

Granbury Independent School District
Stars Accelerated High School
2020-2021 Campus Improvement Plan



Mission Statement

Our mission, in collaboration with unique partnerships, is to provide a rigorous academic curriculum along with enriching and individualized opportunities empowering every student to compete in an ever-changing world.

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.

Staff: STARS staff consists of 9 staff members, which include of of each of the following; ELA teacher, Math teacher, science teacher, history teacher, shared (with GHS) spanish/elective teacher, shared (with GMS) Inclusion support aide, and three shared positions with DAEP: principal, secretary and counselor.

Enrollment: We had 99 students enrolled at STARS during the 2019-2020 school year. Listed below is a breakdown of our enrollment.

69 - students graduated - Met standards on the STAAR EOC exams and completed the required credits for graduation.

17 - graduated on the Foundation Graduation plan with an Endorsement (26 credits).

52 - students graduated on the Foundation Graduation plan (22 credits).

19 - student ended the 2019-20 school year at STARS.

11 - students withdrew from STARS during the 2019-20 school year.

Demographics Summary for the 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.

Gender 2019-20: Male students - 55 and Female students - 44

Special program participation: STARS provides services to special education, ESL, 504, and gifted and talented students. Many students are recommended to the STARS program by Granbury High School.

At risk students: STARS has a high number of at-risk students and Low SES students.

Teacher/student ratio: Teacher-student ratio depends on enrollment, student needs and availability of teachers. STARS tries to maintain an average of 40-45 students enrolled. We strive to maintain a 10:1 student to teacher ratio.

Course assignments/class assignments: Cours/class assignments are based on the student's personal graduation plan. We assign classes based on student needs of meeting graduation requirements. There are times we double and triple block a subject when a student has a weakness in a certain subject or only has 2-3 courses left to complete.

STARS student population at the beginning of the 2020 school year consists of:

52% 12th graders,

36% 11th graders,

9% 10th graders,

and 3% 9th graders.

Demographics Strengths

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 - all staff is focused on student success and ultimately, graduation

STARS serves a variety of learning styles.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Over 60% of students at STARS Accelerated are economically disadvantaged. STARS overall attendance rate remains below 90%.

Root Cause: Due to their various home circumstances and perceptions of education, school attendance is not a priority for this group of students. 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

At STARS, student achievement is the most important goal of the administrator, teachers, staff, students and parents. Meeting graduation requirements is the primary goal of all stakeholders. Due to the pace and nature of our campus, this requires teachers to give instruction in all TEKS as well as prepare for EOC throughout the year. Various methods are used to EOC preparation which include but are not limited to daily EOC warm-up activities, in-school tutorial classes, online activities, and Blitz schedule prior to testing.

End of course exams 2019-20 Fall

- English 1 - 75%, 6 out of 8 students passed
- English 2 - 47%, 9 out of 19 students passed
- Algebra 1 - 40%, 2 out of 5 students passed
- Biology - 100%, 3 out of 3 students passed
- US History - 82%, 14 out of 17 students passed (2 of th 3 students that did not pass were Special Education)

Testing for 2019-20 Spring EOC were canceled.

In the English EOC, five of the students that were not successful in English 2, were successful and passed the English 1 EOC they took the day before. All five students had never passed either one of their English EOC's after multiple attempts. Students did make progress and growth on their English 2, and we all felt confident that if the spring EOC had not been canceled, they would have passed it.

Our goal is that we have a 100% passing rate in all EOC exams our students must take to graduate from high school. An additional area of weakness, is the number of special education students not passing EOC assessments.

Student Achievement Strengths

STARS graduated more students in the 2019-20 school year than previous years. We had 69 graduates, an increase of 10 from the year before. There were 27 fall graduates, and 42 spring graduates. Of the 42 spring graduates, 20 graduated before spring break and 22 were COVID graduates (graduated after spring break during the closure, while working from home).

- Students are working independently, and completing courses at an accelerated pace.
- Students are able to acheive endorsements at STARS.
- Will continue our 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 passing rate.
- Changing from progress reports going out every 3 weeks, to keeping parents informed of student academic achievements through WEEKLY progress reporting.

