

Agenda of Regular Meeting

The Board of Trustees Santa Gertrudis ISD

A Regular meeting of the Board of Trustees of Santa Gertrudis ISD will be held June 15, 2022, beginning at 6:30 PM in the SGISD Central Office
Hwy 141-King Ranch
Kingsville, Texas 78363.

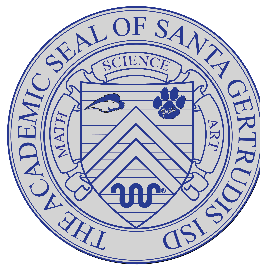
The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. First Order of Business
 - A. Establish a Quorum
 - B. Moment of Silence
 - C. Pledge of Allegiance
2. Comments from Public in Open Forum
3. Announcements/Communications/Presentations
 - A. Principal Reports 3
 - B. Athletic Director Report
 - C. Band Reports
 - D. Superintendent Update
4. Discussion in regard to overall Security Measures implemented in the district.
5. Discuss Preliminary State Assessment results for 2021-2022 school year
6. Discuss and take possible action on Campus Improvement Plans
 - A. Academy High School 5
 - B. Santa Gertrudis School 33
7. Consider and take possible action approve the ranking of Engineers(s) based on their demonstrated competence and qualifications, including possible delegation of authority to Superintendent to negotiate and execute a contract.
8. Consent Agenda Items
 - A. Finance Reports
 - B. Minutes for Regular Meeting May 18, 2022
9. Discuss and take possible action on Budget Amendments
10. Consider and take possible action on Kleberg Bank Board Resolution in regards to credit card changes.
11. CLOSED SESSION

- A. Pursuant to Tex. Govt. Code 551.074, attorney consultation regarding legal issues related to the Superintendent's evaluation and contract
 - B. Pursuant to Tex. Govt. Code 551.074, consider and discuss evaluation of the Superintendent.
 - C. Pursuant to Tex. Govt. Code 551.074, consider and discuss Superintendent's contract.
 - D. Pursuant to Tex. Govt. Code 51.074, consider and discuss general employee personnel matters.
 - E. Pursuant to Tex. Govt. Code 551.074, consider and discuss recommendations from Superintendent to hire Certified Teachers and Staff
12. OPEN SESSION
- A. Consider and take possible action regarding the evaluation of the Superintendent.
 - B. Consider and take possible action regarding the Superintendent's contract.
 - C. Consider and take possible action on recommendation from the Superintendent to hire Certified Teachers and Staff.
13. Adjournment

Santa Gertrudis
School
P.O. Box 592
Kingsville, TX 78364
(361) 384-5046



Santa Gertrudis
Academy High School
MSC 183
Kingsville, TX 78363
(361) 384-5041

Santa Gertrudis ISD 🐾 P.O. Box 592 🐾 Kingsville, TX 78364
Phone: (361) 384-5087 🐾 www.sgisd.net

Board Meeting for June 15, 2022 at 6:30 pm

I. Number of students:

9 th – 96 students	Attendance % 90	Year: 95%
10 th – 89 students	Attendance % 88	95%
11 th – 98 students	Attendance % 90	95%
12 th – 76 students	Attendance % 88	93%

Total: 359 89% Total: 94%
5/12 – 5/20 1 ½ Weeks

II. Information

<u>EOC Report</u>	<u>Combination for the year</u>
ELA I -80.70%	88.39%
ELA II – 90.19%	84.75%
Algebra 1 – 80.43%	80.01%
Biology – 96.30%	92.26%
US History – 94.64%	95.35%

Summer School June 1st – 20th
EOC retakes June 21st – 23rd

III. Projected Enrollment for the 2022-2023 school year as of 6/9/2022

9th – 113
10th – 94
11th – 87
12th - 98

Total: 392

ACADEMY H S

Campus Improvement Plan

2022/2023

Hard work, focused dedication

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Charles Odom

PO BOX 592
361-384-5041
codom@sgisd.net

ACADEMY H S

Mission

The mission of Santa Gertrudis Independent School District is to engage in unique educational experiences and opportunities for student success. Through classroom technology, rigorous instruction, hard work, and focused dedication, Santa Gertrudis Independent School District produces scholars ready for the demands of high school, college and career.

Vision

The vision of Santa Gertrudis Independent School District is to develop successful high school and college graduates who will serve as the next generation of leaders in our country. Santa Gertrudis Independent School District ensures students are on a path to college and career starting in the primary grades. We believe all children, regardless of race, background, or socioeconomic status can achieve at high levels. Through a structured, disciplined and academically rigorous environment, our students will be prepared to live a life of scholarship, independence, and honor. By exposing students to life's opportunities, urgently pursuing rigorous academic goals, and laying the foundations for focused dedication, our students will be prepared to succeed in college, career and beyond.

Si usted requiere este documento traducido en un idioma además de inglés, por favor contacte a Nicole Rodriguez, nrodriguez@sgisd.net o llame al 361-384-5087 (x 3004) para la solicitud.

Nondiscrimination Notice

ACADEMY 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.

ACADEMY H S Site Base

Name	Position
Lopez, Gerry	District Technology
Barrera, Katherine	High School Teacher
Barrera, JoLiza	High School Teacher
Najera, Robert	High School Teacher
West, Rebecca	High School Teacher
Odom, Charles	Principal
Kristi Kelley	Counselor
Andrew Kelso Currie II	Parent

District Philosophy

The philosophy and educational program at Santa Gertrudis Independent School District are founded on three core values:

1. All students have the ability to achieve academic success

Core to our mission, we hold the unequivocal belief that all children, regardless of race, socioeconomic status, or incoming academic placement can achieve at high levels when provided with the appropriate structures and supports. It is the fundamental right of all children in this country to receive a high-quality, free, public education.

2. Quality teachers, with a focus on data and reflection, drive exceptional results.

We must invest in exceptional teachers to achieve exceptional results. Though our mission, curriculum and school culture are the foundation from which our students will excel, we must recruit, support, and retain the nation's highest quality teachers. We firmly believe that this investment is critical to the success of our students.

3. A culture of respect and discipline is core to student success.

A highly disciplined school environment allows students to learn and teachers to teach. It is our responsibility to implement a culture of discipline, respect, and hard work every minute of every day. School staff explicitly teach values like respect, integrity, and hard work. Through clear rules and constant positive reinforcement, all Santa Gertrudis students learn to take responsibility for themselves, their school, and their community.

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CORE BELIEFS AND ATTITUDES OF SGISD STUDENTS

FOCUS ON HIGH SCHOOL, COLLEGE, AND CAREER

We believe that high school, college and career preparation starts immediately upon enrollment. Every student in SGISD will understand that their hard work and focused dedication will prepare them to attend, succeed in and graduate from high school and college. College and career is infused in every facet of the school: from classrooms named after staff alma maters to college field lessons.

INTENSE FOCUS ON LITERACY, TECHNOLOGY, AND MATH

Studies show that success in literacy, technology and math in school are the strongest predictors of success in college. SGISD students spend extensive time in all three core areas – EVERY DAY!

TUTORING FOR ALL STUDENTS

The academic expectations are rigorous at SGISD. Many students may enter performing behind grade level, and even those students who start on grade level are likely to struggle somewhere along their path to college. As a result, SGISD provides small group and/or individual tutoring for struggling students. All students participating in extra-curricular activities must attend tutorials before attending practice, if needed. Much of this tutoring time is built into the academic school day through pullouts. Additional tutoring for struggling students will be available before/after school and, if necessary, during Saturday School.

HIGH BEHAVIORAL EXPECTATIONS

We firmly believe that learning cannot occur in chaos. All students at SGISD are held to high behavioral expectations. A detailed Code of Conduct, with a reward and punishment system, is adhered to in all classrooms. The highest performing schools in the country continue to prove that students learn best in a structured and consistent environment. We also believe good behavior should be explicitly taught and rewarded. Staff should go out of the way to recognize students who exhibit positive and scholarly behavior.

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FREQUENT COMMUNICATION WITH PARENTS

At SGISD, we believe parents are critical partners in their student's education. Parents/guardians receive weekly progress reports detailing student behavior and academics. Staff contact families, at minimum, once every two weeks to discuss how their students are progressing. Additionally, it is our policy to respond to all non-emergency phone calls and emails within 24 hours of receipt.

Resources

Resource	Source
End of Course Report	TEA
District Improvement Plan	District
Professional Development	ESC 2

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Goal 1. During the 2022-2023 school year, the overall achievement in STAAR Performance will be at or above the Region and State scores for all subjects and all students.

Objective 1. During the 2022-2023 school year, the overall student performance will indicate the Campus out-performed the State of Texas and Region II..

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will participate in professional development activities that increase their skills on how to utilize data to drive instruction. (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,2,3,4,6,7)	Core Subject Teachers, Counselor , Director of Instructional Leadership, Principals, Teachers	July-May	(F)Title I, (S)Local Funds, (S)State Compensatory	Formative - Staff Development Agendas, sign-in sheets, and teacher lesson plans.
2. Teachers will participate in professional development training on how to teach students how to track, monitor, and self-access their data to improve their academic achievement. (Title I SW: 1,2,10) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,2,3,4,6,7)	Core Subject Teachers, Director of Instructional Leadership, Principals, Teachers	July-May	(F)Title I, (S)Local Funds	Formative - Staff Development Agendas, sign-in sheets, student data folders, and teacher lesson plans.
3. Implement Professional Learning Communities (PLC'S) to monitor the disaggregation of student data to improve student outcomes. (Title I SW: 1,2,3,10) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,2,3,4,6,7)	Core Subject Teachers, Director of Instructional Leadership, Principals	July-May	(F)Title I, (S)Local Funds	Summative - PLC Agendas, sign-insheets, and teacher lesson plans.
4. Teachers will participate in professional development to improve their ability to assist students with writing (Writing Specialist). (Title I SW Elements: 2.5) (Target Group: All) (CSFs: 1,4)	Core Subject Teachers, Principals, Teachers	July – May	(F)Title 1, Grant	Formative - Staff Development Agendas, sign-in sheets, and teacher lesson plans.
5. Maintain the writing class for students who have not passed the 8 th grade reading, English I & II EOC exam(s)(Title I SW Elements: 2.5, 2.6) (Target Group: At-risk) (Strategic Priorities: 2.4) (CSFs: 1)	ELA Teachers, Principals, Counselor	July - May	(L) Local funds, (S) State funds	Formative – Benchmark Data, EOC Results..
6. Teacher will participate in professional development training with a Reading Specialist to provide reading strategies to assist students. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,4)	Core Subject Teachers, Principals, Reading Specialist	July - May	(F)Title 1, ESSER	Summative - Staff Development Agendas, sign-in sheets, and teacher lesson plans.
7. Implement and maintain a variety of programs of Study within the Career and Technical Education (CTE) Program which	CTE Teachers, Directorof Instructional Leadership, Principals, Counselors,	July-May	(F)Federal Funds, Title 1, (S) CTE funds, (S) State funds	Criteria: TAPR Report showing high school CTE coherent sequence score.

