

**BONHAM ELEMENTARY**  
**CAMPUS IMPROVEMENT PLAN**  
**2011-2012**



# BONHAM EL

## **Mission**

*Our mission at Bonham is to meet the diverse needs of all children and to empower students with the skills needed to become successful, productive citizens in an ever-changing world.*

## **Vision**

*Bonham's students are eager to learn and to accept challenges. They are friendly, loving individuals who maintain a positive "CAN DO " attitude. Our students are proud to be at Bonham and strive to accomplish their goals and to be successful.*

*A safe, supportive school atmosphere surrounds our students and enhances their positive attitudes. Such an environment enables each student to be successful in all areas of learning. Our educational staff is dedicated to guiding students to become successful life-long learners. The community meets the needs of the students by modeling positive attitudes and teamwork. Each student comes from a home with loving, supportive role models who recognize that education is the key to success.*

*An actively involved business community and school district work in partnership with the school to assure that every Bonham student reaches his/her potential. This partnership provides students with shared knowledge, progressive programs and a super*

### Nondiscrimination Notice

BONHAM 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.

# BONHAM EL Site Base

Name	Position
Busconi, Norma	Parent
Butler, Denise	District Representative
Cruz, Israel	Business Representative
Davila, Gloria	5th Grade Teacher
Gonzalez, Magda	Non-Teaching Professional
Juarez, Santos	Community Representative
Lozano, Christina	Kinder Teacher
Ortega, Carmen	3rd Grade Teacher
Ramirez, Minnie	Principal
Redding, Donna	2nd Grade
Rodriguez, Enedelia	Community Representative
Sanchez, Tina	Parent
Stillman, Sherry	4th Grade Teacher
Williams, Katherine	1st grade teacher

# BONHAM EL

**Goal 1.** Maintain safe and secure learning environments for all students

**Objective 1.** Implement programs and professional development with an emphasis on student relationships

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Primary Focus, a character education, group will perform for all students. (Title I SW: 1,10) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Counselor(s), Principal	September	(L)Local	Decrease in student referrals
2. A different character education skill will be presented each week, during morning announcements. Various attributes of the skill will be presented daily. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Counselor(s)	September-May	(O)Local Districts	Decrease in student referrals Increase in students receiving "Out of this world behavior" slips.
3. Students who have demonstrated good character will be highlighted every Friday on the morning announcements. They will be nominated by staff members. Their picture will be taken of each student chosen and displayed in the hallway. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	September-May	(L)Local	Nomination Forms
4. Students who were identified by INOVA as needing individual mentoring will be provided a staff mentor. These same students who fall into the psycho -social scenarios will also served in a group counseling by our counselor (Title I SW: 1) (Target Group: AtRisk) (NCLB: 4)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	October-May	(F)Title I, (O)Local Districts	Logs will be kept. Reflection and feedback from teachers and students
5. The peer mentor program is intended to make the best use of our 5th grade students' talents by allowing student leaders to help their younger peers succeed. 5th graders will work with 1st and 2nd graders who are experiencing academic challenges one day a week. (Title I SW: 1) (Target Group: AtRisk) (NCLB: 1,4)	Assistant Principal(s), Counselor(s), Principal	September-May	(O)Local Districts	Feedback and reflections from students and teachers.

# BONHAM EL

**Goal 1.** Maintain safe and secure learning environments for all students

**Objective 1.** Implement programs and professional development with an emphasis on student relationships

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. PTA Membership drive will be held to encourage 100% parent and teacher participation. (Title I SW: 1,6) (Target Group: All) (NCLB: 1,4)	Assistant Principal(s), Principal, PTA	September-November	(S)Local Funds	Percent of parents and teachers who join PTA. A chart will be kept to track how many members from each class we have.
7. Kinder-2nd grade teachers will send home TPRI reports to parents after each administration (Beginning, Middle, and End of year). (Title I SW: 1,6) (Target Group: All) (NCLB: 1,2)	Assistant Principal(s), Principal, Teacher(s)	September-May	(S)Local Funds	Parent conferences
8. Community members will be utilized as guest speakers for activities such as: Red Ribbon Week, Career days, Children's Literacy week, etc. (Title I SW: 1,6) (Target Group: All) (NCLB: 1,2)	Assistant Principal(s), Counselor(s), Librarian, Principal	ongoing	(O)Local Districts	Feedback from students, staff, and parents
9. A bulletin board identifying which college staff member attended will be maintained in the front of the school. (Title I SW: 1,10) (Target Group: All) (NCLB: 1,2,5)	Assistant Principal(s), Counselor(s), Teacher(s)	ongoing	(O)Local Districts	100% of students will be encouraged and motivated to continue their education.

