

Granbury Independent School District
Stars Accelerated High School
2019-2020 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 is a non-traditional High School, a "school of choice" in Granbury ISD.

Demographics Summary for the current 2019-20 school year.

STARS Accelerated High School has 42 students enrolled. Of that:

- 14% Hispanic,
- 90% White/Non Hispanic,
- 2% African American,
- 5% American Indian,
- 10% Two or more races.

Socio-Economically (numbers that we presently have available):

- 88% of students reported to be Economically Disadvantaged,
- 5% are English Language Learners
- 10% receive Special Education services
- --are considered Homeless.

STARS student population at the beginning of the 2019 school year consists of:

- 40% 12th graders,
- 31% 11th graders,
- 24% 10th graders, and
- 5% 9th graders.

Demographics Strengths

STARS Accelerated High School's main focus is assisting students who are non-traditional students who may be at-risk of not graduating to earn a high school diploma. Students can benefit from attending STARS which will assist in achieving a high school diploma and post-secondary opportunities, that many did not see as a possibility.

- Accelerated program - classes generally last 6-9 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

Problem Statements Identifying Demographics Needs

Problem Statement 1: STARS Accelerated HS's overall attendance rate has remained at 86% for the past 2 years. That is an increase over the previous years, however still has not met the 90% attendance goal. **Root Cause:** Student issues at home, poor history of attendance, low student resiliency, low parent support for consistent attendance.

Problem Statement 2: There has been an increase in need for younger students to attend a campus like STARS. STARS has received an increase in freshman applications. **Root Cause:** Many students beginning entry to high school experience anxiety with the large crowds and large classes.

Student Achievement

Student Achievement Summary

The 2018-19 school year, 59 students participated in graduation.

Fall 2018 STAAR scores:

- English 1 - 11 students tested - 64%
- Biology - 1 student tested - 100%
- Algebra 1 - 5 students tested - 40%
- English 2 - 9 students tested - 22%
- History - 13 students tested - 92%

Spring 2019 STAAR scores:

- English 1 - 7 students tested - 14%
- Biology - 0 students tested
- Algebra 1 - 3 students tested - 33%
- English 2 - 19 students tested - 26%
- History - 19 students tested - 95%

Student Achievement Strengths

STARS graduated more students in the 2018-19 school year than previous years. There were 27 December graduates, and 32 May graduates. This was an increase from 46 graduates the previous school year.

- Students are working independently, and completing courses at an accelerated pace.
- Students are able to achieve endorsements at STARS
- Added a Literacy program this year as well as more STAAR prep time in order to raise student reading ability and success on their EOC
- Students feel successful academically due to smaller classes and an increase in teacher support
- Students who are taking USH for the first time at STARS have a high (consistently over 90%) passing rate

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: STAAR scores have historically been low in English 1 and English 2 and dropped dramatically this past school year. **Root Cause:** Student history of unsuccess in school academically as well as multiple unsuccessful attempts at the English EOC.

School Culture and Climate

School Culture and Climate Summary

STARS HS culture and climate is a family.

- Student numbers are between 40-45 at the highest.
- Self-paced, more individualized, and high expectations for all students
- Social issues and pressures are minimized allowing for more focus on learning and individualized teaching
- More class time - 65 minutes
- Daily face-to-face time with administrator & counselor
- Celebration of successes
- Serve our community
- Encourage and assist in post-secondary opportunities

School Culture and Climate Strengths

This school year STARS has added a homeroom period. This time allows teachers to reach a smaller group of students. Teachers are building relationships and assisting students in navigating current and future goals. Students are utilizing a binder system this year in order to practice organization skills and track their goals and success.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Attendance rate needs to increase overall in order to prevent students from not finishing their program. **Root Cause:** Student issues at home, poor attendance history, low student resiliency, low parent support for consistent attendance

Problem Statement 2: Students enter STARS with a large amount of make-up time and lost credits. **Root Cause:** Poor attendance history. Students have not connected the importance of attendance and credits earned.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All of the staff at STARS are highly qualified. Staff retention is high.

There are six STARS staff members: four full-time core teachers, one part-time Spanish teacher shared from GHS, and one part-time inclusion support aide.

In addition, STARS has 4 shared staff members with BTC: one secretary, one counselor, one special education teacher and one principal.

Staff Quality, Recruitment, and Retention Strengths

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

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: English teacher position has had turn over. **Root Cause:** Struggled with campus and content expectations of reading and writing demands, including two tested areas.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

Students are given 9 weeks to complete each course.

Instruction is delivered through developed courses using the TEKS. Most courses are computer based through Odysseyware and supplemental resources are also used to deliver instruction, such as the use of textbooks, PBL, field trips and partnerships with local organizations.

