

Granbury Independent School District
Stars Accelerated High School
2016-2017 Campus Improvement Plan

Mission Statement

The Mission of STARS Accelerated High School is to provide students who may be in an at-risk situation a non-traditional education program that will provide them the guidance to become responsible citizens who exhibit appropriate social and academic skills and are able to access services to help achieve post-secondary goals.

Vision

All students are equipped with skills to be inspired, contributing citizens excelling in any chosen endeavor within a dynamic global society.

Value Statement

We believe students' futures are impacted by access to and use of opportunities to foster their unique capabilities and interests.

We believe partnerships between parents, students, teachers, and the community are vital to the success of our school system.

We believe cultivating positive relationships is essential for successful learning.

We believe adaptable students who are life-long learners will be empowered to shape their world.

We believe providing an optimal environment enables each student to discover his or her full learning potential.

Comprehensive Needs Assessment

Demographics

Demographics Summary

STARS Accelerated High School has 52 students enrolled. Of that:

- 13.2 % Hispanic,
- 84.2 % White/ Non Hispanic,
- 0 % African American,
- 0% American Indian
- 2.9% are Two or More Races

Socio Economically -

- 52.6% of its students reported to be Economically Disadvantaged,
- 2.6% are English Language Learners
- 92.31 % are considered At-Risk
- Mobility rating of 78%.
- 18.4% of STARS students receive Special Education services.
- 23% of its students are considered Homeless.
- 15.4% of the students have had Career and Technology Courses

STARS student Population at the end of the 2014 school year consist of

- 18 % classified as 12th graders,
- 28% 11th graders,
- 42% 10th graders
- 12% 9th graders..

Demographics Strengths

STARS Accelerated High School's main focus is assisting students who are at-risk of not graduating to earn a high school diploma and access appropriate post-secondary opportunities.

- Accelerated Program -classes generally last 6 to 9 weeks
- Low student to teacher ratio
- Self paced classes
- students attend 7 hours a day
- Transportation and meals are provided
- Teachers are invested in the program

Demographics Needs

Because our students struggle with issues outside of school, attendance can be affected. STARS needs to utilize strategic plans/positive environments/incentives to increase attendance and prevent withdrawal without completion.

Student Achievement

Student Achievement Summary

Last year STARS graduated 26 students. As an accelerated program, students are able to advance at an individual rate allowing them to complete a course within 6-9 weeks instead of a semester at a time. The campus also met the System Safeguards of student participation in Reading and Math with 95% and met the state safeguards Reading, Math, Science and Social Studies. STARS Accelerated High School met alternative standards on Student Achievement , Closing Performance Gaps, and Postsecondary Readiness.

Student Achievement Strengths

The students get a chance to advance at their own rate and earn multiple credits throughout the year. Once a student is finished with a class, he or she is moved into another class immediately. This allows them to accomplish their goal of an accelerated graduation. When a student completes their last class and has passed the required state tests they are officially a graduate with a graduation ceremony at the end of both the fall and spring semester. Last year more students graduated than in the previous year. We were able to meet our performance targets in math.

Student Achievement Needs

Because we are accelerated, students who have had attendance issues, are identified in either special education or 504, and/or have difficulties outside of school that keep them from making their education a priority have learning gaps which make it a challenge at times to bring them up to grade level. System safeguards have defined the campus of having a need in Federal Performance in both reading and mathematics. STARS will continue to address address the needs of each student in an attempt to close these gaps utilizing innovative teaching methods and individualized assistance in the areas of deficit.

School Culture and Climate

School Culture and Climate Summary

STARS HS culture and climate is self-paced, more individualized, and includes high expectations for all students enrolled. Social issues and pressures inherent at a traditional high school are minimized allowing for more focus on learning and individualized teaching. The school climate and culture allows us to meet the needs of all student groups through constant communication, counseling, and formative assessments.

School Culture and Climate Strengths

We are able to facilitate close relationships with our students. Since we have a smaller number of students, we have the opportunity to be more supportive and caring on an individual basis assisting students in navigating challenges that keep them from obtaining their goals. Students now attend 4 to 7 hours per day depending on the number of credits they need to graduate. Transportation is provided at the beginning and end of the day. Breakfast and lunch are available to students. We provide counseling as needed and work to help students make connections after graduation with either vocational schools or community colleges by having students complete the FAFSA, TSI testing, and Texas Common Application prior to leaving us or just after they graduate.

