SPURGER H S

# Campus Improvement Plan 2018/2019

*AT SPURGER HIGH SCHOOL, WE PURPOSE OURSELVES DAILY TO STRIVE TO CREATE WELL-ROUNDED, PRODUCTIVE, CONFIDENT CITIZENS WHO ARE EQUIPPED WITH THE SKILLS NEEDED TO SUCCEED IN LIFE.*



Spurger High School

12212 HWY 92N Spurger, Texas 77660

409-429-3464

Date Reviewed: Date Approved:

SPURGER H S

# Mission

*Spurger I.S.D. will empower its students to become competent, productive citizens who are able to succeed at their next level of endeavor and who pursue lifelong learning in a global society. This will be accomplished by providing a balanced curriculum in an environment of hope conducive to learning, delivered by highly qualified staff with an uncompromising commitment to excellence.*

# Vision

*The Spurger Independent School District in partnership and collaboration with parents and the community will provide an integrated educational program of quality, equity, challenge, and innovation to every student.*

Nondiscrimination Notice

SPURGER H S does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# SPURGER H S Site Base

|  |  |
| --- | --- |
| **Name** | **Position** |
| Sheffield, Pam | Business Representative |
| Crain, Alicia | Teacher |
| Spangler, Cheryl | Parental Involvement Coordinator |
| Hudson, Buck | Teacher |
| Jenkins, Christle | Parent |
| Conner, Amber | Special Education Representative |
| Stephens, Edith | Career Tech Teacher |
| Miller, Stefanie | Principal |
| Robinson, Arlene | Counselor |
| Terracina, Mark | Teacher |
| Willis, Mandy | Special Programs Coordinator |