Curriculum, Instruction, and Assessment Strengths

US History has a strong curriculum that has been developed by the history teacher in order to have a high passing rate on the USH EOC.

Teachers serve as facilitators, offering one-on-one instruction and small group activities. Teachers develop individualized plans based on student needs.

Teachers monitor progress daily, progress checks are done weekly, and progress reports go out to parents every three weeks.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: CTE opportunities are limited by our current Odysseyware program and no CTE teacher at STARS at this time. **Root Cause:** Core teachers are dividing elective duties and time has not been invested in gaining knowledge of CTE offerings in Odysseyware.

Parent and Community Engagement

Parent and Community Engagement Summary

Families become involved at the interview process to the end with an exit meeting and graduation celebration. Parents and their student sign the contract for STARS that emphasizes commitment to the program including 90% attendance, consistent academic progress, and behavioral expectations.

Parent and Community Engagement Strengths

Three week progress reports allow parents to see student progress. Expectations of attendance, attitude and achievement are communicated by administrator on a regular basis.

Our counselor is knowledgeable about resources in the community to assist families in need.

At a "ceremonial Hanging of their STAR" when all courses have been completed and the student has graduated, parents are invited to campus in order to participate in this milestone event. Our counselor then meets with student and parent in an exit meeting discussing future plans for the student.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Low parental support or No parental support **Root Cause:** Struggles at home. Many adult students who are living on their own.

School Context and Organization

School Context and Organization Summary

Instructional time in classes are 65 minutes. 30 minute homeroom is included at the end of the day. This homeroom time allows for relationship building, character education, post-secondary preparations, community guest speakers and campus celebrations. There is a teacher supervising seat time each day.

School Context and Organization Strengths

The ability to work one-on-one with the students in developing individual plans to meet their needs.

Our program is designed to cover the state requirements for each subject area in an accelerated program.

Students gain confidence and skills and the ability to work for and reach goals.

Restorative practices is how discipline management is addressed - creates more opportunity and sets the stage for positive interactions and reduces the amount of misbehaviors.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Not all students are accessing post-secondary opportunities **Root Cause:** Students do not know what they want to do when they graduate

Problem Statement 2: Not all teachers are trained on Restorative Practices **Root Cause:** New to the campus

Technology

Technology Summary

Technology is at the forefront of all we do -

- All teachers have a district issued laptop
- Classrooms have an installed LCD projector and sound system
- Each classroom has 8-10 desktops for students to work on Odysseyware
- There is one Chromebook cart with 30 chromebooks accessible to students
- Majority of classwork is computer based
- Variety of programs are utilized for research and projects

Technology Strengths

- All staff is google trained.
- Access to wireless internet throughout each classroom.
- 1-to-1 student to computer ratio

Problem Statements Identifying Technology Needs

Problem Statement 1: More to come with BrightBytes survey

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
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification 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
- 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
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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
- 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
- Class size averages by grade and subject
- Enrollment trends

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

- Action research results
- Other additional data

Goals

Goal 1: We will develop and provide high-quality instruction and learning opportunities that support rigor and engagement to ensure all students are prepared for post-secondary success.





Performance Objective 1: Increase reading and writing for all students through relevant, responsive and cross-curricular instruction.

Evaluation Data Source(s) 1: Team planning time, Syllabi, walk-through, state assessment

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math 1) Increase reading in English I - IV. -Required reading of a novel in each semester course syllabus.</p> <p>-Providing a wider variety of books to read that interest students.</p> <p>-Cross curricular learning integrated.</p>	2.4, 2.5, 2.6	Administrator	Increase EOC scores in English I and English II. Build life-long readers.				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Provide planned opportunities for intervention time, such as: -LLI (Leveled Literacy Intervention) groups, -small group interventions within the classroom, -and EOC Blitz groups</p>	2.4, 2.5, 2.6	Administrator	LLI will increase reading level of below grade level readers. Increase state assessment scores in all areas.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>TEA Priorities</p> <p>Connect high school to career and college Build a foundation of reading and math Improve low-performing schools</p> <p>3) The number of writing opportunities available will increase in the classroom.</p> <p>-daily journal writing -writing prompts: class assignments, scholarships, contests</p>	2.4, 2.5, 2.6	English Teacher Counselor History Teacher Administrator	Writing samples Students will achieve Approaches or higher				
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Goal 1: We will develop and provide high-quality instruction and learning opportunities that support rigor and engagement to ensure all students are prepared for post-secondary success.

Performance Objective 2: All students will work with teachers and counselor on a post-secondary checklist in order to increase opportunities for students to be College, Career and Military Ready upon graduation.