School Culture and Climate Needs

Because of the many adversities our students have outside of school, attendance rates and attitudes about achievement are affected. Increasing student resiliency when outside challenges arise is a challenge. Connections for students and their families is paramount to meeting these challenges and preventing drop outs.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All of the staff at STARS are highly qualified. Our staff retention rates are 100% except when a teacher retires.

We have eight STARS staff members: four core teachers who are full time, two part time teachers for Spanish and CTE, one secretary, and principal. In addition, we have one counselor and two special education teachers who serve both STARS and the Behavior Transition Center (BTC).

Staff Quality, Recruitment, and Retention Strengths

We can create a much more consistent environment for all our students when our staff retention rate remains 100%. Current staff is dedicated to the mission/vision of STARS.

Staff Quality, Recruitment, and Retention Needs

We need to continue to explore innovative and engaging ways of teaching using OdysseyWare and other methods to increase student interest and productivity.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Students are given an opportunity to earn credit at an accelerated rate.

Instruction is delivered through developed courses using the TEKS. Computer-based programs, such as Odysseyware, Study Island, Learning Ally, and many other supplemental sources are used to deliver instruction as well as the use of textbooks. Project based learning, field trips, and partnerships with local organizations through a grant from GEF enhance learning opportunities for students.

Curriculum, Instruction, and Assessment Strengths

Our teachers use a combination of computer programs and print based materials for their classes. Teachers serve as facilitators, offering one on one instruction and small group activities. Teachers develop individualized plans based on student needs. They get to know their students well and change up the curriculum depending on how a student responds to instruction.

Curriculum, Instruction, and Assessment Needs

At times it is difficult for teachers to meet all needs when there are a wide array of learning levels within a class. Teachers need to continue to be trained in strategies that meet the needs of several different kinds of students. Participating in district wide professional development with other campus teachers will assist our teachers in learning innovative ways to assist student to achieve their goals.

Family and Community Involvement

Family and Community Involvement Summary

We involve families from the beginning in the interview process. Parents and their student sign the contract for STARS that emphasizes commitment to the program including 90% attendance, consistent progress, and behavioral expectations. Student progress reports are mailed home each six weeks. Additional conferences are called as needed if a student is losing focus or if an attendance contract becomes necessary. School Messenger is used to communicate absences, upcoming information, holidays, and testing dates.

Family and Community Involvement Strengths

We keep in constant communication with parents regarding progress and attendance. We mail six week progress reports and call conferences when necessary to stimulate student progress. We facilitate meetings with parents when students are not meeting their progress goals. Our counselor is knowledgeable about resources in the community to assist families in need.

Family and Community Involvement Needs

Many of our students live independently, are parents themselves, and work to sustain a livelihood. This can create an issue with attendance due to work needs, transportation, and child care.

School Context and Organization

School Context and Organization Summary

When a student enrolls at STARS, an individualized plan is created for him or her. The plan is created with student involvement and his or her specific needs in mind. At the beginning of each school year, using "Capturing Kid's Hearts" training, the campus faculty guide students through the creation and use of a "Social Contract" which will be used and revisited throughout the year. Students who enroll later in the year are guided through that contract by another student and sign with their initials to agree to the contract.

School Context and Organization Strengths

Our strength is in the staff's ability to work one on one with the students in developing individual plans to meet the needs of each student. Our program is designed to cover the state requirements for each subject area in an accelerated program.

School Context and Organization Needs

Our vision is to continue helping at-risk students to become successful in their education. We are working to create more courses to fill both academic and Career & Technology needs. Our students need help in accessing appropriate post-secondary opportunities in order to create a life for themselves after graduation.

Technology

Technology Summary

Each classroom has 8-10 computers per classroom for each student to work on Odysseyware. All staff have their own computer

The majority of classwork is computer-based. Students use a variety of programs to do research and projects.

Technology Strengths

STARS strengths include

- Access to wireless internet throughout each classroom.
- High student to computer ratio

Technology Needs

Internet outages and licensing restrictions can sometimes make it difficult to complete computer-based learning. Teachers need to continue to work to provide learning opportunities that are hands-on or in a project based learning format. Training needs to be provided to increase use of Google learning environments (Classroom/Apps) for student courses.