**Resources**

|  |  |
| --- | --- |
| **Resource** | **Source** |
| Title I, Part A | Federal |
| Title II, Part A -TPTR | Federal |
| Title IV | Federal |
| Local Funds | Local |
| Coordinated Funds | Other |
| State Compensatory Education (SCE) | State |
| State CTE Block Grant | State |
| State Funding | State |
| State Sp. Ed Block Grant | State |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity/Strategy** | **Person(s) Responsible** | **Timeline** | **Resources** | **Evaluation** |
| 1. Campus Performance Objectives - The SBDMC will meet to review the campus curriculum, instruction and assessment. Some of the areas evaluated include monitoring the instructional programs and activities for their effectiveness, reviewing the amount and quality of textbooks and what supplemental resources are available to support the baseline program, and reviewing the professional and paraprofessional staff available.  Campus performance objectives are based on data available through the comprehensive needs assessment process. | Principal | 2018 - 2019  School Year | (L)Local Funds | Summative - Documents: Agenda, Minutes, Sign-In Sheets; SBDMC agenda and minutes will indicate that performance objectives have been developed based on the Comprehensive Needs Assessment. The campus performance objectives will support the needs of Spurger High School. |
| 2. Teachers and staff implement scientifically research-based instructional strategies, activities, and initiatives to increase the amount of quality of learning time, promote accelerated instructional and provide educational enrichment to all students. The educational system is grounded in the state's Texas Essential Knowledge and Skills (TEKS) that ensures the curriculum vertically aligns and supports the state-adopted assessment program. This will provide opportunities for all students to meet the state's "approaches" and "masters" levels of student performance.  Monthly scheduled faculty meetings allow for invaluable teacher collaboration to ensure coordination of instruction and increased student achievement. | Counselor, Principal, Student Services Coordinator, Teacher(s) | 2018 - 2019  School Year | (L)Local Funds | Summative - Formative: Informal Assessments: Classroom Assessments - 80% of students achieving passing scores on classroom assignments, unit and six weeks, and TEKS-based tests.  Summative: Criterion- References Tests: STAAR Tests - 100% of all students will pass all appropriate grade-level and subject-area STAAR tests.  Documemts: School Records - 100% of all students in grade 12 will receive on-time credit accrual. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity/Strategy** | **Person(s) Responsible** | **Timeline** | **Resources** | **Evaluation** |
| 3. Faculty and staff are trained in analyzing (disaggregating) test data from the State- adopted assessment instruments: STAAR, TELPAS, Benchmark Testing. This data is used to identify student strengths and weaknesses so that teachers can design an educational system that is data driven for each individual student.  In addition, faculty will disaggregate STAAR data of individual students and student groups to identify achievement gaps from one group to the next. An on-going monitoring program will be maintained to determine progress of all students and all student groups and to use the results to give extra help to students in need. | Core Subject Teachers, Counselor, Principal, Student Services Coordinator | 2018 - 2019  School Year | (O)Coordinated Funds | Summative - Formative: Informal Assessments: Classroom Assessments - 80% of all students will pass core subject area benchmark tests.  Summative: Informal Assessments: Classroom Assessments - 100% of all students will pass core subject area benchmark tests.  Criterion-Referenced Test: STAAR Tests - 100% of all students will pass all appropriate grade-level and subject-area STAAR tests.  Documents: School Records - 100% of students in grade 12 will receive on-time credit accrual. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity/Strategy** | **Person(s) Responsible** | **Timeline** | **Resources** | **Evaluation** |
| 4. Spurger High School provides a range of educational programs and different instructional arrangements for students with disabilities.  The "Least Restrictive Environment" required for academic success is always a main consideration. These include Resource pull- out classes, Inclusion in the regular classroom, and Content Mastery. The appropriate instructional setting will be determined for each student by the ARD committee. | Counselor, Principal, Special Ed Teachers, Student Services Coordinator, Teacher(s) | 2018 - 2019  School Year | (L)Local Funds, (S)State Funding, (S)State Sp. Ed Block Grant | Formative - Formative: Informal Assessments: Classroom Assessments - 100% of students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.  Summative: Informal Assessments: Classroom Assessments - 100% of the students with disabilities will be meeting their mastery percentages, and will pass the State required assessment instrument at the end of the school year. |
| 5. The Limited English Proficiency population will be provided the appropriate intervention to increase oral, verbal, and written language proficiency as determined by the LPAC committee based on results from an agency- approved oral and written language assessment. | Principal, Student Services Coordinator, Teacher(s) | 2018 - 2019  School Year | (L)Local Funds, (S)State Funding | Summative - Documents: Student Services Coordinator Records - 100% of the students identified as LEP will have their individual needs diagnosed appropriately and are receive timely and appropriate assistance. |