STAAR English had been a focus last school year. STAAR EOC scores in English I increased to 76%. This is a dramatic increase from the year before, spring 2019 at 14%. There were 16 out of 20 students that made growth from their English 2 benchmark to their 2019 Fall STAAR EOC.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: STAAR scores have historically been low in English 1 and English 2. Although there was an increase in scores, overall it continues to be a problem that we will continue to work on increasing. **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. As an alternative education program, STARS does not operate like a traditional high school. Our students feel that it is a place where they can be successful and where teachers make them a priority and try to meet their needs on a daily basis. Our teachers feel that STARS is an encouraging and family environment where students are offered many opportunities to succeed. Students that take advantage of our campus in a positive and productive manner will be successful. Students and staff work together in order to achieve success. STARS offers one-on-one instruction in order to support students and meet their individual needs. STARS is a small environment, the teachers are able to provide additional educational and emotional support to each student. The expectation is for students to come in and work hard so that they can recover credits and graduate on time or early. Many students work outside of school, take care of siblings after school or are parents who go home to take care of their own children.

Now with COVID and the ability for students to work virtually, we will continue with our expectations of success and support students virtually with their individual needs. STARS teachers will be monitoring our virtual students which will allow us to continue with our expectations of achievement and provide the support students need.

School Culture and Climate Strengths

- 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
- Increase class time this school year to 80 minutes
- Daily face-to-face time with administrator & counselor
- Celebration of successes - recognition of every credit that a student earns
- Serve our community
- Encourage and assist in post-secondary opportunities
- Binder system to encourage organization and goal setting - homeroom teachers assist in monitoring and assisting students with this process
- Staff develop strong relationships with students which helps to lead to student achievement
- Two graduation ceremonies per year

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.

Problem Statement 3: Increase parent/guardian and community involvement **Root Cause:** We have many adult students and/or single parent homes.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

STARS replaced two retiring teachers from last school year. All of our teachers are considered veteran teachers. They understand the varying emotional and academic needs that STARS students have.

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 DAEP/BTC: one secretary, one counselor, one special education teacher and one principal.

The staff at STARS love what they do and feel great joy in seeing their students succeed.

Staff Quality, Recruitment, and Retention Strengths

- Current staff is dedicated to the mission/vision of STARS.
- Staff working together as a collaborative team to ensure at-risk students will be successful.
- Professional Development for all staff is high. Summer book study on Emotional Poverty connects all staff with common language.
- The constant awareness of staff to provide a safe learning environment for our students.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Learning curve for two new teachers. **Root Cause:** New teachers always need time to learn the systems that are in place and have time to develop their own systems for their classroom. Both new teachers are veteran teachers, however new to teaching in an alternative high school.

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.

Individual student needs are identified by the instructional staff and instruction is provided to assist students in being successful in their academics.

Curriculum, Instruction, and Assessment Strengths

- 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 checks will go out to parents weekly.
- Whole campus guidance lessons presented by counselor and/or homeroom teacher (under counselors guidance) throughout the year.
- Individualized remediation plans are developed for students that will be taking an EOC exam.
- The use of technology through computer based curriculum to meet student needs.

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.

Problem Statement 2: Student success on TSI is average to low. **Root Cause:** It is a different kind of test than students are used to taking. Have not incorporated prep time for students to become familiar with the TSI.

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.

A majority of parents/guardians of our at-risk students want their child to be successful. The involvement varies. Parents are encouraged to contact the school with requests and concerns for their child's education. Weekly progress will be sent home in order to more actively involve parents on a regular basis.

Community involvement is present. Students receive weekly snack packs from a local Neighbors Feeding Neighbors organization. When a need arises, there are community resources to assist students.