Evaluation Data Source(s) 2: post-secondary checklist, transcripts, course completion timelines

Summative Evaluation 2:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>TEA Priorities Connect high school to career and college</p> <p>1) Through an ongoing process with the counselor, USH and English teacher, students will:</p> <p>1) Complete an interest inventory - 100%, 2) Have the opportunity to participate in the TSI, 3) Complete Apply TX application, 4) Complete FAFSA, & 5) Have a working resume.</p>	2.4, 2.6	Counselor Administrator	These items are the minimum requirements to assist students in increasing their post-secondary opportunities.				
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Goal 1: We will develop and provide high-quality instruction and learning opportunities that support rigor and engagement to ensure all students are prepared for post-secondary success.

Performance Objective 3: Students achieving Approaches or better on English I & II EOCs will increase to 90%.

Evaluation Data Source(s) 3: student score reports

Summative Evaluation 3:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Implementation of new ELA TEKS for English I - IV beginning the 2019-20 school year.	2.4, 2.5, 2.6	English Teacher Administrator	Increase English 1 & English II EOC scores.				
TEA Priorities Improve low-performing schools Build a foundation of reading and math 2) Incorporate pull-out for instruction that will focus on specific test taking strategies tailored to specific student needs based on testing data.	2.4, 2.5, 2.6	English teacher Administrator	Students will achieve Approaches or higher				

100% = Accomplished
 ➔ = Continue/Modify
 0% = No Progress
 ✗ = Discontinue





Goal 2: We will provide innovative opportunities to expose students to real-world environments engaging them into diverse partnerships fostering leadership.

Performance Objective 1: Provide opportunities for real world application, on campus and community outreach in order for students to gain a deeper understanding of the their community.

Evaluation Data Source(s) 1: student service log, speakers

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Students will choose service opportunities and create goals for participation. Minimum of 2.5 hours per semester. Current opportunities include: GISD Day of Service, Monthly Food Bank, VFW Veteran's Day out, Veterans Roll Call in Fort Worth.	2.5	Staff Counselor Administrator	Number of students completing at least the minimum hours required.				
TEA Priorities Connect high school to career and college 2) Guest speakers will be brought in at least once every six weeks, related to student interest/needs. Examples: financial aid advisor, military recruiter	2.5	Staff Counselor Administrator	Speaker Schedule - 6 speakers minimum for the school year				
TEA Priorities Connect high school to career and college 3) Student ambassadors will be designated for campus leadership such as: responsible for raising the flag daily, and greeting new students.	2.5	Administrator Counselor Secretary	Students take ownership in campus. As they graduate, the current ambassador, trains a new ambassador for that specific responsibility.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							





Goal 2: We will provide innovative opportunities to expose students to real-world environments engaging them into diverse partnerships fostering leadership.

Performance Objective 2: Provide opportunities that align with learning objectives, and real world application, for students to gain a deeper understanding of learning beyond the classroom.

Evaluation Data Source(s) 2: Field Trip, TEKS/syllabi

Summative Evaluation 2:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
TEA Priorities Build a foundation of reading and math Connect high school to career and college 1) Provide field trip opportunities that connect with classroom learning and/or national calendar days.	2.4, 2.5, 2.6	Staff Administrator	Connecting real-world with classroom. Student responses - circle debrief after field trip experience.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 2: We will provide innovative opportunities to expose students to real-world environments engaging them into diverse partnerships fostering leadership.

Performance Objective 3: Foster and environment where students, parents and staff are unified and supportive in a positive working relationship with common goals.

Evaluation Data Source(s) 3: Parent meetings, transcripts, schedules, course completion timelines

Summative Evaluation 3:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
TEA Priorities Connect high school to career and college 1) Recruit parents for Campus Leadership Team.	3.1, 3.2	Administrator	Increase parent involvement.				
TEA Priorities Connect high school to career and college 2) Students and parents will participate in their graduation plan to find the most efficient path to graduation based on their needs. This is an interview process, and ongoing throughout their time at STARS.	3.1, 3.2	Counselor Administrator	Transcripts Interviews Number of students graduating				
TEA Priorities Connect high school to career and college 3) Invite parents & family to celebrate their student upon course completion with the tradition of STAR hanging and Bell ringing.	3.1, 3.2	All staff	Number of family involved in celebration.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue



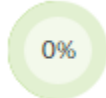

Goal 2: We will provide innovative opportunities to expose students to real-world environments engaging them into diverse partnerships fostering leadership.

Performance Objective 4: Regularly invite community members/resources to be a involved on campus, related to student interest and/or academic relevance.

Evaluation Data Source(s) 4: Speaker schedule, student interest inventory

Summative Evaluation 4:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>TEA Priorities Connect high school to career and college 1) The number of speakers and/or community organizations will increase to at least one per six weeks.</p> <p>-Financial Aid speaker -Trade Schools or college recruiters -Military recruiters -content specific speakers</p>	2.4, 2.5, 2.6	All teachers Counselor Administrator	Increase student knowledge and awareness of community / post-secondary opportunities.				
<p>TEA Priorities Connect high school to career and college 2) Build and sustain a mentor program with community members interested in investing their time at our campus.</p>	2.4, 2.5, 2.6	Counselor Administrator	Increase social emotional well-being of students on campus.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							





Goal 3: We will engage students in all grade levels through participation in innovative and diverse activities to build character, leadership, and teambuilding skills.

Performance Objective 1: Provide opportunities for students to be involved in leadership positions.

Evaluation Data Source(s) 1: number of students in leadership, walk through

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
TEA Priorities Connect high school to career and college 1) Provide opportunities for student ambassadors. They will be designated for campus leadership such as: responsible for raising the flag daily, greeting new students, etc.	2.5, 2.6	All staff	Increase student leadership and ownership of campus.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							





Goal 3: We will engage students in all grade levels through participation in innovative and diverse activities to build character, leadership, and teambuilding skills.

Performance Objective 2: Regularly provide opportunities for students to participate in character building activities, relationship building and team building skills.

Evaluation Data Source(s) 2: student binders, character strong program

Summative Evaluation 2:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
TEA Priorities Connect high school to career and college 1) Utilize homeroom to provide opportunities for students to participate and lead character and team building activities. These concepts will also carry over throughout the school day. -Character Strong -Restorative Practices	2.5, 2.6	All staff	Increase positive relationships campus wide.				
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Goal 3: We will engage students in all grade levels through participation in innovative and diverse activities to build character, leadership, and teambuilding skills.

Performance Objective 3: Involve students in setting academic goals in order to give ownership in their achievement.

Evaluation Data Source(s) 3: Achievement chart, student binder, graduation plan, course completion stars

Summative Evaluation 3:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
TEA Priorities Connect high school to career and college Build a foundation of reading and math 1) Students are able to work through classes at their own pace within the 9 week timeline. Courses are designed for Acceleration - on average courses can be completed in 6-9 weeks.	2.4, 2.5, 2.6	Teachers Counselor Administrator	Weekly progress checks to ensure students are on schedule.				
TEA Priorities Connect high school to career and college 2) All students will utilize binders for organization, goal setting and accountability in their courses.	2.5, 2.6	Students Teachers	Goals met, Increase academic performance, Graduating at an accelerated pace.				

100% = Accomplished
 ➔ = Continue/Modify
 0% = No Progress
 ✗ = Discontinue

Goal 4: We will evaluate and utilize facilities in innovative ways based on current needs and demographics to plan effectively for future growth to benefit all students.


Performance Objective 1: Evaluate existing facilities and make recommendations for future growth for STARS campus that support and align campus with district goal.

Evaluation Data Source(s) 1: Needs assessment throughout the year, Campus Leadership Team, tracking number of students and applications


Summative Evaluation 1:

High Priority


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
TEA Priorities Connect high school to career and college 1) Continued agenda item throughout the year with Campus Leadership Team.		Campus Leadership Team	Prepare for future growth of STARS				
TEA Priorities Connect high school to career and college 2) Add as ongoing agenda item for discussion at Campus Leadership Team meetings.		Campus Leadership Team	Prepare for future growth of STARS				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue





Goal 5: We will adopt and implement responsible, transparent, adaptive, student-focused fiscal policies that meet the basic state and local requirements and support innovation.

Performance Objective 1: Provide incentives for students in order to create a positive and welcoming school climate that focuses on increasing attendance to 90% or better.

Evaluation Data Source(s) 1: PEIMS to track daily/weekly attendance, campus budget

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
TEA Priorities Connect high school to career and college 1) Provide positive reward system: - Perfect attendance sonic Friday every 3 weeks - Incentive breakfast every 3 weeks for no unexcused absences - Dress up days - Field trip participation	2.5, 2.6	Administrator Secretary	Increase attendance to 90% or better each day & week				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 6: We will support student success by providing and retaining the appropriate quantity of qualified staff.

Performance Objective 1: Provide staff with appropriate on and off campus PD related to content and/or classroom management.

Evaluation Data Source(s) 1: staff survey, PD opportunities, walk throughs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 1) Incorporate PD into regular staff meetings utilizing strategies that can be used in the classroom.	2.4, 2.5, 2.6		Student performance increases. Staff is supported and valued.				

Goal 7: We will maintain an optimal infrastructure that supports the appropriate number of devices to engage students in innovative, balanced, ethical, authentic learning opportunities and the training necessary to implement effectively.

Performance Objective 1: Increase participation in use of technology in innovative ways in the classroom.

Evaluation Data Source(s) 1: syllabi, walk throughs, student voice

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
TEA Priorities Connect high school to career and college Build a foundation of reading and math 1) Students will utilize computer based courses where appropriate.	2.5, 2.6	Teachers Administrator	Number of course completions				
TEA Priorities Build a foundation of reading and math Connect high school to career and college 2) Students will be involved in project rich lessons utilizing available technology.	2.5, 2.6	Teachers Administrator	Number of technology rich lessons.				
TEA Priorities Connect high school to career and college 3) Students will utilize technology in order to create post-secondary digital portfolios.	2.4, 2.5, 2.6	Teachers Counselor Administrator	Students digital portfolio				

State Compensatory

Personnel for Stars Accelerated High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alan Ford	Teacher	DAEP - State Comp Ed	1.0
D'Ann Tisdale	Special Ed Teacher	DAEP - State Comp Ed	1.0
Greg Brown	Teacher	STARS - State Comp Ed	1.0
Heather Dollins	Teacher	STARS - State Comp Ed	1.0
Leah Kane	Teacher	DAEP - State Comp Ed	1.0
Margaret Flores	Principal	STARS/DAEP - State Comp Ed	1.0
Mark Wright	Teacher	DAEP - State Comp Ed	1.0
Misty Walters	Counselor	STARS/DAEP - State Comp Ed	1.0
Ray Butler	Teacher	DAEP - State Comp Ed	1.0
Rhonda Naylor	Teacher	STARS - State Comp Ed	1.0
Terry Keith	Teacher	STARS - State Comp Ed	1.0
Toni Thomas	Teacher	DAEP - State Comp Ed	1.0
Vivian Wright	Secretary	STARS/DAEP - State Comp Ed	1.0

STARS

										2019-20	2019-20	Encumbered	2019-20 FYTD	
FND T FC OBJ SO ORG F PI LOC OBJ	SO	LOC	FYTD	Revised	Bdgt	FYTD	Activity	Amount	Unencumbered	Bal				
11	Instruction													
199 E 11 6112 00 002 0 26 000	Substitute Teac	Non-Specified	Not Specified	4,080.00		77.50			4,002.50					
199 E 11 6116 00 002 0 26 820	Homebound Wages	Non-Specified	Homebound	500.00					500.00					
199 E 11 6117 00 002 0 26 000	Prof Salaries &	Non-Specified	Not Specified	328,468.00		12,379.28			316,088.72					
199 E 11 6141 00 002 0 26 000	Fica/Medicare	Non-Specified	Not Specified	4,735.00		169.90			4,565.10					
199 E 11 6141 00 002 0 26 820	Fica/Medicare	Non-Specified	Homebound	5.00					5.00					
199 E 11 6142 00 002 0 26 000	Group Health &	Non-Specified	Not Specified	18,240.00		665.06			17,574.94					
199 E 11 6143 00 002 0 26 000	Workers Comp	Non-Specified	Not Specified	1,582.00		60.41			1,521.59					
199 E 11 6144 00 002 0 26 000	Trs Care-On-Beh	Non-Specified	Not Specified	23,658.00					23,658.00					
199 E 11 6145 00 002 0 26 000	Unemployment Co	Non-Specified	Not Specified	218.00		8.30			209.70					
199 E 11 6146 00 002 0 26 000	Teacher Retirem	Non-Specified	Not Specified	11,271.00		92.84			11,178.16					
--- E 11 61--	* 392,757.00 13,453.29 379,303.71													
199 E 11 6244 00 002 0 26 990	Contr Equip Mai	Non-Specified	Technology Depa	1,965.00		1,949.00		15.15	0.85					
199 E 11 6268 00 002 0 26 000	Equip Rental-Op	Non-Specified	Not Specified	2,500.00				2,629.08	-129.08					
199 E 11 6297 TP 002 0 26 990	Contracted Tech	TelePacific	Technology Depa	3,172.00		531.19		2,640.00	0.81					
199 E 11 6299 LL 002 0 26 000	Misc Contr Serv	Language Line	Not Specified	15.00					15.00					
--- E 11 62--	* 7,652.00 2,480.19 5,284.23 -112.42													
199 E 11 6325 00 002 0 26 370	Magazines	Non-Specified	Soc Stds	100.00				95.09	4.91					
199 E 11 6393 00 002 0 26 000	A/V Data Proces	Non-Specified	Not Specified	1,000.00					1,000.00					
199 E 11 6395 00 002 0 26 000	General Supplie	Non-Specified	Not Specified					92.69	-92.69					
199 E 11 6395 00 002 0 26 180	General Supplie	Non-Specified	Science	700.00					700.00					
199 E 11 6395 00 002 0 26 370	General Supplie	Non-Specified	Soc Stds	700.00					700.00					
199 E 11 6395 00 002 0 26 390	General Supplie	Non-Specified	Math	700.00					700.00					
199 E 11 6395 00 002 0 26 450	General Supplie	Non-Specified	English	700.00					700.00					
199 E 11 6396 00 002 0 26 000	Paper Supplies	Non-Specified	Not Specified	200.00					200.00					
199 E 11 6397 00 002 0 26 000	Computer Suppli	Non-Specified	Not Specified	200.00					200.00					
199 E 11 6397 00 002 0 26 990	Computer Suppli	Non-Specified	Technology Depa	3,993.00		1,932.03		2,059.72	1.25					
199 E 11 6397 CC 002 0 26 000	Computer Suppli	CAREER CRUISING	Not Specified	350.00		350.00								
199 E 11 6397 RP 002 0 26 990	Computer Suppli	Replacement	Technology Depa	880.00		265.22		613.32	1.46					
--- E 11 63--	* 9,523.00 2,547.25 2,860.82 4,114.93													
199 E 11 6411 00 002 0 26 820	Employee Travel	Non-Specified	Homebound	500.00					500.00					
199 E 11 6412 00 002 0 26 000	Student Travel	Non-Specified	Not Specified	1,000.00					1,000.00					
199 E 11 6498 00 002 0 26 000	Awards	Non-Specified	Not Specified	700.00				443.00	257.00					
199 E 11 6499 00 002 0 26 000	Misc Operating	Non-Specified	Not Specified	200.00				200.00						
--- E 11 64--	* 2,400.00 643.00 1,757.00													
--- E 11 ----	*Instruction 412,332.00 18,480.73 8,788.05 385,063.22													

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FND T FC OBJ SO ORG F PI LOC OBJ	SO	LOC	2019-20 FYTD Revised Bdg	2019-20 FYTD Activity	Encumbered Amount	2019-20 FYTD Unencumbered Bal
13 Cur Devlpmt & Instr Staff						
199 E 13 6239 00 002 0 26 000	Contracted Esc	Non-Specified	Not Specified	100.00		100.00
---	E 13 62--			100.00		100.00
199 E 13 6411 00 002 0 26 000	Employee Travel	Non-Specified	Not Specified	1,800.00		1,800.00
---	E 13 64--			1,800.00		1,800.00
---	E 13			1,900.00		1,900.00
----- *Cur Devlpmt &						

23 School Leadership						
199 E 23 6117 00 002 0 26 000	Prof Salaries &	Non-Specified	Not Specified	41,673.00	1,736.37	39,936.63
199 E 23 6125 00 002 0 26 000	Support Personn	Non-Specified	Not Specified	17,074.00	711.40	16,362.60
199 E 23 6135 00 002 0 26 000	Cell Phone Allo	Non-Specified	Not Specified	210.00	8.75	201.25
199 E 23 6141 00 002 0 26 000	Fica/Medicare	Non-Specified	Not Specified	855.00	34.96	820.04
199 E 23 6142 00 002 0 26 000	Group Health &	Non-Specified	Not Specified	2,290.00	189.90	2,100.10
199 E 23 6143 00 002 0 26 000	Workers Comp	Non-Specified	Not Specified	286.00	11.91	274.09
199 E 23 6144 00 002 0 26 000	Trs Care-On-Beh	Non-Specified	Not Specified	4,070.00		4,070.00
199 E 23 6145 00 002 0 26 000	Unemployment Co	Non-Specified	Not Specified	39.00	1.65	37.35
199 E 23 6146 00 002 0 26 000	Teacher Retirem	Non-Specified	Not Specified	2,179.00	18.37	2,160.63
---	E 23 61--			68,676.00	2,713.31	65,962.69
199 E 23 6395 00 002 0 26 000	General Supplie	Non-Specified	Not Specified	900.00		900.00
---	E 23 63--			900.00		900.00
199 E 23 6411 00 002 0 26 000	Employee Travel	Non-Specified	Not Specified	2,000.00		2,000.00
199 E 23 6495 00 002 0 26 000	DUES	Non-Specified	Not Specified	300.00		240.00
199 E 23 6498 00 002 0 26 000	Awards	Non-Specified	Not Specified	2,000.00	65.52	434.48
---	E 23 64--			4,300.00	65.52	674.48
---	E 23			73,876.00	2,778.83	674.48
----- *School Leaders						

31 Guidance And Evaluation						
199 E 31 6117 00 002 0 26 000	Prof Salaries &	Non-Specified	Not Specified	28,025.00	1,150.33	26,874.67
199 E 31 6141 00 002 0 26 000	Fica/Medicare	Non-Specified	Not Specified	406.00	15.44	390.56
199 E 31 6142 00 002 0 26 000	Group Health &	Non-Specified	Not Specified	1,823.00	75.96	1,747.04
199 E 31 6143 00 002 0 26 000	Workers Comp	Non-Specified	Not Specified	136.00	5.58	130.42

										2019-20	2019-20	Encumbered	2019-20 FYTD		
FND	T	FC	OBJ	SO	ORG	F	PI	LOC	OBJ	SO	LOC	FYTD Revised Bdgt	FYTD Activity	Amount	Unencumbered Bal
31										Guidance And Evaluation					
199	E	31	6144	00	002	0	26	000	Trs Care-On-Beh Non-Specified		Not Specified	1,987.00			1,987.00
199	E	31	6145	00	002	0	26	000	Unemployment Co Non-Specified		Not Specified	19.00	0.77		18.23
199	E	31	6146	00	002	0	26	000	Teacher Retirem Non-Specified		Not Specified	1,003.00	8.63		994.37
---	E	31	61--	--	---	---	---	---	*			33,399.00	1,256.71		32,142.29
199	E	31	6395	00	002	0	26	000	General Supplie Non-Specified		Not Specified	100.00			100.00
---	E	31	63--	--	---	---	---	---	*			100.00			100.00
---	E	31	----	--	---	---	---	---	*Guidance And E			33,499.00	1,256.71		32,242.29
---	---	---	---	---	---	---	---	---	*General Fund			-521,607.00	-22,516.27	-9,462.53	-489,628.20
Grand Expense Totals												521,607.00	22,516.27	9,462.53	489,628.20

Number of Accounts: 53

***** End of report *****

BTC

										2019-20	2019-20	Encumbered	2019-20 FYTD		
FND	T	FC	OBJ	SO	ORG	F	PI	LOC	OBJ	SO	LOC	FYTD Revised Bdg	FYTD Activity	Amount	Unencumbered Bal
11 Instruction															
199	E	11	6112	00	003	0	28	000	Substitute Teac	Non-Specified	Not Specified	30,601.00			30,601.00
199	E	11	6117	00	003	0	28	000	Prof Salaries &	Non-Specified	Not Specified	340,792.00	13,868.64		326,923.36
199	E	11	6141	00	003	0	28	000	Fica/Medicare	Non-Specified	Not Specified	4,913.00	192.71		4,720.29
199	E	11	6142	00	003	0	28	000	Group Health &	Non-Specified	Not Specified	23,468.00	949.45		22,518.55
199	E	11	6143	00	003	0	28	000	Workers Comp	Non-Specified	Not Specified	1,644.00	67.27		1,576.73
199	E	11	6144	00	003	0	28	000	Trs Care-On-Beh	Non-Specified	Not Specified	25,103.00			25,103.00
199	E	11	6145	00	003	0	28	000	Unemployment Co	Non-Specified	Not Specified	225.00	9.24		215.76
199	E	11	6146	00	003	0	28	000	Teacher Retirem	Non-Specified	Not Specified	11,265.00	104.01		11,160.99
---	E	11	61--	--	--	--	--	--	*			438,011.00	15,191.32		422,819.68
199	E	11	6268	00	003	0	28	000	Equip Rental-Op	Non-Specified	Not Specified	2,100.00		2,062.92	37.08
---	E	11	62--	--	--	--	--	--	*			2,100.00		2,062.92	37.08
199	E	11	6395	00	003	0	28	000	General Supplie	Non-Specified	Not Specified	2,300.00		264.79	2,035.21
199	E	11	6396	00	003	0	28	000	Paper Supplies	Non-Specified	Not Specified	300.00			300.00
199	E	11	6397	00	003	0	28	000	Computer Suppli	Non-Specified	Not Specified	250.00			250.00
---	E	11	63--	--	--	--	--	--	*			2,850.00		264.79	2,585.21
---	E	11	----	----	----	----	----	----	*Instruction			442,961.00	15,191.32	2,327.71	425,441.97

13 Cur Devlpmt & Instr Staff															
199	E	13	6411	00	003	0	28	000	Employee Travel	Non-Specified	Not Specified	3,000.00			3,000.00
---	E	13	64--	--	--	--	--	--	*			3,000.00			3,000.00
---	E	13	----	----	----	----	----	----	*Cur Devlpmt &			3,000.00			3,000.00

23 School Leadership															
199	E	23	6117	00	003	0	28	000	Prof Salaries &	Non-Specified	Not Specified	41,673.00	1,736.37		39,936.63
199	E	23	6125	00	003	0	28	000	Support Personn	Non-Specified	Not Specified	17,074.00	711.40		16,362.60
199	E	23	6135	00	003	0	28	000	Cell Phone Allo	Non-Specified	Not Specified	210.00	8.75		201.25
199	E	23	6141	00	003	0	28	000	Fica/Medicare	Non-Specified	Not Specified	855.00	34.96		820.04
199	E	23	6142	00	003	0	28	000	Group Health &	Non-Specified	Not Specified	2,290.00	189.88		2,100.12
199	E	23	6143	00	003	0	28	000	Workers Comp	Non-Specified	Not Specified	286.00	11.92		274.08
199	E	23	6144	00	003	0	28	000	Trs Care-On-Beh	Non-Specified	Not Specified	4,070.00			4,070.00

										2019-20	2019-20	Encumbered	2019-20 FYTD		
FND	T	FC	OBJ	SO	ORG	F	PI	LOC	OBJ	SO	LOC	FYTD Revised Bdg	FYTD Activity	Amount	Unencumbered Bal
23 School Leadership															
199	E	23	6145	00	003	0	28	000	Unemployment Co	Non-Specified	Not Specified	39.00	1.63		37.37
199	E	23	6146	00	003	0	28	000	Teacher Retirem	Non-Specified	Not Specified	2,179.00	18.35		2,160.65
---	E	23	61--	--	--	--	--	---	*			68,676.00	2,713.26		65,962.74
199	E	23	6395	00	003	0	28	000	General Supplie	Non-Specified	Not Specified	300.00			300.00
199	E	23	6397	99	003	0	28	000	Computer Suppli	Technology Coor	Not Specified	500.00			500.00
199	E	23	6399	00	003	0	28	000	Other Supplies	Non-Specified	Not Specified	600.00			600.00
---	E	23	63--	--	--	--	--	---	*			1,400.00			1,400.00
199	E	23	6411	00	003	0	28	000	Employee Travel	Non-Specified	Not Specified	500.00			500.00
199	E	23	6498	00	003	0	28	000	Awards	Non-Specified	Not Specified	500.00		200.00	300.00
---	E	23	64--	--	--	--	--	---	*			1,000.00		200.00	800.00
---	E	23	----	----	----	----	----	----	*School Leaders			71,076.00	2,713.26	200.00	68,162.74

31 Guidance And Evaluation															
199	E	31	6117	00	003	0	28	000	Prof Salaries &	Non-Specified	Not Specified	28,025.00	1,150.33		26,874.67
199	E	31	6141	00	003	0	28	000	Fica/Medicare	Non-Specified	Not Specified	406.00	15.44		390.56
199	E	31	6142	00	003	0	28	000	Group Health &	Non-Specified	Not Specified	1,823.00	75.96		1,747.04
199	E	31	6143	00	003	0	28	000	Workers Comp	Non-Specified	Not Specified	136.00	5.58		130.42
199	E	31	6144	00	003	0	28	000	Trs Care-On-Beh	Non-Specified	Not Specified	1,987.00			1,987.00
199	E	31	6145	00	003	0	28	000	Unemployment Co	Non-Specified	Not Specified	19.00	0.77		18.23
199	E	31	6146	00	003	0	28	000	Teacher Retirem	Non-Specified	Not Specified	1,003.00	8.63		994.37
---	E	31	61--	--	--	--	--	---	*			33,399.00	1,256.71		32,142.29
199	E	31	6395	00	003	0	28	000	General Supplie	Non-Specified	Not Specified	200.00			200.00
---	E	31	63--	--	--	--	--	---	*			200.00			200.00
199	E	31	6411	00	003	0	28	000	Employee Travel	Non-Specified	Not Specified	1,300.00			1,300.00
199	E	31	6495	00	003	0	28	000	DUES	Non-Specified	Not Specified	225.00	170.00		55.00
---	E	31	64--	--	--	--	--	---	*			1,525.00	170.00		1,355.00
---	E	31	----	----	----	----	----	----	*Guidance And E			35,124.00	1,426.71		33,697.29

										2019-20	2019-20	Encumbered	2019-20 FYTD		
FND	T	FC	OBJ	SO	ORG	F	PI	LOC	OBJ	SO	LOC	FYTD Revised Bdgt	FYTD Activity	Amount	Unencumbered Bal
33 Health Services															
199	E	33	6395	00	003	0	28	000	General Supplie	Non-Specified	Not Specified	200.00			200.00
---	E	33	63	--	--	--	--	--	*			200.00			200.00
---	E	33							*Health Service			200.00			200.00
----- *General Fund												-552,361.00	-19,331.29	-2,527.71	-530,502.00
Grand Expense Totals												552,361.00	19,331.29	2,527.71	530,502.00

Number of Accounts: 38

***** End of report *****