# BONHAM EL

**Goal 1.** Maintain safe and secure learning environments for all students

**Objective 2.** Implement program safety initiatives

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All visitors to campus will be checked in through the Raptor System. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Principal, Principal's Secretary, Registrar	Ongoing	(O)Local Districts	Reports through Raptor
2. A staff handbook will be posted on-line that outlines all policies and procedures for the campus. (Title I SW: 1,9) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Principal	August-May	(O)Local Districts	100% of staff will follow all policies and procedures.
3. The S. A. V. E. ( Substance Abuse Violence Education) will be presented to fifth graders by our School Counselor. Workbooks will be used for reinforcement of the skills presented. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Counselor(s), Principal	February-April	(O)Local Districts	100% of all 5th graders will receive S.A.V.E.
4. Red Ribbon Week will be used to stress the importance of remaining drug free. Activities will include presentations by appropriate role models and various activities. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Counselor(s), Principal	October	(O)Local Districts	100% of students will participate in Red Ribbon Activities designated for their grade level.
5. All Visitors will check in through the office using our Raptor background check system. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Principal, Receptionist, Registrar	August- May	(O)Local Districts	System will be monitored through reports.

# BONHAM EL

**Goal 1.** Maintain safe and secure learning environments for all students

**Objective 3.** Maintain strategies for Energy Conservation and Recycling Management Plan

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Recycling bins will be placed around the campus to encourage recycling. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Student Council, Teacher - GT / AP	August-May	(O)Local Districts	Increase the number of staff and students who participate in recycling
2. To conserve electricity all staff will follow district guidelines as follows: Turn off lights when you leave a room.  Turn off computer monitors daily and entire computer on the last day of the week.  Computer Labs will be turned off daily.  Keep windows and exterior doors closed.  Turn off power strips as a central "turn off" point for electronics.  Do not allow coffee pots or microwaves in classrooms.  Requests to turn on AC on Saturday and / or Sunday - 25% Teachers. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Principal, Teacher(s)	ongoing	(O)Local Districts	100% of staff will follow district guidelines.
3. Bonham will adhere to the water conservation plan guidelines. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Principal, Teacher(s)	ongoing	(O)Local Districts	Bonham Elementary will adhere to the the district guidelines 100% of the time.
4. Staff will adhere to the district's field trip guidelines (Title I SW: 1) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Principal, Teacher(s)	August-May	(O)Local Districts	Field trip requests will be monitored by administration.

# BONHAM EL

**Goal 1.** Maintain safe and secure learning environments for all students

**Objective 4.** Provide opportunities to support health and wellness for employees and students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Our safety representative will attend district meetings and then bring back tips and ideas that staff can implement at the campus. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Safety Representative	October-May	(O)Local Districts	Agendas from Safety Meetings
2. All Staff member will participate in the annual Health Fair. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Assistant Principal(s), School Nurse	annually	(O)Local Districts	sign in sheet 100% of staff will participate in the Health Fair.

# BONHAM EL

**Goal 2.** Embrace and support meaningful involvement of parents and the entire community in the education of our students.

**Objective 1.** Provide opportunities for all parents to participate in activities as a partner in their child's educational process

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Bonham will have a parent center which is open twice weekly. Parents can volunteer their time to help prepare classroom materials, photocopy papers, cut and paste, etc. for the classroom teachers. (Title I SW: 6) (Target Group: All) (NCLB: 1,4)	Assistant Principal(s), Parent Liason, Principal	August-May	(F)Title I	Parents will sign in at front office.
2. In order to keep parents informed of their child's progress, weekly work folders will be sent home for parent signatures. Parents and teachers are given the opportunity to make comments. (Title I SW: 1,6) (Target Group: All) (NCLB: 1,2)	Assistant Principal(s), Principal, Teacher(s)	August-May	(O)Local Districts	Parent Signatures on weekly folders
3. Parent Teacher Conferneces will be held in October and March. (Title I SW: 6) (Target Group: All) (NCLB: 1,2)	Assistant Principal(s), Principal, Teacher(s)	October and March	(O)Local Districts	Teachers will document all parents who came to conferences.