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Goal 1. During the 2022-2023 school year, the overall achievement in STAAR Performance will be at or above the Region and State scores for all subjects and all students.

Objective 1. During the 2022-2023 school year, the overall student performance will indicate the Campus out-performed the State of Texas and Region II..

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
May lead to students earning various certifications (Target group) (Strategic Priorities:3				

Goal 1. During the 2022-2023 school year, the overall achievement in STAAR Performance will be at or above the Region and State scores for all subjects and all students.

Objective 2. During the 2022-2023 school year, the overall student performance will increase in Algebra I at or above the State and Region II as measured by the STAAR/EOC exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will participate in professional development activities that increase their skills on how to utilize data to drive instruction. (Title I SW: 2,3,4,9) (Target Group: All,SPED,Dys) (CSFs: 1)	Core Subject Teachers, Director of Instructional Leadership, Principals, Teachers	Annually	(S)Local Funds, (S)State Compensatory	Summative - Staff development sign-in sheets, agendas, and minutes.
2. EOC tutorials, remediation activities, and or math activities will be offered to all students who are unsuccessful. (Target Group: All) (Strategic Priorities: 2) (CSF's: 1)	Math Teachers, Campus Principal, Counselor	July-May	(S)Local Funds,(S)State Funds	Formative – Sign in sheets for tutorials, EOC review materials, DMAC EOC pretests and posttests data, Benchmark results
3. Implement Professional Learning Communities (PLC'S) to monitor the disaggregation of student data to improve student outcomes. (Title I SW: 1,2,9,10) (Target Group: All,ECD,ESL,LEP,SPED)	Principals, Teachers	July-May	(F)Title I, (S)Local Funds, (S)State Compensatory	Summative - PLC Agenda's and sign-in sheets 14
4. Benchmark tested areas twice during the school year to monitor areas of students' strengths and weaknesses. (Title I SW Elements: 2.2, 2.5, 2.6) (Target Group: Algebra students) (Strategic Priorities: 2) (CSF's: 1,2)	Math Teachers, Counselor , Director of SpecialPrograms, Principals, Special Ed Teachers, Teachers	July-May	(F)IDEA Special Education, (S)Local Funds, (S)State Compensatory, (F) Title I	Formative: Benchmark Data
5. Utilize ALEK program in the Algebra I Tutorials to increase student engagement and academic achievement. (Title I SW: 1,5) (Target Group: All) (StrategicPriorities: 2) (CSFs: 1,2,4)	Business Manager, Core Subject Teachers, Director of Instructional Leadership, Director of Technology, Principals	July-May	(F)Title I, (S)Local Funds, (S)State Compensatory	Formative - Site-Licenses, student log-in records, teacher lesson plans, and classroom walk-through forms
6. Professional development will be provided to teachers to ensure students have classrooms that are high-performing, student centered, and self-managing. (Capturing Kid's Hearts) (Target Group: All) (Strategic Priorities: 1,4)	Counselor , Principals, Teachers	July-May	(F)Title I	Criteria: 2022-2023 STAAR/EOC student results, benchmark data

ACADEMY H S

- Goal 1.** During the 2022-2023 school year, the overall achievement in STAAR Performance will be at or above the Region and State for all subjects for all students.
- Objective 4.** During the 2022-2023 school year, the overall student performance will increase in Masters in U.S. History at or above the State or Region II as measured by the STAAR/EOC exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will participate in professional development activities that increase their skills on how to utilize data to drive instruction. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,2)	Core Subject Teachers, Counselor , Director of Instructional Leadership, Principals	July-May	(F)Title I, (S)Local Funds	Formative - Staff development sign-in sheets, agendas, and minutes
2. Benchmark tested area twice during the school year to monitor areas of students' strengths and weaknesses. (Title I SW Elements, 2.2, 2.5, 2.6) (Target Group: All) (Strategic Priorities: 2) (CSF's 1,2)	Campus Principal, Counselor, Curriculum Director, Testing Coordinator, Teacher	July-May	(F)Title I, (S)Local Funds, (S)State Fund	Formative – Benchmark Data
3. Continue Professional Learning Communities (PLC'S) for the 2021-2022 school year to monitor the disaggregation of student data to improve student outcomes. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,2)	Teacher, Curriculum Director, Principals,	July-May	(F)Title I, (S)Local Funds, (S)State Compensatory	Summative - PLC Agenda's, Data Digs, student data folders, and sign-in sheets
4. EOC tutorials, remediation activities, and or social studies activities will be offered to students who perform unsuccessful on the state exam. (Target Group: Unsuccessful students) (Strategic Priorities: 2) (CSF's 1)	Teachers, Campus Principal, Counselor	July-May	(F)Title I, (S)Local Funds, (S)State Funds	Formative – Sign in sheets for tutorials, EOC review materials, DMAC EOC pretests and posttests data, Benchmark results.
5. Provide social studies teacher with research based teaching strategies to increase student engagement. (Title ISW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,4)	Core Subject Teachers, Director of Instructional Leadership, Principals	July -May	(F)Title I	Summative - PLC Agendas, sign-in sheets, and teacher lesson plans.
6. Professional development will be provided to teachers to ensure students have classrooms that are high-performing, student centered, and self-managing. (Capturing Kid's Hearts) (Target Group: All) (Strategic Priorities: 1,4)	Core Subject Teachers, Principals, Teachers	July-May	(F)Title I	Criteria: 2021-2022 STAAR/EOC student results, benchmark data, snapshots, and discipline data
7. Provide student access to reading in the classroom to improve academic achievement.	Principals, Teachers	July-May	(F)Title I, RSSP	Criteria: 2020-2021 STAAR/EOC student results, benchmark data,

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Goal 1. During the 2022-2023 school year, the overall achievement in STAAR Performance will be at or above the Region and State for all subjects for all students.

Objective 4. During the 2022-2023 school year, the overall student performance will increase in Masters in U.S. History at or above the State or Region II as measured by the STAAR/EOC exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Target Group: All) (Strategic Priorities: 4)				and snapshots

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Instructional staff will utilize the Texas Essential Knowledge and Skills (TEKS) as the curriculum coupled with effective instructional practices which Promote student engagement and preparation.

Goal 2.

Objective 1. Improve on the programs and curriculum in place and implement new programs to ensure student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1.Create classes for reading and math to meet HB4545 accelerated Instruction Plan during the school day and after-school science and social studies. Continue to implement Math, Science, History, and ELA remediation activities. (Title I SW Elements 2.6) (Target Group: AtRisk)	Counselor , Campus Principal, Curriculum Director, Teacher	July-May	(F)Title I, (S)Local Funds, (S)State Funds	Criteria: Benchmark results
2. Continue the use of TEKS Resource, Lead4ward Content Field Guides and teacher resources and data sources. (Target Group: All)	Curriculum Director, District TestingCoordinator, Principals, Teachers	July-May	(S)Local Funds,(S)State Funds	Summative - student results, benchmark data
3. Continue to use and place a stronger emphasis on the use of the TEKS Resource System components in every core content area. Lead4ward field guides (Target Group: All) Strategic Priorities: 2)	Campus Principal, Curriculum Director Teachers, Counselor	July-May	(S)Local Funds,(S)State Funds	Summative - 2021-2022 STAAR/EOC student results, benchmark data 18
4. Continue to use the TEKS checklist to better use and implement the TEKS Resource System and incorporate it into the Nine Week Plans and YAG (Strategic Priorities: 2)	Teachers, Curriculum Director, Campus Principal, Counselor	July-May	(S)Local Funds,(S)State Fund	Summative - STAAR/EOC student results, Lesson Plans

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Instructional staff will utilize the Texas Essential Knowledge and Skills (TEKS) as the curriculum coupled with effective instructional practices which Promote student engagement and preparation.

Goal 2.

Objective 2. Improve on the programs and curriculum in place and implement new programs to ensure student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Open and close daily lessons with an emphasis on the TEK Verbs, nouns and academic vocabulary. (Target Group: All)	Teachers, Campus Principal, Counselor, Curriculum Director	July-May	(S)Local Funds,(S)State Funds	Criteria – Benchmark results, EOC state assessment
2. Provide immediate electronic feedback of walk through on TTESS in DMAC to teachers (Target Group: All)	Campus Principal	July-May	(S) Local Funds, (S)State Funding	Formative – Teacher Lesson Plans, Walk-throughs, Evaluations
3. Continue to find and implement activities that match the verbs in the TEKS in all classes in order to meet the needs of all learners. (Target Group: All)	Teachers,Principal, Curriculum Director	July-May	(S)Local Funds,(S)State Funds	Formative - Teacher lesson plans, 19
4. Teachers will participate in professional development to improve their ability to assist students with reading/writing (Writing Specialist, RSSP). (Target Group: All) (Strategic Priorities: 1,4)	ELA Teachers, Principals, Curriculum Director, Testing Coordinator, Counselor	July-May	(F)Title I	Criteria: 2021-2022 STAAR/EOC student results, benchmark data,

ACADEMY H S

Instructional staff will utilize the Texas Essential Knowledge and Skills (TEKS) as the curriculum coupled with effective instructional practices which Promote student engagement and preparation.

Goal 2.

Objective 3. Continue implementation of TTESS as the Teacher Evaluation System for evaluations and daily walk-throughs

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to provide training to teachers on TTESS Evaluation System.	Campus Principal	July-May	(S) Local Funds	On-going
2. Continue to provide training for teachers on measurable goal setting.	Campus Principal, Curriculum Director	July-May	(S)Local Funds,	On-going
3. Teacher data conferences will be held to monitor the disaggregation of student data to improve student outcomes. (Title I SW: 4) (Target Group: H) (Strategic Priorities: 2) (CSFs: 1,2)	Teachers, Curriculum Director, Campus Principal	July-May	(F)Title I, (S)Local Funds, (S)State Fund	Summative - 2021-2022 STAAR/EOC student results, benchmark data, and snapshots 20
4. Provide electronic immediate feedback to teachers of walk through scripting data.	Campus Principal, Teachers	July-May	(S) Local Funds	On-going

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Goal 3. Create a campus culture that all staff will model, support and encourage all students, parents and community members to develop and display positive attitudes which ensure academic success.