Parent and Community Engagement Strengths

- Parents/guardians required to attend interview/orientation.
- Our counselor is knowledgeable about resources in the community to assist families in need.
- Weekly progress reporting allows the parent to be kept up to date with their child's progress.
- Facebook, Twitter and Remind are used to share announcements.
- 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. (will modify due to COVID guidelines)

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 80 minutes. 20 minute homeroom is included after lunch. This homeroom time allows for relationship building, character education, post-secondary preparations, community guest speakers (zoom) and campus celebrations. Seat time and tutorials are offered Monday through Thursday.

Teachers and staff play an important role in the selection and implementation of curriculum, instructional strategies, and appropriate assessments with the goal of students increasing their achievement in academics, and social/emotional settings.

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.
- A safe environment is provided for staff and students.
- Staff is very dedicated in helping our students be successful.
- A campus facebook and twitter account are used to recognize staff and student achievements.
- The principal provides a monthly calendar of events.

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

This design allows students to complete work at an accelerated pace. Students have the opportunity to work on their course work from home with a device and internet.

Technology Strengths

- All staff is google trained.
- Access to wireless internet throughout each classroom.
- 1-to-1 student to computer ratio
- Supports self-paced curriculum
- Students can work on their course work at home
- Virtual students have the ability to easily log in and complete work from home while teachers monitor their progress

Problem Statements Identifying Technology Needs

Problem Statement 1: The majority of our students have a device and internet at home but not all. **Root Cause:** Live in remote areas where internet is not accessible. Students will say they have a device, that includes their phone, but it is not very user friendly to use Odysseyware on a phone.

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:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>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, 2.4, 2.4, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6	Administrator	<p>Increase EOC scores in English I and English II.</p> <p>Build life-long readers.</p>				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>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, 2.4, 2.4, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6	Administrator	<p>LLI will increase reading level of below grade level readers.</p> <p>Increase state assessment scores in all areas.</p>				

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>TEA Priorities</p> <p>Build a foundation of reading and math Connect high school to career and college 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, 2.4, 2.4, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6	English Teacher Counselor History Teacher Administrator	Writing samples Students will achieve Approaches or higher				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

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:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	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, 2.4, 2.4, 2.6, 2.6, 2.6	Counselor Administrator	These items are the minimum requirements to assist students in increasing their post-secondary opportunities.				

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:

Targeted or ESF High Priority


Strategy Description	ELEMENTS	Staff Responsible for Monitoring	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, 2.4, 2.4, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6	English Teacher Administrator	Increase English 1 & English II EOC scores.				
TEA Priorities Build a foundation of reading and math Improve low-performing schools 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, 2.4, 2.4, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6	English teacher Administrator	Students will achieve Approaches or higher				




= 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 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:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	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, 2.5, 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, 2.5, 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, 2.5, 2.5	Administrator Counselor Secretary	Students take ownership in campus. As they graduate, the current ambassador, trains a new ambassador for that specific responsibility.				
							



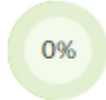

Goal 2: We will provide innovative opportunities to expose students to real-world environments engaging them into diverse partnerships fostering leadership.

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:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	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, 2.4, 2.4, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6	Staff Administrator	Connecting real-world with classroom. Student responses - circle debrief after field trip experience.				
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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:

Targeted or ESF High Priority


Strategy Description	ELEMENTS	Staff Responsible for Monitoring	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, 3.1, 3.2, 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, 3.1, 3.2, 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, 3.1, 3.2, 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:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	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) 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, 2.4, 2.4, 2.5, 2.5, 2.5, 2.6, 2.6, 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</p> <p>2) Build and sustain a mentor program with community members interested in investing their time at our campus.</p>	2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6	Counselor Administrator	Increase social emotional well-being of students on campus.				



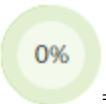

Goal 3: We will engage students in all grade levels through participation in innovative and diverse activities to build character, leadership, and teambuilding skills.

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:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	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, 2.5, 2.5, 2.6, 2.6, 2.6	All staff	Increase student leadership and ownership of campus.				
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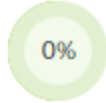

Goal 3: We will engage students in all grade levels through participation in innovative and diverse activities to build character, leadership, and teambuilding skills.