# BONHAM EL

**Goal 2.** Embrace and support meaningful involvement of parents and the entire community in the education of our students.

**Objective 2.** Provide academic information to parents on the progress of their children

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monday folders will go home weekly so that parents may check students progress. (Title I SW: 6) (Target Group: All) (NCLB: 1,2)	Assistant Principal(s), Principal, Teacher(s)	August-May	(O)Local Districts	Parent signatures on Monday folders.
2. In grades 3-5, benchmark scores will be sent home for parents to review. (Title I SW: 1,7) (Target Group: All) (NCLB: 1,2)	Assistant Principal(s), Principal, Teachers Grades 3 - 5	October-May	(O)Local Districts	Parent Signatures
3. Progress reports will be sent out every 3 weeks and Report cards will be sent out every 9 weeks. (Title I SW: 6) (Target Group: All) (NCLB: 1,2)	Assistant Principal(s), Principal, Registrar, Teacher(s)	September-May	(O)Local Districts	Administration will monitor all progress reports and report cards.

# BONHAM EL

**Goal 2.** Embrace and support meaningful involvement of parents and the entire community in the education of our students.

**Objective 3.** Provide opportunities for community members to partner with HCISD in the education of our students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Bonham will have an SBDM committee which will include teachers, parents, district leaders, and community leaders. (Title I SW: 6) (Target Group: All) (NCLB: 1,2)	Assistant Principal(s), Principal	ongoing	(O)Local Districts	Agendas and sign in sheets

# BONHAM EL

**Goal 3.** Employ highly effective teachers, principals, and staff that are committed to achieving the mission of HCISD.

**Objective 1.** Maintain a succession plan to cover critical employment areas for HCISD

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. District will monitor teacher-student ratio. (Title I SW: 3,4) (Target Group: All) (NCLB: 1,2)	Assistant Superintendent for Human Resources, Human Resources, Principal	august-october	(O)Local Districts	Employment of teachers as needed

# BONHAM EL

**Goal 3.** Employ highly effective teachers, principals, and staff that are committed to achieving the mission of HCISD.

**Objective 2.** Provide high quality staff development

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All staff members will participate in the District Staff Development day on October 10th. (Title I SW: 1,3) (Target Group: All) (NCLB: 1,2)	Assistant Principal(s), Principal, Teacher(s)	October	(O)Local Districts	Eduphoria reports
2. Staff members will participate in weekly collaboration periods in order to plan and participate in a learning community with their grade level. (Title I SW: 1,4) (Target Group: All) (NCLB: 1,2)	Assistant Principal(s), Instructional Staff, Principal, Teacher(s)	September-May	(O)Local Districts	Weekly Sign-in sheets
3. Teachers with zero year experience will be assigned a mentor teacher. (Title I SW: 4) (Target Group: All) (NCLB: 1,2)	Assistant Principal(s), Principal	August-May	(O)Local Districts	Mentor reports
4. K-2nd grade teachers will receive training in the Edusmart program to be used as a resource for science. (Title I SW: 1,4) (Target Group: All) (NCLB: 1,2,3)	Assistant Principal(s), Curriculum & Instruction Dept., Instructional Facilitators, Principal	October	(O)Local Districts	Lesson Plans Walk-throughs

# BONHAM EL

**Goal 3.** Employ highly effective teachers, principals, and staff that are committed to achieving the mission of HCISD.

**Objective 3.** Stay abreast of current technological trends that affect student learning

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Technology staff developemt will be given as needed. Needs will be based on surveys. (Title I SW: 4) (Target Group: All) (NCLB: 1,2)	Assistant Principal(s), Campus Technician, Director of Technology, Teacher(s)	ongoing	(O)Local Districts	Surveys
2. 5th grade teachers will be trained in Stemsscopes. (Title I SW: 4) (Target Group: All) (NCLB: 1,2)	Content Area Specialist(s), Principal	September	(O)Local Districts	Sign in sheets