Goals

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 1: The Staff at STARS Accelerated High School will create a positive school climate

Summative Evaluation: Increase the attendance rate to 90% or better, to reduce the dropout rate

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Students and parents will attend an interview before the student is enrolled	Principal	student enrollment/completion rate				
2) Students will be involved in creating a Student Contract	Teachers & Staff	Student Contract posted in building				
3) Improve students attendance through a positive reward system. a. Sonic Friday b. Pizza Friday c. Dress Up Days d. Field Trip e. Curriculum related movie w/activity	Principal, attendance clerk	Improvement in student attendance Funding Sources: Local (199) - \$2500.00				
4) Parent involvement in student attendance through a. 6 week progress report b. parent phone calls c. parent conference d. attendance contracts e. truancy filings	Principal, teachers counselors	Increase in attendance and completion rate.				
5) "What You Do Matters" incentive program increases recognition for students when they work diligently, accomplish a short-term goal, behave in a way that increases positive relationships, or other accomplishments as recognized by the teachers.	All faculty, secretary, principal	Increase in positive environment, increased student productivity, increased teacher/student rapport when students are recognized for their efforts, increase in internal motivation to reach individual goals resulting in faster completion of requirements for diploma. Funding Sources: Local (199) - \$500.00				

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 1: Develop and implement an effective plan to improve academic performance of all students


Summative Evaluation: All students will maintain 80% or better in all subject areas.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Monitor all computer based courses for alignment to the TEKS	Campus principals, teachers	Audit of course against the TEKS, benchmark tests				
2) Design courses that use high level thinking skills	Campus Principal, teachers	Use of PBL strategies that promote critical thinking.				
Funding Sources: Local (199)						
3) Use computer software program to enhance individualized needs	campus principal, teachers	Odysseyware, completion of courses at a regular rate (6 weeks maximum).				
Funding Sources: State Comp Ed (24) - \$10000.00						
4) Provide individualized instruction to meet student needs	campus principal, teachers	personal graduation plans, preparation for success on state assessments				
Funding Sources: Local (199)						
5) Teachers will increase the writing of grants through GEF to purchase learning materials that are not already allocated through the current budget.	Faculty/Principal/Counselor	STARS will obtain at least one grant per year that will directly affect student instruction/opportunity				

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 2: Implement Project Based Learning

Summative Evaluation: Teachers will be trained and implementing for 2015-16

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Teachers have been trained and will begin implementing PBL projects in their disciplines.	Principal	Lesson Plans/Classroom Observations				
	Funding Sources: Local (199) - \$1000.00					
						

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 3: Students will participate in all state assessments that are applicable to their graduation plan

Summative Evaluation: 100% of students will participate in STAAR and other state assessments as applicable

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
State System Safeguard Strategy 1) Continual update of student s contacts information- AGR Card (currentcell phone number, addresses, and emergency contact information)	Principal, counselor	improved attendance, Phone log, use of attendance incentives				
State System Safeguard Strategy 2) Test date reminders a. Verbal reminders by staff of testing dates, subject being tested and the importance of doing well on test b. Visual reminders of subject testing dates and subjects being tested	Principal, Counselor & teachers	Testing date signs posted through out the school; School Messenger will be utilized to broadcast information regarding testing				
State System Safeguard Strategy 3) Identify students with transportation needs and arrange district transportation for students who need transportation.	Principal and secretary	Transportation log Funding Sources: Local (199)				
State System Safeguard Strategy 4) Send home written notice with the students detailing testing including subject being tested , date and time of test.	Counselor	copy of note				
✓ - Accomplished 3/4 - Considerable 1/2 - Some Progress 1/4 - No Progress X - Discontinue						

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 1: Students will be provided opportunity to utilize technology in the classroom

Summative Evaluation: Technology will be used in the classroom 75% of the time

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Students will utilize computer based courses	campus principal, teachers	Completion of courses				
Funding Sources: State Comp Ed (24) - \$10000.00						
2) Students usage of technology in classroom	Teachers	Increased number of elective/CTE courses offered, credits awarded				

Goal 4: We will commit to evaluate, update, and invest in safe, state-of-the-art facilities providing optimal environments for all current and future programs for students.

Performance Objective 1: STARS Accelerated High School will develop and implement an effective facilities improvement plan to address instructional needs. The administration and teachers will develop and implement an effective facilities improvement plan to address instructional needs

Summative Evaluation: Compare maintenance requests to facilities plan

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Request for maintenance services will address facilities maintenance and repairs	Principal and Secretary	Completed Work orders				
2) The Budget planning process will be used to address facility improvement.	Principal and staff	Budget Process				
3) Review Facilities Improvement Plan	Principal and staff	Request for Facilities / Maintenance				

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 1: STARS Accelerated High School will allow individualized opportunities for students to enroll in CTE courses to meet the new graduations requirements and receive endorsements in the various stem programs as well as participate in and Other Language courses.