Performance Objective 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:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>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</p>	2.5, 2.5, 2.5, 2.6, 2.6, 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:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	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) 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, 2.4, 2.4, 2.5, 2.5, 2.5, 2.6, 2.6, 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, 2.5, 2.5, 2.6, 2.6, 2.6	Students Teachers	Goals met, Increase academic performance, Graduating at an accelerated pace.				
							

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:

Targeted or ESF High Priority

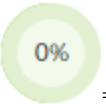
Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
TEA Priorities Connect high school to career and college 1) Continued agenda item throughout the year with Campus Leadership Team.		Campus Leadership 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:

Targeted or ESF High Priority





Strategy Description	ELEMENTS	Staff Responsible for Monitoring	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, 2.5, 2.5, 2.6, 2.6, 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	Staff Responsible for Monitoring	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, 2.4, 2.4, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6		Student performance increases. Staff is supported and valued.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

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:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	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) Students will utilize computer based courses where appropriate.	2.5, 2.5, 2.5, 2.6, 2.6, 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, 2.5, 2.5, 2.6, 2.6, 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, 2.4, 2.4, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6	Teachers Counselor Administrator	Students digital portfolio				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

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
Heather Dollins	Teacher	STARS - State Comp Ed	1.0
Jenny Hughes	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
New Teacher	Teacher	STARS - State Comp Ed	1.0
Ray Butler	Teacher	DAEP - 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

Addendums

FND T FC OBJ SO ORG F PI	2020-21		2020-21	Unexpended	Encumbered	Unencumbered
	Original Budget	Revised Budget	FYTD Activity	Balance	Amount	Balance
199 E 11 6117 00 002 0 26 000	269,234.00	269,234.00		269,234.00		269,234.00
199 E 11 6141 00 002 0 26 000	3,905.00	3,905.00		3,905.00		3,905.00
199 E 11 6141 00 002 0 26 820	5.00	5.00		5.00		5.00
199 E 11 6142 00 002 0 26 000	15,961.00	15,961.00		15,961.00		15,961.00
199 E 11 6143 00 002 0 26 000	1,306.00	1,306.00		1,306.00		1,306.00
199 E 11 6144 00 002 0 26 000	16,006.00	16,006.00		16,006.00		16,006.00
199 E 11 6145 00 002 0 26 000	180.00	180.00		180.00		180.00
199 E 11 6146 00 002 0 26 000	7,741.00	7,741.00		7,741.00		7,741.00
199 E 11 6244 00 002 0 26 990			1,949.00	-1,949.00	632.00	-2,581.00
199 E 11 6268 00 002 0 26 000	2,700.00	2,700.00		2,700.00	2,629.08	70.92
199 E 11 6299 LL 002 0 26 000	10.00	10.00		10.00		10.00
199 E 11 6325 00 002 0 26 370	100.00	100.00		100.00	109.89	-9.89
199 E 11 6395 00 002 0 26 000	700.00	700.00		700.00		700.00
199 E 11 6395 00 002 0 26 180	500.00	500.00		500.00		500.00
199 E 11 6395 00 002 0 26 370	500.00	490.00		490.00	31.00	459.00
199 E 11 6395 00 002 0 26 390	500.00	500.00		500.00		500.00
199 E 11 6395 00 002 0 26 450	500.00	500.00		500.00	12.18	487.82
199 E 11 6396 00 002 0 26 000	200.00	200.00		200.00		200.00
199 E 11 6397 00 002 0 26 000	200.00	200.00		200.00	13,345.00	-13,145.00
199 E 11 6397 00 002 0 26 990					1,649.91	-1,649.91
199 E 11 6397 RP 002 0 26 990			11,116.00	-11,116.00	333.00	-11,449.00
199 E 11 6411 00 002 0 26 820	200.00	200.00		200.00		200.00
199 E 11 6412 00 002 0 26 000	900.00	900.00		900.00		900.00
199 E 11 6498 00 002 0 26 000	700.00	700.00		700.00	441.00	259.00
199 E 11 6----	322,048.00	322,038.00	13,065.00	308,973.00	19,183.06	289,789.94
199 E 13 6239 00 002 0 26 000	100.00	100.00		100.00		100.00
199 E 13 6411 00 002 0 26 000	1,500.00	1,500.00		1,500.00		1,500.00
199 E 13 6----	1,600.00	1,600.00		1,600.00		1,600.00
199 E 23 6117 00 002 0 26 000	41,883.00	41,883.00		41,883.00		41,883.00
199 E 23 6125 00 002 0 26 000	17,074.00	17,074.00		17,074.00		17,074.00
199 E 23 6141 00 002 0 26 000	855.00	855.00		855.00		855.00
199 E 23 6142 00 002 0 26 000	4,558.00	4,558.00		4,558.00		4,558.00
199 E 23 6143 00 002 0 26 000	286.00	286.00		286.00		286.00
199 E 23 6144 00 002 0 26 000	4,160.00	4,160.00		4,160.00		4,160.00
199 E 23 6145 00 002 0 26 000	39.00	39.00		39.00		39.00
199 E 23 6146 00 002 0 26 000	2,171.00	2,171.00		2,171.00		2,171.00
199 E 23 6395 00 002 0 26 000	610.00	485.50		485.50	54.25	431.25
199 E 23 6411 00 002 0 26 000	1,700.00	1,515.00		1,515.00		1,515.00
199 E 23 6495 00 002 0 26 000	300.00	300.00	255.00	45.00		45.00
199 E 23 6498 00 002 0 26 000	1,800.00	1,800.00		1,800.00		1,800.00