| 6. Students classified as 504 will have an equitable educational program to accommodate and meet the individual needs as identified by assessment and/or medical data. Environmental accommodations may be made for the student, as well as, testing accommodations. | Principal, Student Services Coordinator, Teacher(s) | 2018 - 2019  School Year | (L)Local Funds | Formative - Documents: Special Services Coordinator: 100% of students identified as 504 will have their individual needs diagnosed appropriately ahnd will receive timely and appropriate assistance. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity/Strategy** | **Person(s) Responsible** | **Timeline** | **Resources** | **Evaluation** |
| 7. Spurger High School follows the state mandated guidelines for identifying students at risk of dropping out of school. "Students at Risk of Dropping Out of School" Assessment. Students will be identified in timely manner with appropriate programs and intervention implemented. Students will be involved in an educational process that ensures that they will have the same opportunity to meet the same challenging state content standards and student performance standards that all students are expected to meet. | Principal, Student Services Coordinator | 2018 - 2019  School Year | (L)Local Funds, (S)State Funding | Formative - Formative: Informal Assessments: Classroom Assessments - 80% of the students meeting State-adopted at-risk criteria will demonstrate accelerated improvement, as reflected on appropriate progress monitoring and mid- year benchmark tests  Documents: Student Services Coordinator Records - 100% of at-risk students will be identified in a timely manner and appropriate programs and interventions will be implemented. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity/Strategy** | **Person(s) Responsible** | **Timeline** | **Resources** | **Evaluation** |
| 1. Data driven instruction - make data part of the instructional process. Teach students to examine their own data and set learning goals. Plan intentionally based on current data analysis from on-going progress monitoring. Use high yield strategies for all students. | Principal, Student Services Coordinator, Teacher(s) | 2018 - 2019  School Year | (F)Title IV | Formative - Formative: Informal Assessments: Classroom Assessments - 80% of all students will pass core subject area benchmark tests. |
|  |  |  |  | Summative: Informal Assessments: Classroom Assessments - 80% of all students will pass core subject area progress monitoring tests. |
|  |  |  |  | Adjusted instruction. Student growth. |
| 2. All students will continue to participate in their scheduled RTI class period with each student's instruction gear toward individual strengths and weaknesses. After school remediation will be provided for students who are not making adequate progress. After school acceleration will be provided for those students who are close to exceeding the progress measure. | Principal, Student Services Coordinator, Teacher(s) | 2018 - 2019  School Year | (F)Title I, Part A, (F)Title IV | Instructional adjustments based on data from progress monitoring. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity/Strategy** | **Person(s) Responsible** | **Timeline** | **Resources** | **Evaluation** |
| 1. Staff members will implement RTI with fidelity. | Principal, Teacher(s) | 2018 - 2019  School Year | (L)Local Funds | Economically Disadantaged students will show growth in all areas based on progress monitoring, iXL and STAAR results. |
| 2. Progress Monitoring Assessments will be given every six weeks. | Core Subject Teachers, Principal, Student Services Coordinator | 2018 - 2019  School Year | (L)Local Funds | Scores for Economically Disadvantaged Students will increase. |
| 3. The principal will meet with staff members after each progress monitoring assessments to evaluate student data and develop/update action plan for students having difficulty in content areas. | Principal | 2018 - 2019  School Year | (L)Local Funds | Notes and documemtation from meetings. |
| 4. DMAC will be utilized to develop formalized assessments using the TAG/TEKS Score systems. | Principal, Student Services Coordinator, Teacher(s) | 2018 - 2019  School Year | (L)Local Funds | Progress Monitoring and STAAR scores will grow by 10% for Economically Disadvantaged students. |
| 5. Benchmark testing will be conducted in October and February. | Principal, Student Services Coordinator, Teacher(s) | 2018 - 2019  School Year | (L)Local Funds | Benchmark testing scores will increase for Economically Disadvantaged students. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity/Strategy** | **Person(s) Responsible** | **Timeline** | **Resources** | **Evaluation** |
| 1. ELAR teachers will attend writing workshops. Revising and editing practice will take place each day in the ELAR classrooms. | Principal, Teacher(s) | 2018 - 2019  School Year | (F)Title II, Part A -TPTR | STAAR Writing scores will increase. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity/Strategy** | **Person(s) Responsible** | **Timeline** | **Resources** | **Evaluation** |
| 1. Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct, Student/Parent Handbook, during open house and during parent meetings Procedures to promote student attendance will include rewards, extra privileges, Battle of the Classes activities and drawings for prizes. Students with perfect attendance will be recognized and rewarded every six weeks and at the End of the Year Ceremony in May. | Attendance Clerk, Counselor, Principal, Teacher(s) | 2018 - 2019  School Year | (L)Local Funds | Attendance records will indicate that all students and all student groups have an attendance rate or not less than 96%. |