Objective 1. 100 percent of the staff will acknowledge and support all students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue with Senior Walk and Senior Breakfast	Campus Principal, Counselor	July-May	(S) Local Funds	Participation
2. Send Weekly messages (school messenger) to parents about events happening on the campus each week. Included will be messages from the principal, counselors, nurse, and organization sponsors (Target Group: All)	Campus Principal	July-May	(S) Local Funds	Weekly call outs (school messenger)

ACADEMY H S

Goal 3. Create a campus culture where all staff will model, support and encourage all students, parents and community members to develop and display positive attitudes which ensure academic success.

Objective 2. 100 percent of the staff will acknowledge and support all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1 Display motivational banners, bulletin boards throughout the campus	Teachers, Campus Principal	July-May	(S)Local Funds,	On-campus displays
2. Continue publishing of the school newspaper both paper copy and electronically (Target Group: All)	Teachers	July-May	(S)Local Funds	Criteria: Publishing of school newspaper

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Goal 4. During the 2022-2023 school year, the overall College, Career, and Military Readiness will increase from 85% to 90% based on the College, Career, and Military Readiness Data Table.

Objective 1. During the 2022-2023 school year, the overall students meeting TSI criteria in both ELA/Reading and Mathematics will increase from 50% to 55% based upon College, Career, and Military Readiness Data Tables.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus counselor, administrators, and other district representatives will continuously monitor, track, and report TSI student status. (Title I TA: 4) (Target Group: All,AtRisk) (Strategic Priorities: 3) (CSFs: 1,2,3,6)	Counselor , Principal, Teachers	July-May	(F)Title I, (S)Local Funds, (S)State Compensatory	Formative - TSI Student Scores and TSI Testing Calendar
2. Students that have not passed the TSI will be assigned TSI Math or TSI Reading/Writing Tutorials. (Target Group: All) (Strategic Priorities: 3) (CSFs: 1,2,7)	Math and Reading Teachers, Counselor , Campus Principals	July-May	(S)Local Funds	Formative - TSI Scores, TSI Tutorial Rosters, and Tutorial Attendance.
3. Students that have not passed the TSI and are on path to meet CCMR requirement will be assigned a College Readiness class to prepare them for the TSI test administration. (Target Group: All) (Strategic Priorities: 1,3) (CSFs: 1,2,4)	Counselor , Principals, Teachers	July- May	(S)Local Funds	Formative - College Readiness Class Rosters, Attendance Sheets 23
4. Increase access to technology for students taking college classes at TAMUK, CBC, and online (Edmentum) (Title I SW: 1,9,10) (Target Group: All) (Strategic Priorities: 3) (CSFs: 1,4)	Advanced Studies Director, Business Manager, Counselor , Curriculum Director, Director of Technology, Principals	July-May	(F)Title I, (S)Local Funds, (S)State Compensatory	Summative - College course completion rate, CCMR Data Table

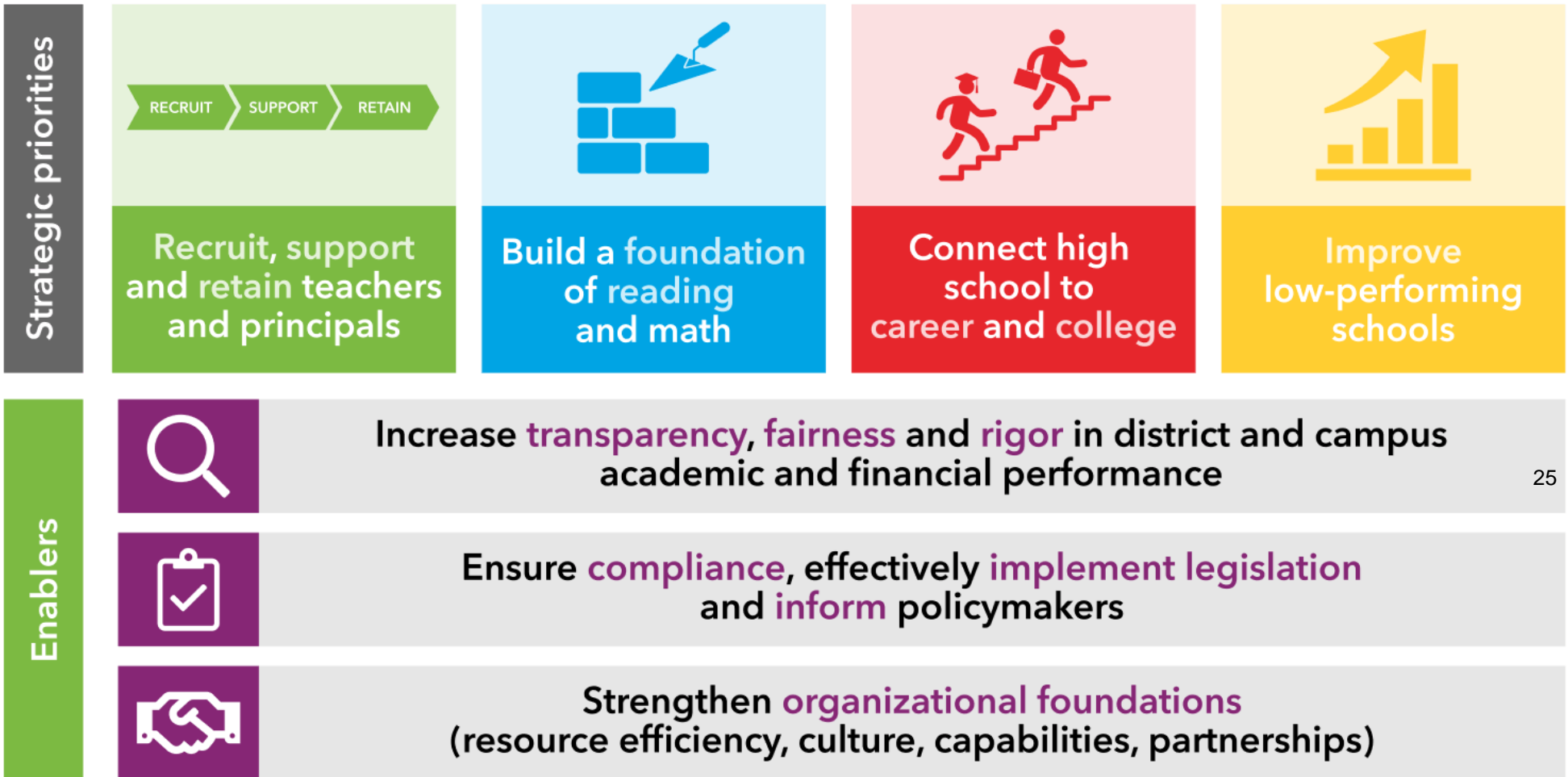
ACADEMY H S

Goal 4. During the 2022-2023 school year, the overall College, Career, and Military Readiness will increase from 85% to 90% based on the College, Career, and Military Readiness Data Table.

Objective 2. During the 2022-2023 school year, the overall students obtaining an Industry-Based Certification will increase from 15% to 20% based upon Career, and Military Readiness Data Tables.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Partner with Craft Training Center (CTC) to offer Programs of Study that lead to Industry-Based Certificates (NCCER Core, Welding, Pipe-Fitting, Electrical, and Instrumentation) (Title I SW: 1) (Target Group: 11th,12th) (Strategic Priorities: 3) (CSFs: 1)	Counselor , CTE Director, CTE Teachers, Curriculum Director, Principal, Superintendent	July-May	(F)Title I, (S)Local Funds, (S)State Compensatory	Summative - Student Certifications, CTC Rosters, and CTC Attendance
2. Utilize Gemetrics in Business Information Management (BIM) class so students can obtain Industry-Based Certifications in Word Expert, Excel Expert, Access, and Powerpoint. (Target Group: All) (Strategic Priorities: 3)	Counselor , CTE Director, CTE Teachers, Curriculum Director Director of Technology, Principal	July-May	(F)Federal Grant, (F)Title I, (S)Local Funds, (S)State Compensatory	Summative - Student Certifications, BIM Rosters, Geometrics Completion List
3. Apply for State Grant to add Microsoft Technology Associate (MTA) certificates to Web Tech and Computer Science Curricula and Xello. (Title I SW: 8) (Target Group: All) (StrategicPriorities: 3) (CSFs: 1,4,6)	CTE Director, CTE Teachers, Principal	July-May	(F)Federal Grant, (F)Title I, (S)State Compensatory	Summative - Certifications 24
4. Provide staff development to teachers to ensure students have classrooms that are high-performing, student centered, and self-managing. (Capturing Kid's Hearts) (Target Group: All) (Strategic Priorities: 1,3,4)	CTE Director, Principal, Teachers	July-May	(F)Title I	Criteria: 2021-2022 STAAR/EOC student results, benchmark data, and snapshots

Every child, prepared for success in college, a career or the military.



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**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Santa Gertrudis Academy serves the needs of many diverse learners who come from a variety of attendance zones such as the King Ranch, Kingsville at large, Bishop, Driscoll, Ricardo, Riviera, Sarita, Alice, Agua Dulce, Ben Bolt and Premont. This development is truly a unique feature of our school district. We offer programs ranging from agricultural science, health occupations, art, business, Spanish, technology, athletics, band, U.I.L. academics, physical education, Advanced Placement, as well as dual-enrollment coursework at Texas A&M University - Kingsville, as well as Coastal Bend College.

Enrollment:359

Ranch Residents: 10

Female: 188

Male: 171

At-risk: 39

Economically Disadvantage: 146

ESL: 0

G/T: 55

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Hispanics: 277

White: 75

African-American: 2

Asian: 3

Indian: 0

Pacific Islander: 0

Two or More 2

Demographics Weaknesses

Some students at Santa Gertrudis Academy still lack the higher level thinking skills and fluent reading to be productive at mastering the TEKS. Tutorial session has been put into placed to help identify and increase student performance. RSSP has been implemented in assisting to improve scores in English.

Demographics Needs

In light of the success of these programs, our students need further assistance with advanced level 3 performance on STAAR assessments, increased scores on ACT/SAT, and increased Dual Credit enrollment.

Comprehensive Needs Assessment

Demographics Summary

Santa Gertrudis Academy High School currently has 375 students enrolled. The campus has experienced a student increase of over 100 students in four years, and that aspect has been on of the strength as well as a challenge. On the whole, meeting the academic needs of our growing enrollment has been a challenge for our faculty and staff.

Student Achievement

Student Achievement Strengths

Our students take the five state-mandated STAAR End-of-Course exams. Locally, our students have performed better on Algebra, Biology, and US History.

Student Achievement Weaknesses

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Our students have slowly continued to improve in STAAR EOC English 1 and English II

Student Achievement Needs

Academy high school needs to focus more on English I and English II by implementing interventions to help bridge the Gap and increase scores.