FND T FC OBJ SO ORG F PI	2020-21		2020-21	Unexpended	Encumbered	Unencumbered
	Original Budget	Revised Budget	FYTD Activity	Balance	Amount	Balance
199 E 23 6499 00 002 0 26 000		217.00	124.50	92.50	92.50	
199 E 23 6--- -- --- - -- ---	75,436.00	75,343.50	379.50	74,964.00	146.75	74,817.25
199 E 31 6117 00 002 0 26 000	35,525.00	35,525.00		35,525.00		35,525.00
199 E 31 6141 00 002 0 26 000	515.00	515.00		515.00		515.00
199 E 31 6142 00 002 0 26 000	2,279.00	2,279.00		2,279.00		2,279.00
199 E 31 6143 00 002 0 26 000	172.00	172.00		172.00		172.00
199 E 31 6144 00 002 0 26 000	2,657.00	2,657.00		2,657.00		2,657.00
199 E 31 6145 00 002 0 26 000	24.00	24.00		24.00		24.00
199 E 31 6146 00 002 0 26 000	1,190.00	1,190.00		1,190.00		1,190.00
199 E 31 6395 00 002 0 26 000	50.00	50.00		50.00		50.00
199 E 31 6--- -- --- - -- ---	42,412.00	42,412.00		42,412.00		42,412.00
Grand Expense Totals	441,496.00	441,393.50	13,444.50	427,949.00	19,329.81	408,619.19

