

CAMPUS IMPROVEMENT PLAN  
Harlingen High School  
2011 – 2012



Date Reviewed \_\_\_\_\_

Date Approved \_\_\_\_\_

# HARLINGEN HIGH SCHOOL

## MISSION STATEMENT

*IN RELENTLESS PURSUIT OF STUDENT SUCCESS*

## VISION

*DEVELOPING A CULTURE*

*OF*

*CARING AND EXCELLENCE*

### Nondiscrimination Notice

High School 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.

# HHS SBDM Committee Members

Name	Position
Boswell, Anita	Buisness Representative
Cabrera, Alfonso	English Department Representative
Carter, Dana	Math Department Representative
Cuellar, Teresa	CTE Department Representative
Fleuriet, Kari	Parent Representative
Gonzalez, Sandra	Foreign Language Representative
Luna, Maribel	Fine Arts Department Representative
Mendez, Claudia	Science Department Representative
Moran, Dena	Instructional Facilitator Non-Teaching Professiona
Munivez, Imelda	Principal Non-Teaching Professional Representative
Quisenberry, Judy	Community Representative
Rinaldi, Anna	Counselor Non-Teaching Professional Representative
Salinas, Linda	Social Studies Department Representative
Uhlhorn, Katherine	Parent Representative

# High School

**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. Teachers will discuss areas of the Code of Conduct with all classes the first week of school. (Target Group: All)	Assistant Principal(s), Teacher(s)	8/22-26.2011	(L)Local	100% of teachers will submit form verifying they have discussed Code of Conduct with first period classes.
2. After each progress report period,counselors will speak with 9th grade students exhibiting at risk behavior of failing any course. (Target Group: AtRisk)	Assistant Principal(s), Counselor(s), Student Liaison Officer, Teacher(s)	End of each three week progress reporting period	(L)Local	100% of ninth grade students exhibiting at-risk behavior of failing a class will receive counseling services.
3. Security guards will have handheld video cameras available to record student behavior as necessary. (Target Group: All)	Assistant Principal(s), Security Guards	8/23/11 - 5/25/12	(L)Local	Decrease in the number of lunch time disciplinary referrals by 5%.
4. Exams will be scheduled for the conclusion of each term with 70% objective (i.e. multiple choice, true/false,matching, etc...) and 30% written. Exams will comprise 15% of the total term average. (Target Group: All)	Assistant Principal(s), Department Heads, Principal, Teacher(s)	1/9-13/12 & 5/21- 25/12	(L)Local	100% of teachers will submit copies of final exams to their department chair.
5. ELL Students will participate in activities designed to improve their English speaking,comprehension and writing skills. (Target Group: ESL, LEP)	Counselor(s)	9/6/2011 - 5/21/2012	(S)Local Funds	10% increase in activities designed for ELL students.
6. Recruitment of students for classes offered through ACE will be accomplished by flyers,announcements, and student recommendations (Target Group: All)	Coordinator for After School Programs	8/22/2011 - 6/15/2011	(S)ACE	Copies of flyer and announcements
7. Blinds will be replaced in classrooms (Target Group: All)	Assistant Principal(s)	8/23/11- 5/25/12	(L)Local	Work orders for blinds

# High School

**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. Teachers will utilize dress code form to identify students in violation of dress code and send to their principal's office. (Target Group: All)	Assistant Principal(s), Teacher(s)	On going	(L)Local	Decrease in number of dress code referrals by 10%.
2. Students will be given the opportunity to obtain an ID at registration. as well as, at designated times in the library. (Target Group: All)	Assistant Principal(s), Librarian	On going	(L)Local	Random periodic ID checks to ensure 100% of students have school ID's.
3. A security camera system will be utilized to observe student behavior. (Target Group: All) (NCLB: 4)	Assistant Principal(s), Security Guards	8/22/11 - 5/25/12	(L)Local	Digital data will be used 100% of the time as situation deems necessary.
4. Students will be made aware of the campus Crimestoppers through announcements, posters, and Cardinal Report. (Target Group: All)	Assistant Principal(s), Teacher(s)	On going	(L)Local	100% of resources will be utilized to inform students of the Crimestoppers program.
5. Campus Beautification Committee will continue to plan and implement campus beautification. The committee will consist of students, parents, teachers and administration that meets as needed to set and meet goals for the appearance of the campus. (Target Group: All)	Assistant Principal(s), Principal	On going	(L)Local	Minutes of meetings
6. Raise funds for landscaping via school clubs and organizations through annual donations of \$100.00 to the Campus Beautification Fund as a community outreach program for school clubs and organizations. (Target Group: All)	Assistant Principal(s), Club Sponsors, Principal	9/5/11 - 5/25/12	(L)Local	100% of school clubs and organizations will participate and contribute to the Campus Beautification fund.
7. Campus Beautification will utilize monies generated through campus vending machines for campus beautification. (Target Group: All)	Assistant Principal(s), Principal	8/23/11 - 5/25/12	(L)Local	Evaluation of budget through bookkeeper