| 2. Students who are chronically absent will be subject to Spurger ISD Truancy Prevention Plan. | Attendance Clerk, Counselor, Principal, Teacher(s) | 2018 - 2019  School Year | (L)Local Funds | Attendance 96% or greater. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity/Strategy** | **Person(s) Responsible** | **Timeline** | **Resources** | **Evaluation** |
| 1. Dropout prevention and intervention efforts begin in pre-k and continue in Spurger High School. Students are encouraged to set high personal goals at an early age and are provided supplemental programs and activities such as tutorials and individualized assistance to assist them in their academic success. Student career interests are piqued and assessed through the use of Kuder Galaxy. | Counselor, Principal, Teacher(s) | 2018 - 2019  School Year | (L)Local Funds | Positive school attitudes and personal habits are formed to prevent dropouts and discipline problems.  Students set goals early on and work to achieve them.  Summative: Campus records: 100% of students will be promoted to the next grade level or obtain a high school diploma.  Achieve student dropout rate of 0% as reflected by campus records. |
| 2. Spurger High School utilizes a credit recovery program to allow students the opportunity to regain failed credits. This is a web-based program that will be used for credit recovery for students who have failed a class and serves as a tool to reduce dropout rates. | Counselor, Director of Technology, Principal, Teacher(s) | 2018 - 2019  School Year | (S)State Compensatory Education (SCE) | Formative: Informal Assessment: Odysseyware reports show on-time credit accrual.  Summative: Completion of assigned online course; 100% of students will be promoted to the next grade level or attain the appropriate credits to graduate in four years. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity/Strategy** | **Person(s) Responsible** | **Timeline** | **Resources** | **Evaluation** |
| 3. Career Guidance and Counseling - The counselor will assist students in monitoring and understanding their own development. Areas addressed include:  \*Education - Acquisition of study skills and choosing appropriate programs and services;  \*Career - Need for positive work habits and investigations of opportunities;  \*Personal-Social - Development of healthy self- concepts and development of adaptive and adjustive social behavior. | Counselor, Principal | 2018 - 2019  School Year | (L)Local Funds | Summative: Documentation: School Records - All students will make informed curriculum choices to prepare for success in high school and beyond high school. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity/Strategy** | **Person(s) Responsible** | **Timeline** | **Resources** | **Evaluation** |
| 4. College Preparation - Students at Spurger | Counselor, Director of | 2018 - 2019 | (L)Local Funds, (S)State | Summative: Documentation: |
| High School have opportunities to earn college | Technology, Principal | School Year | Funding | Campus Records - campus |
| credit through the following methods: |  |  |  | records indicate an increase in |
| \*Certain courses taught at the high school |  |  |  | the number of students enrolling |
| campus, which may include courses termed |  |  |  | in college courses. |
| dual credit or Advanced Placement (AP); |  |  |  |  |
| \*Enrollment in courses taught in partnership |  |  |  |  |
| with Lamar State College-Orange; |  |  |  |  |
| \*Certain CTE courses. |  |  |  |  |
| The counselor will be responsible for |  |  |  |  |
| disseminating the following information to |  |  |  |  |
| students, students' teachers, and students' |  |  |  |  |
| parents. |  |  |  |  |
| 1) Higher education admissions and financial |  |  |  |  |
| aid opportunities (Sources of information on |  |  |  |  |
| higher education admissions and financial aid |  |  |  |  |
| are provided to ensure that all students have |  |  |  |  |
| an equal opportunity to participate in higher |  |  |  |  |
| education.) |  |  |  |  |
| 2) The TEXAS grant program. |  |  |  |  |
| 3) The need for students to make informed |  |  |  |  |
| curriculum choices to be prepared for success |  |  |  |  |
| beyond high school. |  |  |  |  |
| 4) Source of information on higher education. |  |  |  |  |
| 5) Opportunities for dual credit for college |  |  |  |  |
| credits. |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity/Strategy** | **Person(s) Responsible** | **Timeline** | **Resources** | **Evaluation** |
| 5. Career and Technology Education - While age-appropriate career guidance activities are implemented at all grade levels, the primary focus for Career and Technology is at Spurger High School where structured programs and activities are conducted.  Students participate in Career Day, where speakers of myriad occupations, including non- traditional occupations, are invited to speak to and with our students.  High School CTE courses: Each student has an equal opportunity to participate in the Career and Technology Education courses that are available to support their career aspirations or as an exploration effort to determine a future career pathway. | Counselor, Principal, Student Services Coordinator, Teacher(s) | 2018 - 2019  School Year | (S)State CTE Block Grant | Formative: Documents: Campus Records - Campus records will indicate an increase in the number of students enrolled in Career and Technology courses and student earning professional certifications as compared to the previous school year.  Summative: Informal Assessments: Report Card Grades - High school students will meet minimum expectations in Career and Technology classes as reflected on end of semester report card grades. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity/Strategy** | **Person(s) Responsible** | **Timeline** | **Resources** | **Evaluation** |