# BONHAM EL

**Goal 4.** Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

**Objective 1.** Demonstrate academic success on all measurable outcomes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Writers Workshop will be held in February. (Title I SW: 3,8) (Target Group: All) (NCLB: 1,2)	Assistant Principal(s), Instructional Facilitators, Principal	February	(O)Local Districts	100% of 4th grade students will improve in their writing.
3. Study Island will be used in grades K-5 to improve Reading, Writing, Math, and Science. (Title I SW: 1,8,9,10) (Target Group: All) (NCLB: 1,2)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	August-May	(F)Title I	Reports will be monitored
4. Focus Time will be utilized for interventions. Students will be grouped according to needs. Critical Skill, My Reading Coach, and computer lab manager will be utilized for small group instruction. (Title I SW: 1,8,9) (Target Group: AtRisk) (NCLB: 1,2)	Assistant Principal(s), Principal, Teacher(s)	September-May	(O)Local Districts	We will monitor students progress through the RTI process.
5. TPRI will be given 3 times a year to all K-2nd grade students to see progress in their reading skills. (Title I SW: 1,8) (Target Group: All) (NCLB: 1,2)	Assistant Principal(s), Principal, Teacher(s)	September-May	(O)Local Districts	Tango Reports will be analyzed and used to drive instruction
6. District DCA's will be administered to students to see areas of strength and need. (Title I SW: 1,8,9) (Target Group: All) (NCLB: 1,2)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	October-May	(O)Local Districts	Dmac reports

# BONHAM EL

**Goal 4.** Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

**Objective 2.** Create an environment that supports advanced academic performance

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will receive enrichment classes in library, science, and art during collaboration period. (Title I SW: 1,9) (Target Group: All) (NCLB: 1,2)	Assistant Principal(s), Instructional Facilitators, Lab Manager, Principal	September-May	(O)Local Districts	100% of students will have the opportunity to participate in enrichment classes.
2. Accelerated Reader will be used by all students to foster the love of reading while improving fluency and comprehension. (Title I SW: 1,8,10) (Target Group: All) (NCLB: 1,2)	Assistant Principal(s), Librarian, Principal, Teacher(s)	August-May	(O)Local Districts	AR Reports Monitor fluency rates through AIMSWEB and TPRI
3. Teachers will implement Depth of Knowledge questions in their classroom. Teachers will begin to focus on level 2 and 3 questions. (Title I SW: 1,3) (Target Group: All) (NCLB: 1,2)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	September-May	(O)Local Districts	Lesson plans Walk-throughs

# BONHAM EL

**Goal 4.** Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

**Objective 3.** Provide and support a guaranteed and viable curriculum with high quality instruction for all

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All staff member will be trained in STAAR by our districts Content Specialist. (Phase trainings) (Title I SW: 1,3,4,9) (Target Group: All) (NCLB: 1,2,3)	Content Area Specialist(s), Principal	September-October	(O)Local Districts	sign in sheets
2. 100% of teachers will follow the district timelines (YAGS) (Title I SW: 1,8,10) (Target Group: All) (NCLB: 1,2)	Assistant Superintendent for Business, Instructional Facilitators, Principal	August-May	(O)Local Districts	Lesson plans will reflect the timelines. Walk-throughs

# BONHAM EL

**Goal 4.** Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

**Objective 4.** Allocate resources to support high quality instruction based on student needs

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Science Day will be held in which Bonham students partner with HHS student to conduct science experiments. (Title I SW: 1,9) (Target Group: All) (NCLB: 1,2)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	November-February	(O)Local Districts	Feedback from staff and students. Students science grades will improve.
2. DMAC and INova will be utilized to analyze data to drive instruction and meet the needs of all students. (Title I SW: 1,8,9) (Target Group: All) (NCLB: 1,2)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	September-May	(O)Local Districts	Common Assessments DCA's

# BONHAM EL

**Goal 4.** Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

**Objective 5.** Provide high-quality systems of support

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Vertical Teams will be created and will meet every 9 weeks to align curriculum and look at achievement gaps. (Title I SW: 1,9,10) (Target Group: All) (NCLB: 1,2,3)	Assistant Principal(s), Instructional Facilitators, Principal	August-May	(O)Local Districts	Agenda, sign in sheets, and minutes from the meeting
2. The campus council will meet periodically to address campus needs. (Title I SW: 1,4,8,9) (Target Group: All) (NCLB: 1,2)	Assistant Principal(s), Principal	September-May	(O)Local Districts	agendas and minutes from the meetings
3. Content Area Specialist will be asked to present to staff based on staff and student needs (Title I SW: 1,3,4) (Target Group: All) (NCLB: 1,2,3)	Assistant Principal(s), Content Area Specialist(s), Instructional Facilitators, Principal	ongoing	(O)Local Districts	Evaluation forms

# BONHAM EL

**Goal 5.** Inspire students to pursue their passion into post-secondary education.

**Objective 1.** Establish a culture in which students develop a vision of their post-secondary future

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will have group counseling sessions that will focus on future goals such as college and careers. (Target Group: All)	Assistant Principal(s), Counselor(s), Principal	September-May	(L)Local	100% of students will participate in counseling sessions.
2. Students will be encouraged to wear college gear on specific days. (Title I SW: 10) (Target Group: All) (NCLB: 1,2,5)	Assistant Principal(s), Counselor(s), Principal	ongoing	(O)Local Districts	Participation



## Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

## Data Sources Reviewed

***Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt***

List the actual data sources reviewed below.

- |                         |         |
|-------------------------|---------|
| ● TAC                   | ● _____ |
| ● _____                 | ● _____ |
| ● DMAC                  | ● _____ |
| ● _____                 | ● _____ |
| ● AEIS Report 2009-2010 | ● _____ |
| ● _____                 | ● _____ |
| ● TAKS Scores 2010-2011 | ● _____ |
| ● _____                 | ● _____ |
| ● _____                 | ● _____ |

See page 7 of the guide for probing questions related to Demographics.

# Findings/Analysis

*"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."* -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

## Strengths

- Enrollment 665
- Ethnicity 91.1% Hispanic, 7.4% White, 1.1% African American, 5% Asian/Pac
- Gender:
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## Needs

- Attendance 96.6%
- Mobility 19.1%
- At Risk 40.8%
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# Summary of Needs

- Monitor attendance and address those individuals with attendance problems
- Staff will meet the needs of those student who are new to the campus due to high mobility
- At risk studens will be monitored closely and frequently
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## Comprehensive Needs Assessment

### Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

### Data Sources Reviewed

***We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt***

List the actual data sources reviewed below.

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>● TAKS scores</li> <hr/> <li>● DMAC</li> <hr/> <li>● AEIS</li> <hr/> <li>● SAT 10</li> <hr/> <li>● TPRI</li> <hr/> </ul> | <ul style="list-style-type: none"> <li>● TELPAS</li> <hr/> <li>● Promotion/Retention Rates</li> <hr/> <li>●</li> <hr/> <li>●</li> <hr/> <li>●</li> <hr/> </ul> |
|---|--|

See page 8 of the guide for probing questions related to Student Achievement.

## Findings/Analysis

***"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."*** -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

### Strengths

- Reading: ALL-92% His. 91%White-100%  
ECD- 90%
- Math: All- 94%His.- 94% White- 93%  
ECD- 93%
- Writing: All- 94% His.- 95% ECD- 94%
- Science: All-97% His. 96% White 96%  
ECD 96%
- Reading Commended: All- 38% ECD-  
34%
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- Math Commended: All- 52% ECD- 50%
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### Needs

- Improve Economically disadvantage
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- Writing: White-88%
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## Summary of Needs

- Continue to maintain passing and commended rates
- Improve passing rate of white subgroup in Writing
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## Comprehensive Needs Assessment

### School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources:

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.
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### Data Sources Reviewed

***Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown***

List the actual data sources reviewed below.

- |                    |   |       |
|--------------------|---|-------|
| ● Walk-throughs    | ● | _____ |
| ● Feedback Data    | ● | _____ |
| ● Interviews       | ● | _____ |
| ● Staff Attendance | ● | _____ |
| ●                  | ● | _____ |
| ●                  | ● | _____ |

See page 9 of the guide for probing questions related to School Culture and Climate.

# Findings/Analysis

***"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."*** -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

## Strengths

- Staff member feel that they work as a team
- All grade levels work collaboratively to create lesson plans
- 90% of grade levels eat together in th lounge
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Needs

- Improve staff attendance
- Continually work on building staff morale
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Summary of Needs

- Improve staff attendance
- Continually build staff morale
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## Comprehensive Needs Assessment

### Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources:

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

### Data Sources Reviewed

***An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey***

List the actual data sources reviewed below.

- |                    |         |
|--------------------|---------|
| ● AEIS Report      | ● _____ |
| ● _____            | ● _____ |
| ● Highly Qualified | ● _____ |
| ● _____            | ● _____ |
| ● Staff Mobility   | ● _____ |
| ● _____            | ● _____ |
| ● PDAS             | ● _____ |
| ● _____            | ● _____ |
| ● _____            | ● _____ |

See page 10 of the guide for probing questions related to Staff Qualifications, Recruitment and Retention.

# Findings/Analysis

***"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."*** -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

## Strengths

- 25.6% of staff have over 20 yrs. Experience
- 23.8% of staff have 11-20 yrs. Experience
- 4.8% of staff have 6-10 yrs experience
- 26.2% of staff have 1-5 years of experience
- Average years of experience 13.2%
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Needs

- 28.6% of teachers are Certified Bilingual
- 2.4% of teachers are Certified Gifted and Talented
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Summary of Needs

- Encourage more teachers to become bilingual and G.T. certified
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
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## Comprehensive Needs Assessment

### Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources:

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

### Data Sources Reviewed

***There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English***

List the actual data sources reviewed below.

- lesson plans ● \_\_\_\_\_
- Agendas (collaboration period, STAAR training) ● \_\_\_\_\_
- CSCOPE ● \_\_\_\_\_
- Vertical Team agendas ● \_\_\_\_\_
- \_\_\_\_\_ ● \_\_\_\_\_
- \_\_\_\_\_ ● \_\_\_\_\_

See page 11 of the guide for probing questions related to Curriculum, Instruction and Assessment.

# Findings/Analysis

***"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."*** -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

## Strengths

- Teachers are given 1 hour a week to collaborate
- Teachers are following the District YAGS
- Teachers meet vertically to align curriculum
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Needs

- Increase hands on activities used in the classroom
- Increase the levels of questioning used in the classroom
- Vertical Alignment meetings need to be more frequent
- More teachers using exemplar lessons from CSCOPE
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Summary of Needs

- Coach and provide professional development to teachers on student engagement and depth and knowledge questions
- Provide teachers with designated dates and times to meet with vertical teams
- Encourage and coach teachers on how to use CSCOPE lessons effectively
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## Comprehensive Needs Assessment

### Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services
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### Data Sources Reviewed

***The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors. - Mary Catherine Bateson***

List the actual data sources reviewed below.

- |                                |   |       |
|--------------------------------|---|-------|
| ● Parent Center sign-in sheets | ● | _____ |
| ● Open House sign in sheets    | ● | _____ |
| ● Parent participation         | ● | _____ |
| ● Parent volunteer information | ● | _____ |
| ● Parental educator interview  | ● | _____ |

See page 12 of the guide for probing questions related to Family and Community Involvement.





## Comprehensive Needs Assessment

### School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

### Data Sources Reviewed

***Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown***

List the actual data sources reviewed below.

- |                   |   |       |
|-------------------|---|-------|
| ● Handbook        | ● | _____ |
| ● master schedule | ● | _____ |
| ● Duty rosters    | ● | _____ |
| ● SBDM            | ● | _____ |
| ● school map      | ● | _____ |

See page 13 of the guide for probing questions related to School Context and Organization.





## Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources:

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders
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## Data Sources Reviewed

***The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Superintendent***

List the actual data sources reviewed below.

- |                        |   |  |
|------------------------|---|--|
| ● Technology inventory | ● |  |
| ● Technology survey    | ● |  |
| ●                      | ● |  |
| ●                      | ● |  |
| ●                      | ● |  |

See page x of the guide for probing questions related to Demographics.



## **Demographics**

Monitor attendance and address those individuals with attendance problems  
Staff will meet the needs of those student who are new to the campus due to high i  
At risk studens will be monitored closely and frequently

## **School Culture and Climate**

Improve staff attendance  
Continually build staff morale

## **Curriculum, Instruction and Assessment**

Coach and provide professional development to teachers on student engagement a  
Provide teachers with designated dates and times to meet with vertical teams  
Encourage and coach teachers on how to use CSCOPE lessons effectively

## **School Context & Organization**

Meet with district operations to discuss fencing issues  
Ensure all visitors stop by the office to check in before entering campus



**Student Achievement**

mobility      Continue to maintain passing and commended rates  
                  Improve passing rate of white subgroup in Writing

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**Teacher Quality**

Encourage more teachers to become bilingual and G.T. certified

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**Family & Community Involvement**

nd depth and k    Increase PTA membership  
                          Continue to encourage parents to become a part of the Parent Center  
                          Continue to invite parents to school functions.

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**Technology**

Training on outlook

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