# High School

**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
8. Fencing will be installed in campus areas as needed. (Target Group: All)	Assistant Principal(s), Principal	8/23/11 - 5/25/12	(L)Local	100% of fencing needs will be completed.
9. Designated landscaping to support campus beautification will continue. (Target Group: All)	Assistant Principal(s), Parent Volunteers, Principal	8/23/11 - 5/25/12	(L)Local	Landscaping needs to be determined as needed.

# High School

**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. HHS will participate in a campus wide recycling project for paper (Target Group: All)	Club Sponsors, PTA, Teacher(s)	9/12/11 - 5/25/12	(L)Local	100% of recycle bins will be collected weekly
2. Automatic sensor lighting will be installed campuswide. (Target Group: All)	Assistant Principal(s), District Operations	8/15/11 - 12/16/11	(O)Bond Fund	100% of campus facilities will have automatic sensor lighting at completion of project

# High School

**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. HHS will adhere to all federal healthy choice guidelines for students (Target Group: All)	Cafeteria Staff	8/22/11 - 5/25/12	(F)Federal Perkins Funding	100% of all meals will adhere to healthy choice guidelines.
2. HHS staff will be encouraged to participate in local team sports such as volleyball., as well as, informal after school intramural games. (Target Group: All)	Assistant Principal(s)	9/6/11 - 5/25/12	(S)Local Funds	5% increase in team participation as indicated by rosters and sign in sheets.
3. HHS staff will be notified of and encouraged to participate in the campus health fair and/or see personal health care provider for good health guidelines and practices. (Target Group: All)	Assistant Principal(s), School Nurse	3/15/2012	(S)Local Funds	5% increase in health fair participation as indicated by sign in sheets
4. Students will participate in the state mandated Fitnessgram testing which tests student performance on flexibility, endurance and cardiovascular fitness (Target Group: All)	Assistant Principal(s), Teacher(s)	8/23/11 - 5/25/12	(S)Local Funds	95% of students will participate in the Fitnessgram process.
5. Emails will be sent to HHS staff informing them of HCISD sponsored flu clinics. (Target Group: All)	Instructional Facilitators, School Nurse	8/23/22 - 5/25/12	(S)Local Funds	100% of flu clinics will be publicized.

# High School

**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. Encourage parents, students, and teachers to support PTSA through membership and involvement in PTSA activities. (Target Group: All)	Assistant Principal(s), Parent Volunteers, PTA	8/15/11 - 3/15/12	(O)Outside Community Resources	Increase of PTSA membership roster by 5%
2. Counselors will organize a 10th, 11th, 12th Parent Night. Parents will be informed about testing, financial aid and college applications. (Target Group: All) (NCLB: 5)	Assistant Principal(s), Counselor(s)	10/4/11	(L)Local	Parent sign in sheets
3. Encourage parents to participate in booster clubs for school groups in which their student is involved. (Target Group: All)	Assistant Principal(s), Club Sponsors	8/23/11 - 5/25/12	(L)Local	100% of parents with students involved in school groups will be given the opportunity to belong to booster clubs.
4. The community and parents will be informed of events and successes and accomplishments through the use of newsletters, school marquee, channel 17 KHGN and AlertNow messaging system. (Target Group: All)	Assistant Principal(s), Club Sponsors, Instructional Facilitator(s), Principal	8/22/11 - 5/25/12	(L)Local	Publication of articles and airing of video presentations
5. Hold parent meetings for special program groups (i.e.: Technology Academy parents, Pre-AP/ AP parents, AVID). (Target Group: All)	Assistant Principal(s), Counselor(s), Department Heads, Instructional Facilitators	8/22/11 - 5/25/12	(L)Local	Sign In Sheets
6. Open House will be held at the beginning the fall semester to allow parents to meet their child's teachers (Target Group: All)	Assistant Principal(s), Instructional Facilitators, Principal	9/20/11	(L)Local	Teacher sign in sheets
7. Second period teachers will personally contact parents of their second period teachers to inform parents of Open House. (Target Group: All)	Teacher(s)	9/5/11 - 9/19/11	(L)Local	100% of teachers' parent contact logs.

# High School

**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
8. Students and parents will be made aware of the course offerings through Parent Information Nights (Eighth Grade Parent Night, Freshmen Parent Night and Sophomore/ Junior/Senior Parent Nights), Course Offering Bulletin, and pre-registration activities. (Target Group: All)	Assistant Principal(s), Counselor(s), Instructional Facilitators, Teacher(s)	Week prior to event	(L)Local	100% of students and parents will receive a Course Offering Bulletin and an invitation to attend the class appropriate parent meeting.
9. 8th Grade Parent Night will be held to inform parents of current eight graders of the HHS Pre-AP / AP program, as well as, current ninth - eleventh parents and students. Also parents and students are informed of Technology Academy opportunities and CTE (Target Group: All)	Assistant Principal(s), Counselor(s)	January 2012	(L)Local	100% of eighth grade students and parents will be informed of Pre-AP/AP, Technology Academy and CTE programs.

# High School

**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. Parents will be contacted through counselors to inform them of their child's Personal Graduation Plan. (Target Group: All)	Counselor(s)	8/1/11 - 9/1/11	(L)Local	100% of parents will be contacted to inform them of their child's Personal Graduation Plan
2. For eighteen week courses, teachers will report grades at the nine weeks and a final grade at end of the eighteen weeks. Daily grades will count as 85% of the course and the final will count for 15%. (Target Group: All)	Assistant Principal(s), Teacher(s)	10/27/11 1/19/12 3/29/12 5/31/12	(L)Local	100% of teachers' gradebooks will reflect the 85/15% for determining the final grade for a course.
3. Parents and students will be notified of the need to petition for course credit. (Target Group: All)	Assistant Principal(s), Attendance Clerk, Counselor(s)	1/12/12 5/18/12	(S)Local Funds	100% of parents and students will be notified of the need to petition for credit.
4. Parents will be contacted when a student is absent using the Alert Now system. (Target Group: All)	Assistant Principal(s), Attendance Clerk	8/22/11 - 5/25/12	(L)Local	100 % of parents will be contacted when their child is absent.
5. Teachers will make parent contacts to inform parents of student progress. A record of parent contacts will be made in the provided Parent Contact Log and submitted to department chair and/or supervising principal. (Target Group: All)	Assistant Principal(s), Department Heads, Teacher(s)	8/23/11 - 5/25/12	(L)Local	100% of teachers will provide a Parent Contact log to department chair and/or supervising principal

# High School

**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. Volunteers from the community will serve as resource speakers in classes such as Government, Economics, and Criminal Justice. (Target Group: All)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	8/22/11 - 5/25/12	(L)Local	5% increase of resource speakers in a variety of classes

# High School

**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. Needs for the hiring process will be assessed and interviews will be set up as applicants are available through HCISD Personnel Office. (Target Group: All)	Principal	Spring 2012	(L)Local	100% of needs will be evaluated for critical employment areas.
2. Department Chairs, team leaders, and other teachers will participate in a brief training describing the interview process, questions, and qualities of applicants to consider in the hiring process. This training will take place prior to serving on interview teams. (Target Group: All)	Assistant Principal(s), Principal	As needed	(L)Local	100% of interview team members will participate in interview process training.

# High School

**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. Teachers will receive training on DMAC (Target Group: All)	Department Heads, Instructional Facilitators, Instructional Staff, Team Leaders	Ongoing	(L)Local	100% of teachers will be trained to use DMAC for data.
2. Teachers will attend the two day Fall AVID Path training in the four core areas and ELL. (Target Group: All) (NCLB: 1,2)	Department Heads, Instructional Facilitators	TBD	(L)Local	Teacher registrations for AVID PATH training sessions.
3. Faculty meetings will be held before school for informational or training purposes. (Target Group: All)	Principal	8/23/11 - 5/25/12	(L)Local	Sign in sheets from meetings
4. Previously certified tutors for the Read Right program will go through re-certification program throughout the year. (Target Group: All, ESL, SPED)	Assistant Principal(s), Read Right Trainer	8/23/11 - 5/25/12	(L)Local	Certified Read Right Tutor status
5. Any new Pre-AP/AP teacher will receive thirty hours of required GT training. (Target Group: All, GT) (NCLB: 3)	Department Heads, Instructional Facilitators	9/1/2011 - 1/30/12	(L)Local	Certificate of Participation
6. Any teacher who teaching a Pre-AP or AP course will attend an AP Summer Institute every 3 years to obtain updates and strategies for teaching Pre-AP or AP classes. (Target Group: All)	Department Heads, Instructional Facilitators	3/15/2012 - 8/15/2012	(S)Local Funds	Certificate of Participation
7. Core area and special Education teachers will be trained in the strategies and models of inclusion with continuation of the inclusion (Target Group: SPED)	Department Heads, Director of Special Education, Instructional Facilitators	8/23/11 - 5/25/12	(S)Local Funds	Certificate of Participation
8. New tutors for the Read Right program will be trained through a seven week training program throughout the fall term as needed. (Target Group: All)	Read Right Trainer	9/1/2011 - 1/31/2012	(L)Local	Certified Read Right Tutor
9. Core Department teachers will attend INOVA training. (Target Group: All)	Department Heads, Instructional Facilitators, Teacher(s)	9/27/2011 - 10/15/2012	(S)Local Funds	INOVA data files for each of core area classes.

# High School

**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. Core area teachers will require all students to submit two assignments created with a word processing program. (Target Group: All)	Assistant Principal(s), Teacher(s)	8/23/11 - 5/25/12	(L)Local	Teacher gradebooks

# High School

**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. Counselors and department chairs will use data to determine specific TAKS courses needed and target students demonstrating need for those classes. (Target Group: AtRisk)	Counselor(s), Department Heads	8/1/2011 - 1/31/2012	(L)Local	100% of students who have not passed TAKS will be provided an opportunity to take a TAKS remediation course.

# High School

**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. Department Chairs will meet weekly with the Principal, Instructional Facilitator, and/or Assistant Principals to inform of campus activities and concerns needing to be disseminated to each department. (Target Group: All)	Assistant Principal(s), Instructional Facilitators, Principal	8/15/2011 - 5/25/2012	(L)Local	Agendas will be provided 100% of the time.
2. Teachers will be a part of a Professional Learning Community (PLC) by department and/or by specific course taught. (Target Group: All)	Assistant Principal(s), Department Heads, Instructional Facilitators, Principal	8/15/2011 - 5/25/2012	(L)Local	Agendas of meetings
3. Core area teachers will identify students' INOVA scenario and develop interventions to meet instructional needs of students (Target Group: All)	Department Heads, Teacher(s)	10/3/11 - 5/15/12	(L)Local	INOVA templates with specific data
4. Utilize Project Based Learning strategies in classroom instruction. (Target Group: All)	Department Heads, Teacher(s)	8/22/2011 - 5/25/2012	(L)Local	Students and teachers will present demonstrating the use of PBL as an instructional strategy.

# High School

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

**Objective 3.** Increase graduation rates

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Freshmen who are at risk of failure will be identified and will receive counseling services and a parental contact as an intervention. (Target Group: AtRisk)	Counselor(s), Teacher(s)	End of each nine weeks	(S)Local Funds	100% of freshmen demonstrating need will receive counseling services and parental contact.
2. Learners' Academy, an academic credit recovery and student support program, will be held after school to target reducing the ninth grade retention rate to ensure students are on track for graduation. (Target Group: AtRisk)	Counselor(s), Instructional Facilitators	2/6/12 - 5/14/2012	(S)Local Funds	5% increase of student participation in credit recovery
3. Students will be offered credit recovery program in order to graduate in four years. (Target Group: AtRisk)	Counselor(s)	8/23/11 - 5/25/12	(L)Local, (S)State Compensatory	100% of students needing credit recovery will be offered an option.

# High School

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

**Objective 4.** Provide and support a guaranteed and viable curriculum with high quality instruction for all

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will utilize differentiated instruction strategies in order to improve student performance on state mandated assessments. (Target Group: ESL, LEP, SPED, AtRisk)	Teacher(s)	8;22/2011 - 5/25/2012	(S)Local Funds	Lesson plans
2. Core Vertical Teams will meet with HCISD Curriculum Specialists quarterly to determine timelines and relevant curriculum to be assessed in the District Curriculum Assessments. (Target Group: All)	Assistant Principal(s), Instructional Facilitators, Principal	8/27/2011 - 4/15/2012	(L)Local	100% of core departments will participate in the District Curriculum Assessment process.

# High School

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

**Objective 5.** Allocate resources to support high quality instruction based on student needs

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Budgets will be created and implemented by department chairs which effectively utilize resources to provide supplemental supplies, materials, support staff development aimed at improving student achievement. (Target Group: All)	Assistant Principal(s), Department Heads	8/22/2011 - 5/25/2012	(S)Local Funds	Created budgets submitted to assistant principal who oversees budget.
2. Department Chairs will periodically review budget to ensure funds are being utilized in an appropriate manner (Target Group: All)	Assistant Principal(s), Department Heads	8/22/2011 - 5/25/2012	(S)Local Funds	Departmental Budgets

# High School

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

**Objective 6.** Provide high-quality systems of support

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A certified probation officer will be located on campus. (Target Group: AtRisk)	Assistant Principal(s), Parent Liason	8/22/2011 - 5/25/2012	(L)Local	Probation officer will be available to 100% of students demonstrating the need
2. Students exhibiting at-risk behavior of habitual absences will be counseled at various time periods to target specific behaviors which contribute to absences. Counselors, teachers and/or assistant principals will be utilized in helping with these students. (Target Group: All)	Assistant Principal(s), Attendance Clerk, Attendance Officers, Counselor(s), Student Liaison Officer	8/22/2011 - 5/25/2012	(L)Local	100% of students exhibiting an at risk behavior of habitual absences will meet with their counselors, teachers, and/or assistant principal
3. Students who have not passed all parts of the exit level TAKS will be offered tutoring. (Target Group: AtRisk)	Counselor(s), Teacher for After School Programs	8/23/11 - 4/20/12	(L)Local	10% increase in student attendance for TAKS tutoring
4. Migrant students will receive tutoring after school (Target Group: Migrant)	Migrant Counselors, Teacher for After School Programs	9/6/2011 - 5/25/2012	(F)Title 1 C - Migrant	Tutoring sign in sheets
5. ACE Coordinator will recruit teachers for after school sessions and activities (Target Group: All)	Coordinator for After School Programs	9/6/2011 - 5/21/2012	(S)ACE	Lesson plans for classes
6. Students will receive a nutritional snack when participating in the ACE program (Target Group: All)	Coordinator for After School Programs	9/7/2011 - 6/30/2012	(S)ACE	Student snack sign in sheet
7. A counselor will be designated to provide support, monitoring, and interventions for the ESL and LEP population to ensure academic success. (Target Group: ESL, LEP)	Assistant Principal(s), Counselor(s)	8/23/11 - 5/25/12	(S)Local Funds	100% of ESL and LEP students will be provided interventions to ensure academic success as necessary.

# High School

**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. Teachers will demonstrate strategies for students to implement when taking AP exams. (Target Group: All)	Instructional Facilitators, Teacher(s)	8/23/11 - 5/15/23	(S)Local Funds	Scores on AP exams will increase by 10% in all subject areas.
2. Migrant students will take college field trips (Target Group: Migrant)	Migrant Counselors	1/24/2012 - 4/17/2012	(F)Title 1 C - Migrant	Attendance rosters for field trips
3. Surescore SAT program will be utilized in the SAT class. (Target Group: All)	Teacher(s)	8/22/2011 - 5/25/2012	(S)Local Funds	2011 - 2012 SAT and ACT score results
4. An AVID Site Team comprised of teachers from the four core areas, administration, AVID classroom teacher, and counseling will meet at least quarterly or more frequently. (Target Group: All)	AVID Teacher(s), Instructional Facilitators	8/22/2011 - 5/25/2012	(L)Local	Agendas and sign in sheets.
5. Students will have the opportunity to meet college reps who come to campus and/or on school sponsored trips to college. (Target Group: All)	Counselor(s)	9/12/2011 - 5/21/2012	(L)Local	100% of students will be informed of college reps and college field trips.
6. Information on PSAT will be distributed to ninth, tenth, and eleventh graders to encourage student participation. (Target Group: All)	Counselor(s)	9/15/2011 - 10/1/2011	(L)Local	100% of 9 - 11 graders will receive information through announcements and flyers to participate in taking the PSAT.
7. