.
1	11	1	Students will benchmark twice a semester in order to prepare for the end of course STAAR tests needed for graduation.

State Compensatory

Budget for South Palm Gardens High School:

Account Code	Account Title	Budget
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
164.23.6142.00.003.8.30	6142 Group Health and Life Insurance	$5,779.00

Account Code	Account Title	Budget
164.31.6142.00.003.8.30	6142 Group Health and Life Insurance	$5,779.00
164.32.6142.00.003.8.30	6142 Group Health and Life Insurance	$5,779.00
164.61.6142.28.003.8.30	6142 Group Health and Life Insurance	$2,827.00
164.11.6142.00.003.8.30	6142 Group Health and Life Insurance	$11,558.00
164.11.6142.80.003.8.30	6142 Group Health and Life Insurance	$5,779.00
164.12.6142.00.003.8.30	6142 Group Health and Life Insurance	$5,779.00
164.11.6143.00.003.8.30	6143 Workers' Compensation	$364.00
164.11.6143.80.003.8.30	6143 Workers' Compensation	$153.00
164.12.6143.00.003.8.30	6143 Workers' Compensation	$64.00
164.23.6143.00.003.8.30	6143 Workers' Compensation	$117.00
164.32.6143.00.003.8.30	6143 Workers' Compensation	$62.00
164.61.6143.28.003.8.30	6143 Workers' Compensation	$77.00
164.11.6145.00.003.8.30	6145 Unemployment Compensation	$109.00
164.11.6145.80.003.8.30	6145 Unemployment Compensation	$46.00
164.12.6145.00.003.8.30	6145 Unemployment Compensation	$20.00
164.23.6145.00.003.8.30	6145 Unemployment Compensation	$82.00
164.31.6145.00.003.8.30	6145 Unemployment Compensation	$19.00
164.32.6145.00.003.8.30	6145 Unemployment Compensation	$43.00
164.61.6145.28.003.8.30	6145 Unemployment Compensation	$23.00
164.61.6146.28.003.8.30	6146 Teacher Retirement/TRS Care	$578.00
164.11.6146.00.003.8.30	6146 Teacher Retirement/TRS Care	$3,934.00
164.11.6146.80.003.8.30	6146 Teacher Retirement/TRS Care	$2,275.00
164.12.6146.00.003.8.30	6146 Teacher Retirement/TRS Care	$823.00
164.23.6146.00.003.8.30	6146 Teacher Retirement/TRS Care	$3,810.00
164.31.6146.00.003.8.30	6146 Teacher Retirement/TRS Care	$463.00
164.32.6146.00.003.8.30	6146 Teacher Retirement/TRS Care	$2,103.00

Account Code	Account Title	Budget
	6100 Subtotal:	**$500,288.00**
6200 Professional and Contracted Services		
164.13.6219.57.003.8.30	6219 Professional Services	$405.00
	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:

Name	Position	Program	FTE
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 interivew process our school takes on in order to admit studednts. 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	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
				Sub-Total	$226,719.00
				Budgeted Fund Source Amount	$828,272.00
				+/- Difference	$601,553.00
				Grand Total	$226,719.00