| 1. The Spurger High Principal along with the | Counselor, Parent Volunteers, | 2018 - 2019 | (F)Title I, Part A, (L)Local Funds | Parents and community |
| Site-Based Decision Making Committees | Principal, Student Services | School Year |  | members will be engaged in the |
| (SBDMC) will meet periodically to discuss | Coordinator, Teacher(s) |  |  | education of students in Spurger |
| parental involvement issues, programs, |  |  |  | High School. |
| strategies and activities. Spurger High School |  |  |  |  |
| stakeholders (staff, students, parents, |  |  |  |  |
| community members and business |  |  |  |  |
| representatives) will be notified of reports, |  |  |  |  |
| upcoming conferences, campus-level events, |  |  |  |  |
| meetings and programs impacting our campus. |  |  |  |  |
| Stakeholders are notified through the Spurger |  |  |  |  |
| High School homepage on the Spurger ISD |  |  |  |  |
| website, marquee postings, campus social |  |  |  |  |
| media sites, District Calendar, PTO meetings, |  |  |  |  |
| and letters from the district and campus. |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity/Strategy** | **Person(s) Responsible** | **Timeline** | **Resources** | **Evaluation** |
| 2. Events and Programs: - Spurger Elementary conducts a variety of Events and Programs geared towards including parents and other stakeholders in their Educational System. Events include:   * Open House * Parent Night * “Meet the Teacher Day” (student orientation) * "Meet and Drop Off Supplies Day"/"Pick up Schedule" * POWER Day * Parent/Teacher Conferences * Award Assemblies * P. I. E. (Parents Involved in Education) Night * Tailgate Parties * College Informational Meeting   The PTO coordinates several events throughout the year to raise money for Spurger ISD.  Events include:   * Collecting box tops and labels for education * Volunteer work for teachers * Valentine Sweetheart Lollipops * Monthly meetings will be held | Counselor, Parent Volunteers, Principal, Student Services Coordinator, Teacher(s) | 2018 - 2019  School Year | (F)Title I, Part A, (L)Local Funds | Flyers, notes, and sign-in sheets. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity/Strategy** | **Person(s) Responsible** | **Timeline** | **Resources** | **Evaluation** |
| 3. Site-Based and Decision-Making Committee (SBDMC) - Board policies and procedures will be reviewed bi-annually to ensure a positive impact on student performance. Revisions will be recommended if necessary. The LEA will provide support in the development of campus policies and procedures. As directed by Board policy, the SBDMC will be involved in planning,  budgeting, curriculum, staffing patterns, staff development and school organization. [TEC 11.251(d)] The SBDMC will play an integral role in the planning, development and evaluation of the educational system of Spurger High School. Through the activities of the SBDMC, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Spurger High School. Parents will be notified of the special programs and support programs available to their students. | Principal | 2018 - 2019  School Year | (L)Local Funds | Policies will be reviewed. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity/Strategy** | **Person(s) Responsible** | **Timeline** | **Resources** | **Evaluation** |
| 4. Title I, Part A Schoolwide Assistance - The LEA, through the activities of the Superintendent and the DPDMC, and in tandem with the Title I Schoolwide Consultant from  SECCA, acts as the Title I Schoolwide School Support Team, ensuring that the SBDMC  of Spurger High School is cognizant of the regulations governing the same, understands the ten components of a Title I Schoolwide Program and includes these components in the Spurger High School CIP. Grant management consultation services are provided for the implementation of the Title I, Part A program and coordination with the Title II, Part A program and other federal, state and local programs. Technical assistance is available for NCLB requirements such as supplement, not supplant, campus allocations, and compliance and accountability. | Principal | 2018 - 2019  School Year | (F)Title I, Part A, (F)Title II, Part A -TPTR, (L)Local Funds | All regulations and guidelines governing grants will be followed. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity/Strategy** | **Person(s) Responsible** | **Timeline** | **Resources** | **Evaluation** |
| 5. Evaluation of Parental Involvement Program  - Parents are involved in the evaluation of the district's Parental Involvement Program. During the evaluation process, parents review the Title I, Part A Parental Involvement Policy for the district, parents and the students. At this time, parents choose to adopt the district policy as the Spurger High School Parental Involvement Policy, or to draft a campus-specific policy. An annual parent survey is distributed to parents, in which the survey results will be analyzed by the SBDMC to determine material strengths and weaknesses of the Parental and Community Involvement program, as well as individual components of same. The campus will actively recruit the participation of a diverse population of parents. The meeting will be scheduled at a convenient time and location.  Parents will be invited to come and a Public Notice will be posted. | Principal | 2018 - 2019  School Year | (F)Title I, Part A | Satisfactory parent survey. |

innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning.

**Objective 1.** Spurger High School staff will be highly qualified and given opportunities to maintain and continuously grow their skills and craft.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity/Strategy** | **Person(s) Responsible** | **Timeline** | **Resources** | **Evaluation** |
| 1. Teachers seek out and attend PD and attend PD as directed by the campus principal. Annual needs assessment results indicate a need for:   * Training and mentorship for new teachers; * Professional development in specialized areas - i.e.; G/T students, students meeting the State-adopted "at-risk" criteria, students with disabilities, technology and curriculum areas such as reading, math, science and writing; * Effective strategies for dropout prevention and credit recovery and * Periodic training for teachers in how to identify difficulties and to provide assistance to individual students | Principal, Teacher(s) | 2018 - 2019  School Year | (F)Title I, Part A, (F)Title II, Part A -TPTR, (F)Title IV, (L)Local Funds | Teachers will attend appropriate professional development. |
| 2. Recruitment and Retention Initiatives [TI, A SW #3, #5] - The SBDMC will be involved in the process of developing recruitment and retention initiatives and strategies. Teachers will be recruited through the Region V Personnel Services Cooperative, University and College Job Fairs, networking through the Principals’ Academy and TEPSA. All applicants are screened prior to the interview process. The campus principal and Superintendent will establish a campus interview team to assist in candidate selections. Recruiting activities will ensure that Spurger High School has 100% highly qualified faculty in each teaching position, as defined by NCLB. Teachers are financially assisted in maintaining and/or attaining certification through alternative programs, G/T certification, ESL certification, Special Education coursework and TExES testing in order to assure all faculty are highly qualified. Certification fees are paid by the campus, if necessary. | Principal, Superintendent(s) | 2018 - 2019  School Year | (L)Local Funds, (S)State Compensatory Education (SCE) | Spurger High School will be staff with qualified, competent teachers. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity/Strategy** | **Person(s) Responsible** | **Timeline** | **Resources** | **Evaluation** |
| 1. Technology Integrated Curriculum - | Director of Technology, | 2018 - 2019 | (L)Local Funds | Staff and students will have |
| Spurger JH/HS classroom teachers are using | Principal, Teacher(s), | School Year |  | access to technology that |
| technology as an alternative instructional tool. | Technology Staff |  |  | optimizes educational |
| Activities include: |  |  |  | opportunities. |
| 1) Using instructional software programs, such |  |  |  |  |
| as iXL, support student learning within the |  |  |  |  |
| classroom for drill and reinforcement exercises, |  |  |  |  |
| providing a media that complements tactile- |  |  |  |  |
| kinesthetic learning styles and self-paced |  |  |  |  |
| progression. |  |  |  |  |
| 2) Accelerated Reader tests may be taken in |  |  |  |  |
| the classroom providing the student and |  |  |  |  |
| his/her teacher with timely feedback regarding |  |  |  |  |
| each student’s reading comprehension skills. |  |  |  |  |
| The Special Education teacher may use the AR |  |  |  |  |
| assessment score as a reading grade. |  |  |  |  |
|  |  |  |  |  |
| 3) Internet access provides students access to |  |  |  |  |
| an unlimited number of websites for research |  |  |  |  |
| projects - material unavailable through |  |  |  |  |
| traditional library access. |  |  |  |  |
| 4) Instructional management software tools |  |  |  |  |
| such as Class Assessments and IEPs are used |  |  |  |  |
| in the classroom, allowing teachers to track |  |  |  |  |
| student performance as it |  |  |  |  |
| relates to the TEKS/STAAR. |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity/Strategy** | **Person(s) Responsible** | **Timeline** | **Resources** | **Evaluation** |
| 2. Interactive Video Technologies Services - Spurger High School participates in Region V ESC's Interactive Video Technologies Services. This service serves member districts by providing connectivity to educational opportunities by contracting, broadcasting and facilitating a variety of activities delivered via interactive video technologies.  Access to Learning Activities such as   * Concurrent enrollment classes; * University and Community College offerings; * Share-A-Course collaboratives and * Opportunities with other networks, regions and districts via interactive connectivity.   Access to Professional Development such as   * Regional meetings and trainings, * Course work for certifications and endorsements, * Staff development opportunities from content providers and * TETN video conferences. Access to Enrichment Activities such as * Virtual field trips and * A variety of interactive activities shared collaboratively. | Director of Technology, Principal, Teacher(s), Technology Staff | 2018 - 2019  School Year | (L)Local Funds | Staff and students will have optimal access to educational opportunities. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity/Strategy** | **Person(s) Responsible** | **Timeline** | **Resources** | **Evaluation** |