Summative Evaluation: Students enrollment in CTE courses at STARS and plans for addition of a LOTE teacher for a portion of the day to offer Spanish to students on the Foundation plan with or without endorsement.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Students will be allowed to remain in CTE courses or enroll in CTE course at the beginning of semester. A partial day CTE teacher has been added to assist students with completion of these courses.	Counselor, principal	Students enrolled and credits earned				
	Funding Sources: State Comp Ed (24), CTE (22)					
2) Students who are on the Foundation plan will be instructed in Spanish at STARS by a partial day teacher	Principal	Courses completed, student enrollment				

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 2: STARS Accelerated High School teachers will be give opportunities to participate and collaboration in professional development.

Summative Evaluation: Teacher certificates of courses completed

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Provide effective instructional leadership.	Principal	State testing, Faculty Survey.				
Funding Sources: Local (199)						
2) PBL Training and Advanced Summer Workshops	Superintendent and Curriculum Department	Signed In form, Certificates				
Funding Sources: Local (199)						
3) Teachers will be competent in technology and in the integration of technology into their curriculum	Principal & Staff	STARR Chart				
4) Increase attendance at offerings through ESC 11 or other sources for professional development	Principal & Staff	Certificates of Completion				
Funding Sources: Local (199)						

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 1: The fiscal plan for STARS will focus on instruction and viable fund balances will be maintained. The STARS budget will provide adequate resources to meet all instructional needs of the students

Summative Evaluation: Skyward Reports & Budget

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Develop Budget for school year	Principal & Site Based Team.	Completed Budget				
2) Maintain appropriate and effective expenditures	Principal & Secretary	Budget Allocation				
3) Involve STARS staff in Budget Decisions	Principal & Staff	Skyward Budget report				
4) Monitor all expenditures	Principal & Secretary	Balanced Budget				
5) The majority of the budget will be focused on instructional programs	Principal & Staff	Budget Expenditures				

State Compensatory

Budget for Stars Accelerated High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 E 11 6115 00 002 0 26 000	6115 Career Ladder - Locally Defined	\$1,536.00
199 E 31 6117 00 002 0 26 000	6115 Career Ladder - Locally Defined	\$20,907.00
199 E 11 6116 00 002 0 26 820	6116 Extra Duty Stipend - Locally Defined	\$500.00
199 e 11 6117 00 002 0 26 000	6117 Career Ladder - Locally Defined	\$228,223.00
199 E 23 6117 00 002 0 26 000	6117 Career Ladder - Locally Defined	\$46,442.00
199 e 23 6125 00 002 0 26 000	6125 Salary Support - Locally Defined	\$15,822.00
199 e 23 6135 00 002 0 26 000	6133 Cell Phone Allowance - Locally Defined	\$245.00
199 e 23 6141 00 002 0 26 000	6139 Employee Allowances	\$907.00
199 e 11 6141 00 002 0 26 000	6141 Social Security/Medicare	\$3,311.00
199 E 11 6141 00 002 0 26 820	6141 Social Security/Medicare	\$7.00
199 E 31 6141 00 002 0 26 000	6141 Social Security/Medicare	\$303.00
199 e 11 6142 00 002 0 26 000	6142 Group Health and Life Insurance	\$3,939.00
199 e 23 6142 00 002 0 26 000	6142 Group Health and Life Insurance	\$12,088.00
199 E 31 6142 00 002 0 26 000	6142 Group Health and Life Insurance	\$1,479.00
199 e 11 6143 00 002 0 26 000	6143 Workers' Compensation	\$2,215.00
199 e 23 6143 00 002 0 26 000	6143 Workers' Compensation	\$667.00
199 e 23 6144 00 002 0 26 000	6143 Workers' Compensation	\$3,949.00
199 E 31 6143 00 002 0 26 000	6143 Workers' Compensation	\$203.00
199 e 11 6144 00 002 0 26 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$14,505.00
199 E 31 6144 00 002 0 26 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$1,349.00
199 e 11 6145 00 002 0 26 000	6145 Unemployment Compensation	\$271.00
199 e 23 6145 00 002 0 26 000	6145 Unemployment Compensation	\$129.00

199 E 31 6145 00 002 0 26 000	6145 Unemployment Compensation	\$25.00
199 e 11 6146 00 002 0 26 000	6146 Teacher Retirement/TRS Care	\$7,248.00
199 e 23 6146 00 002 0 26 000	6146 Teacher Retirement/TRS Care	\$2,000.00
199 E 31 6146 00 002 0 26 000	6146 Teacher Retirement/TRS Care	\$648.00
6100 Subtotal:		\$368,918.00
6200 Professional and Contracted Services		
199 e 13 6239 00 002 0 26 000	6239 ESC Services	\$100.00
199 E 11 6268 00 002 0 26 000	6268 Rentals - Other/Graduation Costs - Locally Defined	\$2,600.00
199 E 11 6297 TP 002 0 26 990	6297 Miscellaneous Contracted Services - Locally Defined	\$3,500.00
199 E 11 6299 LL 002 0 26 000	6299 Miscellaneous Contracted Services	\$25.00
6200 Subtotal:		\$6,225.00
6300 Supplies and Services		
199 e 11 6325 00 002 0 26 370	6325 Library Books - Locally Defined	\$125.00
199 e 11 6395 00 002 0 26 000	6395 Supplies, DP Operations - Locally Defined	\$1,100.00
199 e 11 6395 00 002 0 26 180	6395 Supplies, DP Operations - Locally Defined	\$700.00
199 e 11 6395 00 002 0 26 370	6395 Supplies, DP Operations - Locally Defined	\$700.00
199 e 11 6395 00 002 0 26 390	6395 Supplies, DP Operations - Locally Defined	\$700.00
199 e 11 6395 00 002 0 26 450	6395 Supplies, DP Operations - Locally Defined	\$700.00
199 e 23 6395 00 002 0 26 000	6395 Supplies, DP Operations - Locally Defined	\$500.00
199 e 31 6395 00 002 0 26 000	6395 Supplies, DP Operations - Locally Defined	\$100.00
199 e 11 6396 00 002 0 26 000	6396 Supplies and Materials - Locally Defined	\$500.00
199 e 31 6397 00 002 0 26 000	6396 Supplies and Materials - Locally Defined	\$100.00
199 e 11 6399 00 002 0 26 000	6397 Other Equipment - Locally Defined	\$90.00
199 e 11 6397 00 002 0 26 000	6397 Other Equipment - Locally Defined	\$200.00
199 e 11 6397 00 002 0 26 990	6397 Other Equipment - Locally Defined	\$1,175.00
199 E 11 6397 CR 002 0 24 000	6397 Other Equipment - Locally Defined	\$10,000.00

199 E 11 6399 00 002 0 26 000	6399 General Supplies	\$90.00
6300 Subtotal:		\$16,780.00
6400 Other Operating Costs		
199 E 11 6411 00 002 0 26 820	6411 Employee Travel	\$500.00
199 e 13 6411 00 002 0 26 000	6411 Employee Travel	\$350.00
199 e 23 6411 00 002 0 26 000	6411 Employee Travel	\$500.00
199 e 23 6411 75 002 0 26 000	6411 Employee Travel	\$1,250.00
199 E 11 6412 00 002 0 26 000	6412 Student Travel	\$100.00
199 E 33 6412 00 002 0 26 000	6412 Student Travel	\$35.00
199 e 11 6495 00 002 0 26 000	6495 Membership Fees	\$120.00
199 e 11 6497 00 002 0 26 000	6495 Membership Fees	\$50.00
199 E 23 6495 00 002 0 26 000	6495 Membership Fees	\$50.00
199 e 31 6495 00 002 0 26 000	6495 Membership Fees	\$50.00
199 e 11 6498 00 002 0 26 000	6498 Athletic/PE Supplies - Locally Defined	\$2,500.00
199 e 11 6499 CF 002 0 26 000	6499 Miscellaneous Operating Costs	\$500.00
199 e 11 6499 00 002 0 26 000	6499 Miscellaneous Operating Costs	\$100.00
6400 Subtotal:		\$6,105.00
6600 Capital Outlay Accounts		
199 e 11 6644 00 002 0 26 000	6649 Capital Assets - Locally Defined	\$300.00
199 E 23 6649 00 002 0 26 000	6649 Capital Assets - Locally Defined	\$100.00
6600 Subtotal:		\$400.00

Personnel for Stars Accelerated High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brandon Helton	Teacher	State Comp Ed	100%
Ginna Marks	Principal	State Comp Ed	100%
Greg Brown	Teacher	State Comp Ed	100%
Misty Walters	Counselor	State Comp Ed	100%
Rhonda Naylor	Teacher	State Comp Ed	100%
Terry Keith	Teacher	State Comp Ed	100%