Number of Accounts: 47

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

FND T FC OBJ SO ORG F PI	2020-21	2020-21	2020-21	Unexpended	Encumbered	Unencumbered
	Original Budget	Revised Budget	FYTD Activity	Balance	Amount	Balance
199 E 11 6117 00 003 0 28 000	333,847.00	333,847.00		333,847.00		333,847.00
199 E 11 6117 00 003 0 28 390	1,000.00	1,000.00		1,000.00		1,000.00
199 E 11 6141 00 003 0 28 000	4,783.00	4,783.00		4,783.00		4,783.00
199 E 11 6142 00 003 0 28 000	22,785.00	22,785.00		22,785.00		22,785.00
199 E 11 6143 00 003 0 28 000	1,600.00	1,600.00		1,600.00		1,600.00
199 E 11 6144 00 003 0 28 000	24,576.00	24,576.00		24,576.00		24,576.00
199 E 11 6145 00 003 0 28 000	219.00	219.00		219.00		219.00
199 E 11 6146 00 003 0 28 000	11,125.00	11,125.00		11,125.00		11,125.00
199 E 11 6268 00 003 0 28 000	2,700.00	2,700.00		2,700.00	859.55	1,840.45
199 E 11 6395 00 003 0 28 000	2,300.00	2,300.00		2,300.00		2,300.00
199 E 11 6396 00 003 0 28 000	300.00	300.00		300.00		300.00
199 E 11 6397 00 003 0 28 000	250.00	250.00		250.00		250.00
199 E 11 6495 00 003 0 28 000	300.00	300.00		300.00		300.00
199 E 11 6--- -- -- -- --	405,785.00	405,785.00		405,785.00	859.55	404,925.45
199 E 13 6411 00 003 0 28 000	2,700.00	2,700.00		2,700.00		2,700.00
199 E 13 6--- -- -- -- --	2,700.00	2,700.00		2,700.00		2,700.00
199 E 23 6117 00 003 0 28 000	41,883.00	41,883.00		41,883.00		41,883.00
199 E 23 6125 00 003 0 28 000	17,074.00	17,074.00		17,074.00		17,074.00
199 E 23 6141 00 003 0 28 000	855.00	855.00		855.00		855.00
199 E 23 6142 00 003 0 28 000	4,558.00	4,558.00		4,558.00		4,558.00
199 E 23 6143 00 003 0 28 000	286.00	286.00		286.00		286.00
199 E 23 6144 00 003 0 28 000	4,160.00	4,160.00		4,160.00		4,160.00
199 E 23 6145 00 003 0 28 000	39.00	39.00		39.00		39.00
199 E 23 6146 00 003 0 28 000	2,171.00	2,171.00		2,171.00		2,171.00
199 E 23 6395 00 003 0 28 000	300.00	175.50		175.50	54.25	121.25
199 E 23 6397 99 003 0 28 000	500.00	500.00		500.00		500.00
199 E 23 6399 00 003 0 28 000	600.00	600.00		600.00		600.00
199 E 23 6411 00 003 0 28 000	500.00	500.00		500.00		500.00
199 E 23 6498 00 003 0 28 000	500.00	500.00		500.00		500.00
199 E 23 6499 00 003 0 28 000		217.00	124.50	92.50	92.50	
199 E 23 6--- -- -- -- --	73,426.00	73,518.50	124.50	73,394.00	146.75	73,247.25
199 E 31 6117 00 003 0 28 000	35,525.00	35,525.00		35,525.00		35,525.00
199 E 31 6141 00 003 0 28 000	515.00	515.00		515.00		515.00
199 E 31 6142 00 003 0 28 000	2,279.00	2,279.00		2,279.00		2,279.00
199 E 31 6143 00 003 0 28 000	172.00	172.00		172.00		172.00
199 E 31 6144 00 003 0 28 000	2,657.00	2,657.00		2,657.00		2,657.00
199 E 31 6145 00 003 0 28 000	24.00	24.00		24.00		24.00
199 E 31 6146 00 003 0 28 000	1,190.00	1,190.00		1,190.00		1,190.00
199 E 31 6395 00 003 0 28 000	200.00					
199 E 31 6411 00 003 0 28 000	1,300.00	1,057.00		1,057.00		1,057.00

								2020-21	2020-21	2020-21	Unexpended	Encumbered	Unencumbered		
								<u>Original Budget</u>	<u>Revised Budget</u>	<u>FYTD Activity</u>	<u>Balance</u>	<u>Amount</u>	<u>Balance</u>		
199	E	31	6495	00	003	0	28	000	225.00	225.00		170.00	55.00		
199	E	31	6---	--	---	--	--	---	44,087.00	43,644.00		170.00	43,474.00		
199	E	33	6395	00	003	0	28	000	300.00	300.00			300.00		
199	E	33	6---	--	---	--	--	---	300.00	300.00			300.00		
<hr/>															
Grand Expense Totals								526,298.00	525,947.50	124.50	525,823.00	1,176.30	524,646.70		

Number of Accounts: 39

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