Student Achievement Summary

Academy high school continues to perform well on Algebra, Biology and Social Studies EOC exams. With the continual focus on English I and English II Academy will perform higher on the EOC exams.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Strengths

Academy is a small school located on the campus of Texas A&M University - Kingsville. The culture is very diverse with students coming to school from various locations. This brings with it the different experiences that students have from their families. The climate is that student and staff show a respect for each other.

School Culture and Climate Weaknesses

Academy high school is located in a dorm building on TAMUK campus. The size of the classrooms limits the increase of students to be in the class. The building can only hold so many students safely.

School Culture and Climate Needs

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To continue the relationship between students and staff. In the future Academy would probably need to relocate to a different building to support the growth of the campus.

School Culture and Climate Summary

In summary, Academy high school is a place where both the students and the staff enjoy. There is a sense of pride and encouragement that students feel while at school.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

All staff were highly qualified during the 2021-2022 school year. Most teachers are at the less than five years or more than ten years. Recruitment wise, we do post on the TASB web site, school district site, as well as in the Corpus Christi Caller-Times. We do attend the teacher job fairs at Texas A&M University - Kingsville. We tend to have not very much turnover rate compared to other school districts in the area. Teachers are appraised annually using the T-TESS appraisal system.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Weaknesses

Recruitment has been difficult though because we simply do not receive the number of qualified applicants as one would expect in other parts of the state especially in math and science.

Staff Quality, Recruitment and Retention Needs

The administration will continue to work diligently at identifying highly qualified individuals to fill the position in math and science. Academy will not allow the sacrifice of students needs due to the lack of highly qualified individuals.

Staff Quality, Recruitment and Retention Summary

Compared to the surrounding school districts, Academy is where teachers would like to be employed. With highly motivated students and decrease of discipline issues this allow teachers to teach without any disruptions.

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Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Academy provides students with a variety of courses to choose from on and off campus. The curriculum is aligning with the state standards. Students are providing 90 minute daily instruction on an accelerate block. Students complete a full year's curriculum in one semester and begin another full year in instruction in January. This provides students to complete high school course so that they may attend college classes as the progress through their four years.

Curriculum, Instruction and Assessment Weaknesses

With the accelerated block it tends to leave seniors with not many electives for them to take. Students are allowed to take their freshmen spring semester one college course. As they move forward they are granted more college classes to take. So by the time they are seniors they could be taking all college classes with little high school classes left.

Curriculum, Instruction and Assessment Needs

Comprehensive Needs Assessment

Academy needs to provide more elective classes to students by their senior year.

Curriculum, Instruction and Assessment Summary

Academy high school provides an array of opportunities for students to gain college classes along with CTE certifications. Academy provides a nursing program through CBC/Dell Mar and welding certification through the Craft Training Center.

Family and Community Involvement

Family and Community Involvement Strengths

Family and community involvement is strong at Santa Gertrudis Academy. Parent volunteers have many different opportunities at various events. Parents are involved in meetings.

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Family and Community Involvement Weaknesses

Not all parents are able to attend events or meetings due to work or other reasons.

Family and Community Involvement Needs

Academy needs to provide different means of involvement either in person or through virtual meetings.

Family and Community Involvement Summary

In summary Family and Community involvement is strong in Academy high school. Parents have the ability to be involved in many activities.

School Context and Organization

Comprehensive Needs Assessment

School Context and Organization Strengths

Teachers and staff participate in surveys to be able to give their opinion. School sends a call out on Wednesdays and Sundays with upcoming events for the week.

School Context and Organization Weaknesses

Staff is shared amongst district, which makes some classes bigger because they cannot have more than a certain amount of classes due to having to go to another campus in the district.

School Context and Organization Needs

New teacher mentor program

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School Context and Organization Summary

Plan for classes and collaborate with the Junior high.

Technology

Technology Strengths

Promethean boards in the classrooms.
Chromebooks have been issued to students to use at school and at home (anticipating 1 to 1)
.Have Chromebook carts to go to classrooms
Teachers have embraced the google platform that the district uses

Technology Weaknesses

Comprehensive Needs Assessment

Service needs updating. Lack of Tech staff for each campus. Limited training for teachers on how to use technology

Technology Needs

Academy needs to provide a 1:1 ration with computers to student. Need additional tech support for students and staff.

Technology Summary

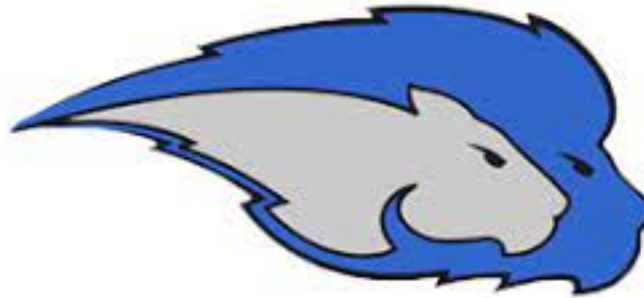
Campuses are in need of proper technology training. There is a lack of programs that encourage innovative, real world and post secondary opportunities.

Other

SANTA GERTRUDIS EL

SGS- Campus Improvement Plan

2022/2023



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Rox-Anne Guajardo
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SANTA GERTRUDIS EL

Mission

The mission of Santa Gertrudis Independent School District is to engage in unique educational experiences and opportunities for students' success.

Vision

We strive to unleash our lion potential: Leading the way in educational innovation.

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Nondiscrimination Notice

SANTA GERTRUDIS EL 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.

Legacy

Building on the past and blazing a trail to the future

Achievement

Setting, reaching, and achieving goals

Relationship

Meaningful connections between peers, teachers, co-workers, and community

Leadership

Ethical responsibility to everyone around you

Respect

The “Golden Rule” and respect for resources

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Well-Being

Active process of becoming aware of and making choices toward a healthy and fulfilling life

SANTA GERTRUDIS EL Site Base

Name	Position
Yzaguirre, Tracy	Business Owner
Ruiz, Lillie	SGS Teacher
Kalinec, Liz	SGS teacher
Oliveira, Diana	SGS Teacher
Caldera, Jennifer	Community Member
Guajardo, Rox-Anne	School Principal
Murphy, Casey	Parent
Gonzalez, Jesse	Assistant Principal
Canales, Kayla	School Counselor
Kana, Kristina	SGS Teacher
Soliz, Linda	Parent

Resources

Resource	Source
Compensatory Funds	Federal
Federal Grant	Federal
IDEA Special Education	Federal
Title I	Federal
Assessment Materials	Local
Brainpop	Local
District Website/Social Media Accounts	Local
DMAC	Local
eSped	Local
PEIMS	Local
Ascender	State
Local Funds	State
State Compensatory	State
TEA list of Certifications	State
TPRI	State

SANTA GERTRUDIS EL

Goal 1. Santa Gertrudis School (Santa Rosa and King Ranch campuses) will collaborate to ensure every student will benefit from a financial accountability system that maximizes the effective management of district resources, aligns with instructional program goals and complies with State Accountability Standards.

Objective 1. Establish a clearly defined safety/emergency plan that adheres to federal, state, and local codes.

Objective 2. Ensure that spending is purposeful, focused and aligned with all instructional programs and initiatives.

Goal 2. Santa Gertrudis School will collaborate to ensure EVERY student will perform at or above the State Performance Standards as outlined in the State of Texas current year Accountability Plan.

Objective 1. Establish a culture of college, career and military readiness for 100% of our students through strategies that provide students and parents information for these topics.

Objective 2. Promote a culture of collaboration focused on teaching and learning.

Objective 3. Provide research based prevention and intervention programs for students requiring additional support services to meet Texas Essential Knowledge and Skills.

Objective 4. Increase the percentage of students passing the state and federal accountability standards.

Goal 3. Santa Gertrudis School community and parental involvement will increase by 10% by the end of the school year 2024.

Objective 1. Establish communication and monitoring strategies between the district, parents and community.

Objective 2. Increase parental involvement opportunities.

Objective 3. Communicate student progress for overall success.

Goal 4. Santa Gertrudis School will strive to increase technology in the classroom by providing additional technology access in elementary and junior high classrooms. Classrooms will be equipped with state of the art interactive technology by the end of the 2024, while also providing teachers the tools necessary to effectively integrate these devices.

Objective 1. Staff development opportunities will be aligned to meet the technological needs of teachers and students.

Objective 2. STEAM: Coding, Robotics, College and Career and Fine Arts education opportunities for students

Goal 5. Santa Gertrudis School will create a culture where students feel safe and able to advocate for their social and academic wellness in an orderly environment.

Objective 1. Teaching academic skills for the promotion of self advocacy

Objective 2. Create a positive culture in which EVERY individual has value and worth.

Goal 6. Santa Gertrudis School (Santa Rosa and King Ranch campuses) will recruit, retain, and provide employee training and mentorship programs to enhance overall staff effectiveness.

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SANTA GERTRUDIS EL

Objective 1. (Objective 1) Establish a mentor program that is purposeful, focused, and aimed at developing relationships and skill sets amongst new staff.

SANTA GERTRUDIS EL

Goals

1. Santa Gertrudis School (Santa Rosa and King Ranch campuses) will collaborate to ensure every student will benefit from a financial accountability system that maximizes the effective management of district resources, aligns with instructional program goals and complies with State Accountability Standards.
2. Santa Gertrudis School will collaborate to ensure EVERY student will perform at or above the State Performance Standards as outlined in the State of Texas current year Accountability Plan.
3. Santa Gertrudis School community and parental involvement will increase by 10% by the end of the school year 2024.
4. Santa Gertrudis School will strive to increase technology in the classroom by providing additional technology access in elementary and junior high classrooms. Classrooms will be equipped with state of the art interactive technology by the end of the 2024, while also providing teachers the tools necessary to effectively integrate these devices.
5. Santa Gertrudis School will create a culture where students feel safe and able to advocate for their social and academic wellness in an orderly environment.
6. Santa Gertrudis School (Santa Rosa and King Ranch campuses) will recruit, retain, and provide employee training and mentorship programs to enhance overall staff effectiveness.