| 3. Technology Policies - Every Spurger High School faculty member, student and parent having access to Spurger High School computers, networked, Internet connected--or not, must have on file an Authorized User Permission (AUP) form. Students` AUP must be signed by the students and a parent or legal guardian, as well as a Parent Permission form. Spurger High School is in compliance with the Children’s Internet Protections Act (CIPA). Under the CIPA, Spurger High School has developed an Internet Safety Policy  that ensures technology measures are in place to block or filter internet access of inappropriate or harmful activities to minors and adults. For more information, see the Spurger ISD School Board Policy CQ (Local). | Director of Technology, Principal, Technology Staff | 2018 - 2019  School Year | (L)Local Funds | Staff and students will have optimal access to educational opportunities. |
| 4. Technological Professional Development - The staff of Spurger High School will be provided assistance in integrating technology TEKS into the curriculum, Internet and e-mail usage, word and spreadsheet processing and other technological areas as needed. Staff may attend basic technology training or participate in more advanced continuing education type classes through Region V ESC workshops. | Director of Technology, Principal, Teacher(s), Technology Staff | 2018 - 2019  School Year | (L)Local Funds | Staff and students will have optimal access to educational opportunities. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity/Strategy** | **Person(s) Responsible** | **Timeline** | **Resources** | **Evaluation** |
| 1. Coordinated School Health Program(CSHP)  - The CSHP is designed to promote healthy behaviors and help students establish and practice healthy habits throughout their school years and beyond. The coordinated efforts of schools, families and the larger community support student development by reducing risky behaviors and improving student’s overall health and academic achievement. The CSHP integrates the following eight components into health instruction:   1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy; 2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care; 3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and wellbeing; 4. Counseling services designed to improve the mental, emotional and social health of students.   (continued on next page) | Counselor, Principal, School Nurse | 2018 - 2019  School Year | (L)Local Funds | Students will have access to resources that encourage good health improving academic achievement, behavior and attitudes. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity/Strategy** | **Person(s) Responsible** | **Timeline** | **Resources** | **Evaluation** |
| 2. Coordinated School Health Program (CSHP) - The CSHP is designed to promote healthy behaviors and help students establish and practice healthy habits throughout their school years and beyond. The CSHP integrates the following eight components into health instruction:   1. Opportunities for campus and district staff to improve their personal health through health education and fitness activities; 2. School, parent and community involvement im the health and well-being of students; 3. A physical educational curriculum that integrates mental and physical learning experiences to promote optimum overall student health and social development; and (continued on next page) | Counselor, Principal, School Nurse | 2018 - 2019  School Year | (L)Local Funds | Students will have access to resources that encourage good health improving academic achievement, behavior and attitudes. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity/Strategy** | **Person(s) Responsible** | **Timeline** | **Resources** | **Evaluation** |
| 3. The CSHP is designed to promote behaviors and help students establish and practice healthy habits throughout their school years and beyond. The CHSP integrates the following eight components into health instruction:  8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health.  Activity:  \*Health Services - In order to ensure that all student receive primary health care services and understand the importance of preventative care, SHS offers health services designed to evaluate, safeguard and advocate health among students. These services include immunizations and routine screenings (e.g.,vision, hearing) for the prevention of illness and the appraisal of students' overall health. The nurse will advise parents of the need for students identified through any screening program as needing treatment of further examination and refer them to appropriate health agencies. | School Nurse | 2018 - 2019  School Year | (L)Local Funds | Students will have access to resources that encourage good health. Health and medical issues will have been addressed to ensure a positive impact on all students, resulting in increased student achievement and a reduction in the dropout rate for all students and all student groups. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity/Strategy** | **Person(s) Responsible** | **Timeline** | **Resources** | **Evaluation** |
| 4. Activity:  \*Pregnancy Related Services - Pregnancy Related Services (PRS) is a support service provided to students during the prenatal and postpartum periods of pregnancy. The intended purpose of the service is to provide academic, mental and physical support and encouragement so that students will remain in school until they earn a diploma. A student is eligible for PRS if:  -the student is pregnant and attending classes on a district campus;  -the pregnancy prenatal period prevents the student from attending classes on a district campus, and;  -the pregnancy postpartum period prevents the student from attending classes on a district campus. | Counselor, Principal | 2018 - 2019  School Year | (L)Local Funds | Students who are pregnant will continue to attend school. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity/Strategy** | **Person(s) Responsible** | **Timeline** | **Resources** | **Evaluation** |
| 5. Safe School Initiatives-The health and safety of Spurger High School students is of utmost importance, and the district seeks to ensure student safety through compliance with Federal, State and local policy. Various preventative measures are taken to ensure that students, faculty and visitors remain safe while on and off campus. In an effort to promote "Safe Schools", SHS will promote special initiatives and activities that support the Safe School environment. Activities include:  \*Campus Safety Rules  \*Campus Dress and Discipline Codes \*National Red Ribbon Week \*Regularly  scheduled fire and tornado drills \*Security Audits \*Professional Development for Staff: Crisis Prevention/Intervention which provides training on how to safely manage disruptive and assaultive behavior, CPR, First Aide, using AUDs \*Dating Violence Policy \*Security Personnel-School Resource Officer (SRO)  \*Security Devices such as cameras and visitor check-ins/badges \*Assemblies and Speakers  \*Emergency Response Protocol | Counselor, Principal, School Nurse | 2018 - 2019  School Year | (L)Local Funds | Students and staff will participate in activities that encourage safety in crisis situations and good decision making. |
| 6. Emergency and Security Operations - Spurger High School will implement an Emergency Management Plan that includes emergency response training, student and staff emergency drills and periodic security audits of the campus, with coordination with local emergency management agencies, law enforcement and fire departments. Spurger High School will make any necessary changes to improve safety and security for their students.  MAC Solutions ® | Principal  Pag | 2018 - 2019  School Year  e 30 of 35 | (L)Local Funds | Staff and students will be prepared to react in a crisis situation.  5/14/201 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity/Strategy** | **Person(s) Responsible** | **Timeline** | **Resources** | **Evaluation** |
| 7. Drug Use, Violence Prevention and/or Intervention Programs and Activities - The staff of Spurger High School recruits parents, community members and business representatives to assist in the design, development, implementation and evaluation of the drug use and violence prevention and/or intervention program and activities. In addition to including parents in a meaningful and ongoing dialogue, community members and business representatives are also invited to participate. An annual review of tobacco, alcohol and other drug use incident data will be conducted by the Counselor and campus Principals, using the data to plan specific programs and activities. Programs and activities include, but are not limited to:  \*National Red Ribbon Week  \*Students Assemblies to enhance Drug/Alcohol Awareness, Sexting, Cyberbullying, Shattered Dreams  \*Every 15 Minutes  \*Dating Violence Policy  \*Drug Dog Visits | Counselor, Principal, School Nurse | 2018 - 2019  School Year | (L)Local Funds | Students will be encouraged to not use drugs or tobacco and to not engage in violent activities. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity/Strategy** | **Person(s) Responsible** | **Timeline** | **Resources** | **Evaluation** |
| 8. Counseling Responsive Services - The counselor is available to speak with students, parents, staff and community members in both individual and group settings. The counselor will conduct responsive services in prevention and intervention areas.  Areas of focus will include: \*Academic concerns \*School-related concerns such as misbehavior, excessive absences and tardiness \*Dropout prevention \*Physical, sexual or emotional abuse \*Coping with stress  \*Discipline management \*Health and wellness  \*Drug and Alcohol abuse prevention \*Bullying and Cyberbullying \*Suicide prevention \*Conflict resolution \*Violence prevention \*Parent education \*Self-Esteem Development \*Good Character \*Emotion Management \*Motivation to Achieve \*Decision-Making Skills \*Goal Setting \*Planning and Problem–Solving Skills  \*Interpersonal Effectiveness \*Communication Skills \*Cross Cultural Effectiveness  \*Responsible Behavior | Counselor | 2018 - 2019  School Year | (L)Local Funds | Students will have the tools necessary to make good decisions and to successfully navigate the school environment in a healthy manner. |

## Demographics

**Demographics Strengths**

**Demographics Summary**

**Student Achievement**

**Student Achievement Strengths**

**Technology**

ACT/SAT Data Community Input

Disaggregated STAAR Data Discipline Referrals

District Policies Drop-out Rates Failure Lists

Federal Program Guidelines Graduation Records Homeless Students

Multi-Year Trends Parent Participation PEIMS Reports

Promotion/Retention Rates Special Programs Evaluations Staff Development

Staff/Parents/Community/ Business members involved w/SBDM Standardized Tests

**Priority 1.** Recruit, support, and retain teachers and principals

**Priority 2.** Build a foundation of reading and math **Priority 3.** Connect high school to career and college **Priority 4.** Improving low-performing schools