SANTA GERTRUDIS EL

Objectives

- 1.1. Establish a clearly defined safety/emergency plan that adheres to federal, state, and local codes.
- 1.2. Ensure that spending is purposeful, focused and aligned with all instructional programs and initiatives.
- 2.1. Establish a culture of college, career and military readiness for 100% of our students through strategies that provide students and parents information for these topics.
- 2.2. Promote a culture of collaboration focused on teaching and learning.
- 2.3. Provide research based prevention and intervention programs for students requiring additional support services to meet Texas Essential Knowledge and Skills.
- 2.4. Increase the percentage of students passing the state and federal accountability standards.
- 3.1. Establish communication and monitoring strategies between the district, parents and community.
- 3.2. Increase parental involvement opportunities.
- 3.3. Communicate student progress for overall success.
- 4.1. Staff development opportunities will be aligned to meet the technological needs of teachers and students. 41
- 4.2. STEAM: Coding, Robotics, College and Career and Fine Arts education opportunities for students
- 5.1. Teaching academic skills for the promotion of self advocacy
- 5.2. Create a positive culture in which EVERY individual has value and worth.
- 6.1. (Objective 1) Establish a mentor program that is purposeful, focused, and aimed at developing relationships and skill sets amongst new staff.

SANTA GERTRUDIS EL

Goal 1. Santa Gertrudis School (Santa Rosa and King Ranch campuses) will collaborate to ensure every student will benefit from a financial accountability system that maximizes the effective management of district resources, aligns with instructional program goals and complies with State Accountability Standards.

Objective 1. Establish a clearly defined safety/emergency plan that adheres to federal, state, and local codes.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Emergency and evacuation procedures will be in place and practiced throughout the year to prepare staff and students for any emergency. (Target Group: All) (Strategic Priorities: 1,4)	Principals, School Nurse, SRO Officer, Teachers	August- May	(S)Local Funds	Criteria: Post Drill Evaluations
2. All students and staff will participate in "Red Ribbon Week" to promote drug free awareness. (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.4)	Counselor , Principals, School Nurse, Teachers	October 2022	(F)Title I, (S)Local Funds	Criteria: Flyer with activities will be sent home and posted on social media.

SANTA GERTRUDIS EL

Goal 1. Santa Gertrudis School (Santa Rosa and King Ranch campuses) will collaborate to ensure every student will benefit from a financial accountability system that maximizes the effective management of district resources, aligns with instructional program goals and complies with State Accountability Standards.

Objective 2. Ensure that spending is purposeful, focused and aligned with all instructional programs and initiatives.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Review all purchase orders and requisitions for alignment to the adopted curriculum and instruction. All purchases will support the TEKS Resource System. (Target Group: All) (Strategic Priorities: 1,2,3,4)	Principals	July- May	(F)Compensatory Funds, (F)Title I, (S)Local Funds, (S)State Compensatory	Criteria: Sign-In sheet
2. Classrooms will be equipped with additional chrome books/iPads/tablets/desktops, so that students may utilize the technology programs that are available to them. (Title I SW Elements: 1.1) (Target Group: All,ECD,ESL,AtRisk) (Strategic Priorities: 4)	Director of Technology, Principals, Teachers	October- May	(F)Compensatory Funds, (F)Title I - \$15,000, (S)State Compensatory	Criteria: We will be a 1:1 with technology devices by the end of 2023.
3. Additional cameras will be purchased to increase safety monitoring of all students and staff. (Target Group: All) (Strategic Priorities: 4)	Director of Technology, Principals	October- May	(S)Local Funds, (S)State Compensatory	Criteria: New cameras visible

SANTA GERTRUDIS EL

Goal 2. Santa Gertrudis School will collaborate to ensure EVERY student will perform at or above the State Performance Standards as outlined in the State of Texas current year Accountability Plan.

Objective 1. Establish a culture of college, career and military readiness for 100% of our students through strategies that provide students and parents information for these topics.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implementation of student-led, scaffolding leadership program to guide post-secondary plans through clubs and organizations (Title I SW: 1,2,3,4,10) (Title I SW Elements: 1.1,2.3,2.6,3.2) (Target Group: ECD,ESL,SPED,AtRisk) (Strategic Priorities: 2,4) (CSFs: 1,2,6)	Counselor , Principals, Teachers	Annually	(F)Compensatory Funds, (S)Local Funds, (S)State Compensatory	Summative - STAAR Scores Student Grades Sign-In Sheets EOY Student Survey
2. SGS will develop a systematic teacher and student focused plan addressing learning styles, career inventory and college and career readiness for post secondary success through the use of Xello. (Title I SW: 1,9,10) (Target Group: All) (Strategic Priorities: 3) (CSFs: 1,6)	Counselor , Principals, Teachers	Annually	(S)Local Funds, (S)State Compensatory	Summative - Student plans

SANTA GERTRUDIS EL

Goal 2. Santa Gertiudis School will collaborate to ensure EVERY student will perform at or above the State Performance Standards as outlined in the State of Texas current year Accountability Plan.

Objective 2. Promote a culture of collaboration focused on teaching and learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Provide additional learning opportunities that will target specific learning expectations for targeted students by offering after school tutorials, intervention time, HB4545 Accelerated Learning opportunities and Saturday school (Title I SW: 1,3) (Title I SW Elements: 1.1,2.6) (Target Group: ECD,ESL,SPED,AtRisk,504) (Strategic Priorities: 2) (CSFs: 1,2,4) (ESF: 4,4.1,5,5.1)</p>	<p>Counselor , Interventionists, Principals, Teachers</p>	<p>October-April</p>	<p>(F)HB 4545-High Impact Tutoring, (F)Title I, (L)Assessment Materials, (L)Brainpop, (L)Pride Time, (L)RTI</p>	<p>Criteria: Student and Teacher Sign-In Sheets</p> <p>Summative - Utilize pre and post assessments using STAR, Dreambox, TPRI reports, iXL. Keep attendance/tutorial logs in a data notebook that tracks the targeted objectives and outcomes.</p>
<p>2. Participate in grade level and PLC meetings to improve instruction through collaboration of all stake holders. (Title I SW: 1,4) (Title I SW Elements: 1.1,2.6,3.2) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,2,7) (ESF: 1,1.2,4)</p>	<p>Director of Federal Programs, Principals, Teachers</p>	<p>July- May</p>	<p>(F)Title I, (S)Local Funds, (S)State Compensatory</p>	<p>Criteria: Sign-In Sheets, Data Tracking Sheets Weekly Newsletter 45</p> <p>Summative - Principals and Administration will monitor the implementation of all instructional programs/resources and make adjustments as needed to meet the needs of students. Sign in sheets and minutes of meetings will be collected as well as teacher data trackers.</p>
<p>3. Teachers will attend professional development at the Region 2 Service Center and attend conferences to address areas of growth that are needed to improve student achievement. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3,4,5)</p>	<p>Director of Federal Programs, Principals, Teachers</p>	<p>July- May</p>	<p>(F)Title I, (S)State Compensatory</p>	<p>Criteria: Certificates of Participation</p> <p>10/01/19 - Pending (S)</p>
<p>4. Continue to differentiate instruction in all content areas that meet the needs of all identified GT students. (Target Group: GT) (Strategic Priorities: 4) (ESF: 2,4,5)</p>	<p>Director of Special Programs, Principals, Teachers</p>	<p>July- May</p>		<p>Criteria: Lesson plans Walk throughs</p> <p>10/07/19 - Pending (S)</p>

SANTA GERTRUDIS EL

Goal 2. Santa Gertiudis School will collaborate to ensure EVERY student will perform at or above the State Performance Standards as outlined in the State of Texas current year Accountability Plan.

Objective 3. Provide research based prevention and intervention programs for students requiring additional support services to meet Texas Essential Knowledge and Skills.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to implement a Multi Tier System Of Support (MTSS) referral process to ensure student achievement. Continue to use "Dreambox" program for Tier 2 and Tier 3 students, as well as Istation Reading, and a Reading Interventionist to pull out students who are in need of additional support. (Title I SW Elements: 1.1,2.6) (Target Group: All,ECD,ESL,SPED,AtRisk,Dys) (Strategic Priorities: 2,4) (ESF: 5,5.4)	Interventionists, Principals, Teachers	July- May	(F)Title I - \$20,000, (L)RTI, (L)Study Island, (S)Local Funds, (S)State Compensatory	Criteria: Student Report Logs. 10/01/19 - Pending (S)
2. Align teacher professional development to address instructional needs and strategies, and provide follow-up meetings with the ESC 2 staff. (Target Group: ECD,ESL,SPED,GT,AtRisk,Dys,504,PRE K,K) (Strategic Priorities: 1,4)	Director of Special Programs, Principals	July- May	(F)Title I, (L)Teacher Training, (S)State Compensatory, (S)TPRI	10/01/19 - Pending (S) 46
3. Implement and monitor the Renaissance Learning Program to enhance reading and math opportunities and improve proficiency in EVERY student. (Target Group: All,1st,2nd,3rd,4th,5th,6th,7th ,8th) (Strategic Priorities: 2,4)	Interventionists, Principals, Teachers	July- May	(L)Renaissance Reading/Math, (S)State Compensatory - \$9,100	Criteria: Data Tracking Sheets completed quartely by teachers 10/01/19 - Pending (S)
4. Provide Fundamental Five training to all teachers to increase the use of different instructional strategies in the classroom. (Target Group: All) (Strategic Priorities: 1,2,4)	Principals	July- May	(F)Title I	Criteria: Walk throughs Lesson Plans 10/01/19 - Pending (S)
5. Teachers will utilize Phonics Curriculum and Spelling in grades Kinder-3rd. (Title I SW Elements: 1.1,2.5) (Target Group: K,1st,2nd,3rd) (Strategic Priorities: 2,4) (ESF: 5,5.1,5.3)	Principals, Teachers	May 2023		Criteria: Lesson Plans

SANTA GERTRUDIS EL

Goal 2. Santa Gertiudis School will collaborate to ensure EVERY student will perform at or above the State Performance Standards as outlined in the State of Texas current year Accountability Plan.

Objective 4. Increase the percentage of students passing the state and federal accountability standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide flexible scheduling for Core Subject teachers once a grading period, to get additional planning time to look at data, plan with purpose and alignment, and get advice from curriculum consultants, which will target individual student needs based on findings. (Target Group: 6th,7th ,8th) (Strategic Priorities: 1,2,4) (ESF: 2,4,5,5.2)	Principals, Teachers	November- May	(F)Title I - \$10,000	Criteria: Sign-In Sheets 10/07/19 - Pending (S)
2. Provide Reading instructional support to ALL students through a variety of literacy approaches/strategies-The Science Of Reading, student/teacher data notebooks, and word walls. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th,6th,7th ,8th) (Strategic Priorities: 2,4) (ESF: 4,4.1)	Interventionists, Principals, Teachers	July- May	(F)Title I, (L)Pride Time, (S)TPRI	Criteria: Sign-In sheets Lesson Plans 47
3. Provide Math instructional support to ALL students through a variety of approaches/strategies-- Math stations, student/teacher data notebooks, vocabulary cards. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th,6th,7th ,8th) (Strategic Priorities: 2,4)	Interventionists, Principals, Teachers	July- May	(F)Title I, (L)Tutorial Time, (S)Completion Reports, (S)Local Funds	Criteria: Lesson Plans

SANTA GERTRUDIS EL

Goal 3. Santa Gertrudis School community and parental involvement will increase by 10% by the end of the school year 2024.

Objective 1. Establish communication and monitoring strategies between the district, parents and community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Design system of tracking volunteer hours for parents, students and community. (Title I SW: 6) (Target Group: All) (CSFs: 5,6)	Principals	May 2024	(S)Local Funds	Summative - End of year reports and parent volunteer form will be turned in.
2. Monitor parent involvement in school sponsored activities (Title I SW: 6,10) (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 3,4) (CSFs: 5,6) (ESF: 3,3.4)	Principals, Teachers	Continuously	(S)Local Funds, (S)State Compensatory	Criteria: Sign-In sheets Invitations/Flyers
3. Mail parents information on how to sign up for Ascender Parent Portal (Title I SW: 6) (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,5,6) (ESF: 3,3.1,3.3,3.4)	Counselor , PEIMS clerk, Principals	Fall 2024	(S)Local Funds	Criteria: Ascender Registration report 10/07/19 - Pending (S) 48

SANTA GERTRUDIS EL

Goal 3. Santa Gertrudis School community and parental involvement will increase by 10% by the end of the school year 2024.

Objective 2. Increase parental involvement opportunities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement strategies to increase parental involvement including: Parent/Student events such as Open House, Math/Literacy/Writing Night, and Career Night for all grade levels located at SGS Santa Rosa and Ranch campuses (Title I SW: 6,9) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2,3,5)	Counselor , Principals, Teachers	Spring 2024	(S)Local Funds, (S)State Compensatory	Summative - Sign-ins Agendas
2. Have events such as coffee with administrators, grandparents day, Thanksgiving luncheons, nurses, counselors, librarians, teachers, etc. (Title I SW: 6,10) (Target Group: All) (Strategic Priorities: 3,4) (CSFs: 5,6)	Counselor , Food Service Manager, Principals, School Nurse, Superintendent, Teachers	September- May 2024	(F)Title I, (S)Local Funds	Summative - Sign-ins
3. Continue a campus Parent-Teacher Organization to help with student and staff incentives such as perfect attendance awards, luncheons, and speakers. (Title I SW Elements: 3.1,3.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.4)	Counselor , Principals, Teachers	July- May	(F)Title I, (S)Local Funds	Criteria: Sign-In sheets Invitations/Flyers 10/07/19 - Pending (S)

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SANTA GERTRUDIS EL

Goal 4. Santa Gertrudis School will strive to increase technology in the classroom by providing additional technology access in elementary and junior high classrooms. Classrooms will be equipped with state of the art interactive technology by the end of the 2024, while also providing teachers the tools necessary to effectively integrate these devices.

Objective 1. Staff development opportunities will be aligned to meet the technological needs of teachers and students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide opportunities to properly train staff for Google Classroom. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1)	Principals, Teachers	July- May 2024	(F)Title I, (S)Local Funds	Summative - Lesson plans and sample use of Google Classroom
2. Implement one day of Staff Development yearly providing staff training on: Interactive Boards, G-Suite, Outlook and Microsoft Office. (Title I SW: 1,4,9) (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,7) (ESF: 4,4.1)	Director of Federal Programs, Director of Special Programs, Principals, Superintendent	Annually	(S)Local Funds	Criteria: Lesson Plans Sign-In Sheets Summative - Teacher lesson plans and staff development sign-ins
3. Incorporate state and federally required staff development to meet the needs of our special needs students to include: Special Education, 504, and Gifted and Talented. (Target Group: All,ECD,ESL,SPED,GT,Dys) (Strategic Priorities: 1) (CSFs: 1,2,7)	Director of Federal Programs, Director of Special Programs, Principals, Superintendent	July- May 2021	(S)Local Funds	Summative - Teacher lesson plans and staff development sign-ins. 51

SANTA GERTRUDIS EL

Goal 4. Santa Gertrudis School will strive to increase technology in the classroom by providing additional technology access in elementary and junior high classrooms. Classrooms will be equipped with state of the art interactive technology by the end of the 2024, while also providing teachers the tools necessary to effectively integrate these devices.

Objective 2. STEAM: Coding, Robotics, College and Career and Fine Arts education opportunities for students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teacher training in Computer and Technology education. (Title I SW: 1,9,10) (Target Group: All) (Strategic Priorities: 2,3,4) (CSFs: 1,2,3,4,6)	Director of Technology, Teachers	Fall 2022	(S)Local Funds, (S)State Compensatory	Criteria: Professional Development offered throughout the year Formative - Number of programs included in schedule
2. Creation of STEAM based activities in class as well as clubs such as robotics, Destination Imagination and Science Fair, Yearbook/Photography. (Title I SW: 1,3,10) (Target Group: All) (Strategic Priorities: 2,3,4) (CSFs: 1,2,4,6,7)	Principals	Spring 2023	(S)Local Funds	Summative - Robotics class, Yearbook class and STEAM activity lesson delivered in class by Math/Science teachers will be displayed. 52
3. Purchase additional technology equipment to supplement digital curriculum. (Target Group: All) (Strategic Priorities: 1,2,3)	Principals	Sept-Jan	(F)Title I	Criteria: Teachers will supplement instruction with Google Classroom.
4. Purchase additional technology equipment to support students at home during remote conferencing. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.2,2,2.1,2.2,4.1,5.1,5.2,5.3)	CTE Teachers, Principals, Teachers	Aug.- May		Criteria: Technology needs survey
5. Purchase additional color printers and ink for teachers to be able to implement strategies learned. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 1,2,2.1,3,3.4,4,4.1,5,5.3)	Principals, Teachers	October-May	(F)Title I	Criteria: EOY Survey More hands-on activities included in lesson plans

SANTA GERTRUDIS EL

Goal 5. Santa Gertrudis School will create a culture where students feel safe and able to advocate for their social and academic wellness in an orderly environment.

Objective 1. Teaching academic skills for the promotion of self advocacy

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide students with counseling sessions through their "specials" classes to learn about character education, social skills, and bully prevention. (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 2,3)	Counselor , Principals, Teachers	July- May	(F)Title I - \$2,500, (L)Pride Time, (S)Local Funds	Criteria: Usage reports from website 10/01/19 - Pending (S)
2. Offer school wide assemblies on Bullying, Cyberbullying and Suicide prevention (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3,3.1,3.2,3.4)	Counselor , Principals, Teachers	July-May	(F)Title I - \$2,000	10/01/19 - Pending (S)
3. Students will have access to Social Emotional awareness lessons through Navigate 360 SEL and Capturing Kids Hearts. (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3,3.1,3.2,3.3,3.4)	Counselor , Teachers	Sept. - May	(F)Title I - \$6,000	Criteria: Student evaluation of program 53

SANTA GERTRUDIS EL

Goal 5. Santa Gertrudis School will create a culture where students feel safe and able to advocate for their social and academic wellness in an orderly environment.

Objective 2. Create a positive culture in which EVERY individual has value and worth.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide incentives at the end of each grading period for students with perfect attendance, Accelerated Reader, and Honor Roll. (Target Group: All,ECD,ESL,SPED,GT,CTE,AtRisk,504,PRE K,K) (Strategic Priorities: 2,4)	Counselor , Principals, Teachers	October-May	(F)Title I, (S)Local Funds, (S)State Compensatory	Criteria: Rewards system
2. Create incentives such as end of quarter celebrations, staff birthday recognition, and appreciation luncheons that promote high teacher morale, increase productivity, and staff attendance. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th,6th,7th ,8th) (Strategic Priorities: 1)	Counselor , PEIMS clerk, Principals, Teachers	October- May	(F)Title I, (S)Local Funds	Criteria: Sign-In sheets invitations and morale booster copies
3. After school student activities such as Destination Imagination(DI), UIL Academics, and Student Council will exist to complement the academic curriculum. (Target Group: All) (Strategic Priorities: 3,4)	Counselor , Principals, Teachers	July- May	(S)Local Funds	Criteria: Sign-In sheets from practices

SANTA GERTRUDIS EL

Goal 6. Santa Gertrudis School (Santa Rosa and King Ranch campuses) will recruit, retain, and provide employee training and mentorship programs to enhance overall staff effectiveness.

Objective 1. (Objective 1) Establish a mentor program that is purposeful, focused, and aimed at developing relationships and skill sets amongst new staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide meaningful mentor/mentee activities and relationship building to provide guidance, advice, and feedback with more experience than themselves. (Title I SW Elements: 3.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1,5)	Counselor , Principals, Teachers	May 2023	(F)Title I, (L)Teacher Training, (S)Local Funds	Criteria: Sign-In Sheets T-TESS Observations

Expenditures

Resource	Source	Strategy	Amount
Completion Reports	State	2.4.3	
TPRI	State	2.3.2, 2.4.2	
2 Resource(s)			Total: 0

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Enrollment: 406 students

Ranch Residents: 35 students

Female: 196 students

Male: 210 students

At-Risk: 127 students = 31.28%

Economically Disadvantaged: 191 students = 47.04%

ESL/LEP: 2 students= .49%

G/T: 74= 18.47%

1st grade- 4 students

2nd grade- 10 students

3rd grade- 4 students

4th grade- 10 students

5th grade- 7 students

6th grade- 13 students

7th grade- 12 students

8th grade- 14 students.

Hispanic- 312 = 76.85%

White- 74 = 18.23%

African American- 3 = 0.74%%

Asian- 11 = 2.71%

Indian- 3 = 0.74 %

Pacific Islander- 0 = 0%

Two or More Races - 3 = .74%

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Demographics Weaknesses

Comprehensive Needs Assessment

Demographics Weaknesses (Continued)

- 35/406 Students reside in the district
- 8.6% of our student population resides within the boundaries of the school district.

Demographics Needs

The School to implement a Mentor program in which teachers can progress monitor residents and the programs they are enrolled in to ensure they are guided through the different opportunities and pathways available.

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Demographics Summary

Total number of students who reside in the district is less than 10% of population. 74% of them are at risk and need 1:1 intervention.

Student Achievement

Student Achievement Strengths

Students improved in areas of Math with the use of Dreambox Learning

Students improved in areas of Reading with the use of Istation and the use of our new Dyslexia program, Reading by Design.

Student Achievement was above State and Region average in all subjects- (3rd-8th grade)

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

Student Achievement Weaknesses

Additional Tutoring opportunities

Additional Planning opportunities for teachers to look at their Data

Teacher Training not available on how to implement all resources available.

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Student Achievement Needs

Improvement in Elementary Math Grade levels

Increase Approaches, Meets, and Mastery levels in Science for 5th and 8th grade.

Increase Meets and Masters in Social Studies 8th grade STAAR.

GT implementation and follow through.

Student Achievement Summary

Santa Gertrudis School can improve by increasing growth for resident students. Although there has been a narrowing of the gap between At risk and all students, growth can increase for all sub-populations

School Culture and Climate

Comprehensive Needs Assessment

School Culture and Climate Strengths

Areas of strength per parent responses on the survey:

The principal is willing to listen - 99%
I am involved in school-student activities - 97%
This school communicates school policies and procedures clearly - 97%
Campus hold an annual Title I meeting - 96%
This school has high expectations for students - 96%
The campus places emphasis on attendance - 95%
This school encourages me to be an active partner - 95%
my child feels he/she belongs - 92%
My child is safe at this school - 91%
Bullying of students via electronic means or devices is a problem - 90%
I feel welcomed at this school - 90%
The school building is clean and well maintained - 89%

Areas of strength per student responses on the survey:

Things students are learning in school are important to them - 100%
Parents are involved in their academics and behavior and are welcomed to attend school - 99%
Students have not used alcohol, marijuana, tobacco, or other drugs - 98%
Students feel safe at school - 97%
Have not been suspended or expelled this school year - 97%
Teachers and other adults are available when I need to talk with them - 96%
Students do not use alcohol or drugs while at school or school-sponsored events - 95%
Don't stay at home due to feeling unsafe at school - 95%
If students hear about a threat they will report it to someone in authority - 95%
It's not easy for students to use alcohol/drugs at school-sponsored events - 93%
Students know what to do in case of an emergency - 92%
Students feel treated the same, regardless of family income - 90%
Discipline is fair - 91%
Students try to stop bullying - 90%
Adults working at school help develop strategies to understand and control their feelings - 89%
Adults working at the school treat all students respectfully - 88%

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Comprehensive Needs Assessment

School Culture and Climate Weaknesses

More parent participation in climate survey: 121 parents responded

More teacher participation in survey- 39 teachers responded

Less student participation in survey - 60 students responded

Areas of weakness per student survey:

School is kept clean and in good condition - 87%

Students at school threaten to hurt other students - 87%

Students respect one another and get along with each other - 82%

Students at this school are often bullied - 80%

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School Culture and Climate Needs

Areas of need per parent survey:

Teachers make themselves available - 88%

Discipline is fair - 85%

Opportunities to participate in making decisions in my child's education - 84%

Drugs, alcohol, and self harm s problem at the campus - 83%

Bullying - 73%

Programs that develop students' social and emotional skills - 72%

School helps with social and emotional skills my child needs to develop - 72%

Areas of need per teacher survey:

This school provides resources necessary to support students' social or emotional needs - 55%

This school provides counseling to help students with social or emotional needs - 54%

This school effectively handles student discipline and behavior problems - 50%

This school places a priority on addressing students' mental health needs - 43%

This school implemented drug, alcohol, tobacco, vaping substance abuse prevention - 31%

Comprehensive Needs Assessment

School Culture and Climate Needs (Continued)

School Culture and Climate Summary

59% of parents who responded to the survey attend SGS Santa Rosa campus.
41% of parents who responded to the survey attend the Ranch campus.

84% of parents were females
16% of parents were males

-Race/origin of parents who responded:

67% were Hispanic
40% were White
1% were Asian
1% were Native Hawaiian or Pacific

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1.) I feel that I am involved in school-student activities

Strongly agree - 24%
Agree - 73%
Disagree - 3%97% positive
Strongly disagree - 0%3% negative

2.) This school helps me figure out what social and emotional skills my child needs to develop

Strongly agree - 23%
Agree - 49%
Disagree - 23%72% positive
Strongly Disagree - 5%28% negative

3.) At this school, my child feels he/she belongs and that staff members care about students and want them to succeed

Strongly agree - 43%
Agree - 49%
Disagree - 7%92% positive
Strongly disagree - 1%8% negative

4.) I feel welcomed at this school

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

Strongly agree - 21%
Agree - 57%
Disagree - 8%90% positive
Strongly disagree - 2%
NA - 12%10% negative

5.) This school encourages me to be an active partner in educating my child and school volunteer
Strongly agree - 51%
Agree - 44%
Disagree - 4%95% positive
Strongly disagree - 1%5% negative

6.) The school provides me with opportunities to participate in making decisions in my child's education
Strongly agree - 38%
Agree - 46%
Disagree - 15%84% positive
Strongly disagree - 1%16% negative

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7.)My child is safe at this school
Strongly agree - 34%
Agree - 57%
Disagree - 8%91% positive
Strongly disagree - 1%9% negative

8.) Bullying of students at school or school activities is a problem at this school
Strongly agree - 4%
Agree - 23%
Disagree - 53%73% not a problem
Strongly disagree - 20%27% a problem

9.) Bullying of students via electronic means or devices is a problem at this school
Strongly agree - 3%
Agree - 8%
Disagree - 64%90% not a problem
Strongly disagree - 25%10% a problem

10.) At this school, I feel that the following are a problem
Student Drug Use - 3%
Electronic cigarettes - 11%
Use of tobacco - 0%

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

Student Alcohol abuse - 2%

Self - Harm - 7%

Child abuse and neglect - 2%83% not a problem

None of the above - 83%16% a problem

11.) The school building is clean and well maintained

Strongly agree - 49%

Agree - 40%

Disagree - 9%89% positive

Strongly disagree - 2%11% negative

12.) The campus places emphasis on attendance and ensures that students and parents are made aware of attendance goals and incentives

Strongly agree - 56%

Agree - 39%

Disagree - 4%95% positive

Strongly disagree - 1 %5% negative

13.) This school has high expectations for students

Strongly agree - 57%

Agree - 39%

Disagree - 4%96% positive

Strongly disagree - 0%4% negative

14.) My child's teachers make themselves available to me and inform me on my child's progress in school

Strongly agree - 47%

Agree - 41%

Disagree - 12%88% positive

Strongly disagree - 0%12% negative

15.) The principal is willing to listen to my concerns

Strongly agree - 53%

Agree - 46%

Disagree - 1%99% positive

Strongly disagree - 0%1% negative

16.) This school has enough programs that develop students' social and emotional skills

Strongly agree - 31%

Agree - 41%

Disagree - 25%72% positive

Strongly disagree - 3%28% negative

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

17.) Does the campus hold an annual Title I meeting that explains Title I programs and activities

Strongly agree - 39%

Agree - 57%

Disagree - 2%96% positive

Strongly disagree - 2%4% negative

18.) This school communicates school policies and procedures clearly to parents or guardians in a language I can understand

Strongly agree - 47%

Agree - 50%

Disagree - 3%97% positive

Strongly disagree - 0%3% negative

19.) Discipline is fair

Strongly agree - 34%

Agree - 51%

Disagree - 14%85% positive

Strongly disagree - 1%15% negative

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2021 - 2022 SGS School Climate Transformation Parent Survey

1.) My child attends

- a.) Ranch Campus - 41%
- b.) Santa Rosa Campus - 59%

My child's grade level

- c.) PK3 - 2%
- d.) PK4 - 4%
- e.) Kinder - 8%
- f.) 1st grade - 15%
- g.) 2nd grade - 14%
- h.) 3rd grade - 6%
- i.) 4th grade - 15%
- j.) 5th grade - 10%
- k.) 6th grade - 10%
- l.) 7th grade - 21%
- m.) 8th grade - 19%

2.) Are you male or female

- a.) Female - 84%
- b.) Male - 16%

3.) What is your race/origin?

- a.) White - 40%
- b.) Hispanic - 67%
- c.) Asian - 1%
- d.) Native Hawaiian or Pacific - 1%

4.) I feel that I am involved in school-student activities

- a.) Strongly agree - 24%
 - b.) Agree - 73%
 - c.) Disagree - 3%
 - d.) Strongly disagree - 0%
- 97% positive**
3% negative

5.) This school helps me figure out what social and emotional skills my child needs to develop

- a.) Strongly agree - 23%
- b.) Agree - 49%
- c.) Disagree - 23% **72% positive**
- d.) Strongly Disagree - 5% **28% negative**

6.) At this school, my child feels he/she belongs and that staff members care about students and want them to succeed

- a.) Strongly agree - 43%
- b.) Agree - 49%
- c.) Disagree - 7% **92% positive**
- d.) Strongly disagree - 1% **8% negative**

7.) I feel welcomed at this school

- a.) Strongly agree - 21%
- b.) Agree - 57%
- c.) Disagree - 8% **90% positive**
- d.) Strongly disagree - 2%
- e.) NA - 12% **10% negative**

8.) This school encourages me to be an active partner in educating my child and school volunteer

- a.) Strongly agree - 51%
- b.) Agree - 44%
- c.) Disagree - 4% **95% positive**
- d.) Strongly disagree - 1% **5% negative**

9.) The school provides me with opportunities to participate in making decisions in my child's education

- a.) Strongly agree - 38%
- b.) Agree - 46%
- c.) Disagree - 15% **84% positive**
- d.) Strongly disagree - 1% **16% negative**

- 10.) My child is safe at this school
- a.) Strongly agree - 34%
 - b.) Agree - 57%
 - c.) Disagree - 8% **91% positive**
 - d.) Strongly disagree - 1% **9% negative**
- 11.) Bullying of students at school or school activities is a problem at this school
- a.) Strongly agree - 4%
 - b.) Agree - 23%
 - c.) Disagree - 53% **73% not a problem**
 - d.) Strongly disagree - 20% **27% a problem**
- 12.) Bullying of students via electronic means or devices is a problem at this school
- a.) Strongly agree - 3%
 - b.) Agree - 8%
 - c.) Disagree - 64% **90% not a problem**
 - d.) Strongly disagree - 25% **10% a problem**
- 13.) At this school, I feel that the following are a problem
- a.) Student Drug Use - 3%
 - b.) Electronic cigarettes - 11%
 - c.) Use of tobacco - 0%
 - d.) Student Alcohol abuse - 2%
 - e.) Self - Harm - 7%
 - f.) Child abuse and neglect - 2% **83% not a problem**
 - g.) None of the above - 83% **16% a problem**
- 14.) The school building is clean and well maintained
- a.) Strongly agree - 49%
 - b.) Agree - 40%
 - c.) Disagree - 9% **89% positive**
 - d.) Strongly disagree - 2% **11% negative**

15.) The campus places emphasis on attendance and ensures that students and parents are made aware of attendance goals and incentives

- a.) Strongly agree - 56%
- b.) Agree - 39%
- c.) Disagree - 4% **95% positive**
- d.) Strongly disagree - 1 % 5% negative

16.) This school has high expectations for students

- a.) Strongly agree - 57%
- b.) Agree - 39%
- c.) Disagree - 4% **96% positive**
- d.) Strongly disagree - 0% 4% negative

17.) My child's teachers make themselves available to me and inform me on my child's progress in school

- a.) Strongly agree - 47%
- b.) Agree - 41%
- c.) Disagree - 12% **88% positive**
- d.) Strongly disagree - 0% 12% negative

18.) The principal is willing to listen to my concerns

- a.) Strongly agree - 53%
- b.) Agree - 46%
- c.) Disagree - 1% **99% positive**
- d.) Strongly disagree - 0% 1% negative

19.) This school has enough programs that develop students' social and emotional skills

- a.) Strongly agree - 31%
- b.) Agree - 41%
- c.) Disagree - 25% **72% positive**
- d.) Strongly disagree - 3% 28% negative

20.) Does the campus hold an annual Title I meeting that explains Title I programs and activities

- a.) Strongly agree - 39%
- b.) Agree - 57%
- c.) Disagree - 2% **96% positive**
- d.) Strongly disagree - 2% 4% negative

21.) This school communicates school policies and procedures clearly to parents or guardians in a language I can understand

- a.) Strongly agree - 47%
- b.) Agree - 50%
- c.) Disagree - 3% **97% positive**
- d.) Strongly disagree - 0% 3% negative

22.) Discipline is fair

- a.) Strongly agree - 34%
- b.) Agree - 51%
- c.) Disagree - 14% **85% positive**
- d.) Strongly disagree - 1% 15% negative

Areas of Strength:

The principal is willing to listen - 99%
I am involved in school-student activities - 97%
This school communicates school policies and procedures clearly - 97%
Campus hold an annual Title I meeting - 96%
This school has high expectations for students - 96%
The campus places emphasis on attendance - 95%
This school encourages me to be an active partner - 95%
my child feels he/she belongs - 92%
My child is safe at this school - 91%
Bullying of students via electronic means or devices is a problem - 90%
I feel welcomed at this school - 90%
The school building is clean and well maintained - 89%

Areas of Weakness:

Teachers make themselves available - 88%
Discipline is fair - 85%
Opportunities to participate in making decisions in my child's education - 84%
Drugs, alcohol, and self harm s problem at the campus - 83%
Bullying - 73%
Programs that develop students' social and emotional skills - 72%
School helps with social and emotional skills my child needs to develop - 72%

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Highly qualified teachers

A variety of professional development was offered this year.

Some incentives for teachers for sponsoring/coaching academic or athletic events.

Teachers given time to plan with each other for ELAR/Math in both Elementary and Junior High

Staff Quality, Recruitment and Retention Weaknesses

Special programs staffing

Special population identification program

Better training for school structures

RTI procedures and identification

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Staff Quality, Recruitment and Retention Needs

Stipends for teachers who show student achievement or growth

Staff Quality, Recruitment and Retention Summary

There is a need for increase opportunities for training both in and out of district.

Improved scheduling for more opportunities for for collaboration is needed.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Training utilizing TEKS Resource System

TEKS Resource Pacing guides

Lead4ward Field Guides

Scope and Sequence

Professional development in High Yield Strategies

Teachers universally using Lead4ward strategies.

Robotics class

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Curriculum, Instruction and Assessment Weaknesses

Need more content based professional development

District collaborative opportunities in content areas

More student centered instruction needed

Student goal setting training

Curriculum, Instruction and Assessment Needs

More student center training.

Intervention and Enrichment training

PLC meetings to be teacher lead.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs (Continued)

Curriculum, Instruction and Assessment Summary

More training in subject areas is needed. More training in how to manage progress monitoring needed.

Family and Community Involvement

Family and Community Involvement Strengths

Strong PTO involvement and support from PTO

Teacher/parent communication is very good.

Parental volunteers for events and try to get their hours before the end of the year.

Students were recognized at the end of the year with a Face To Face ceremony

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Family and Community Involvement Weaknesses

Resident involvement is low during school events, as well as survey completion.

Family and Community Involvement Needs

More activities to get parents involved in participating with their children.

Online training options.

Family and Community Involvement Summary

Comprehensive Needs Assessment

There should be more ways to promote participation by residents in school activities.

School Context and Organization

School Context and Organization Strengths

Teachers and staff participate in surveys to be able to give their opinion.

Surveys to pick teacher/student of the month. CIP/SBDM Committee. SHAC Committee, PTO. Parents are required to have volunteer hours, which makes them participate in school events.

School sends a call out on Wednesdays and Sundays with upcoming events for the week.

Parents receive all notes on Tuesday Communicator folder.

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School Context and Organization Weaknesses

Staff is shared amongst district, which makes some classes bigger because they cannot have more than a certain amount of classes due to having to go to another campus in the district.

All events happen at SGS, thus our facilities are not very well maintained.

Teachers have to clean their own classrooms.

Small collaboration opportunities available since there is only one teacher per grade level and several may not stay after school for meetings or additional PLC time due to coaching.

School facilities are borrowed and school is always in need of cleaning.

School Context and Organization Needs

More motivational speakers to come and provide awareness

Comprehensive Needs Assessment

School Context and Organization Needs (Continued)

More authors/speakers to come and encourage reading

Guiding lessons for Junior High students

New teacher mentor program

School Context and Organization Summary

Offer New teacher mentor program

Find speakers to come and talk with Junior High students.

Technology

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Technology Strengths

New Promethean Boards in the classrooms.

New Teacher desktops for teachers

Chrome books and carts purchased to limit sharing

1 iPad cart per teacher at ranch campus

Technology programs 21-22:

Study Island

Dreambox Learning

iStation

Generation Genius for Science

Renaissance Assessments for ELAR and Math

Comprehensive Needs Assessment

Technology Strengths (Continued)

Accelerated Reader

Brainpop and Brainpop Jr.

Kami for GSuite

Starfall

Frog Assessment Aim

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Technology Weaknesses

Wifi service needs updating

Lack of Tech staff for each campus

Obsolete equipment still not being able to be removed from classrooms

Limited training for staff on how to use technology at the beginning

Technology Needs

We need a technician aide available on campus to help with needs as they arise.

Comprehensive Needs Assessment

Technology Needs (Continued)

We need space for our Band classes

We need training for teachers on how to implement intervention successfully.

Teachers need time to plan rigorously

College and Career Training

Color Printers

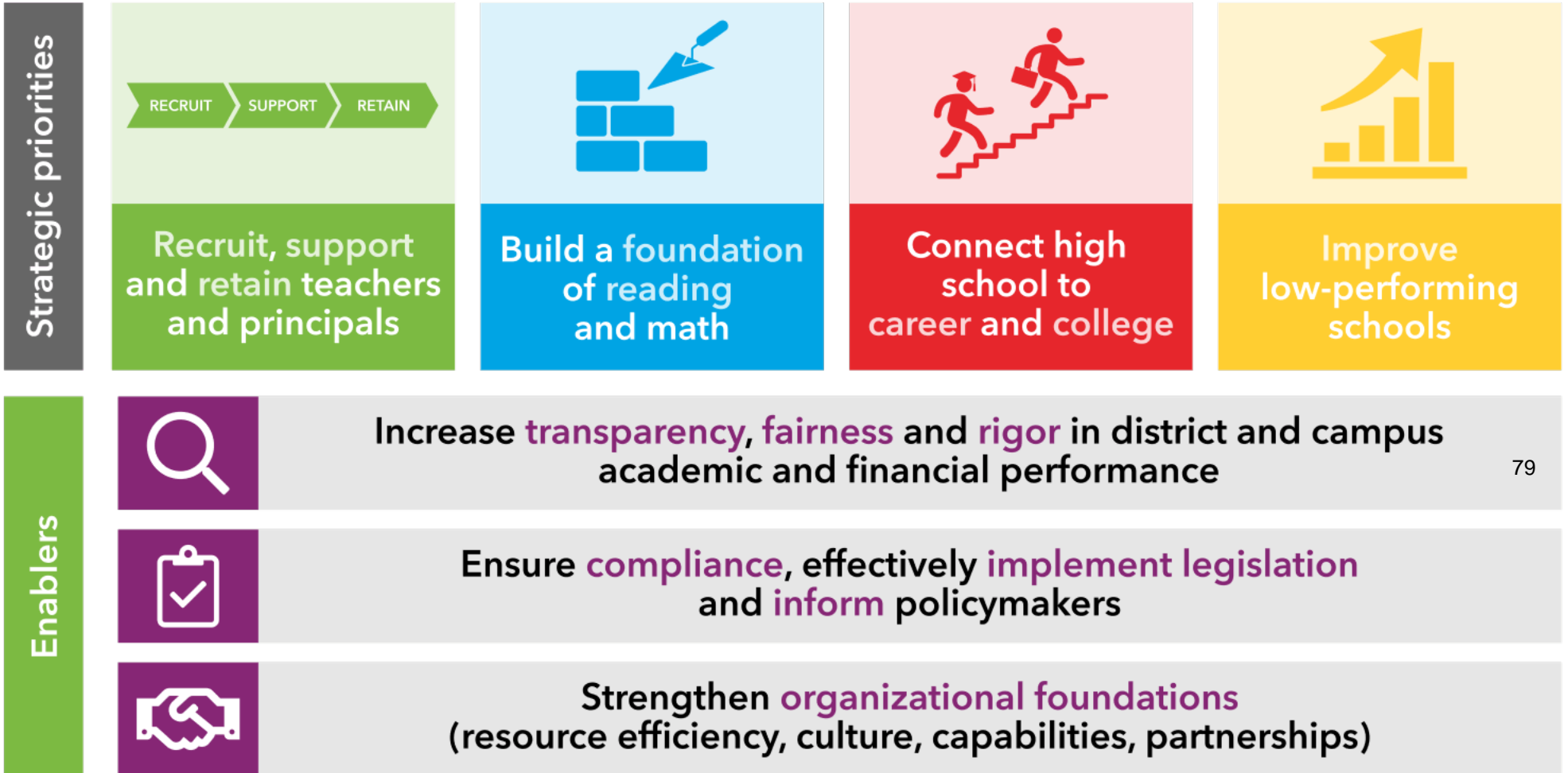
1:1 devices for PK grade students

Technology Summary

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Campuses are in need of proper technology training. There is a lack of programs that encourage innovative, real world and post secondary opportunities.

Every child, prepared for success in college, a career or the military.



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**adapted from TEA Strategic Plan - <https://tea.texas.gov>*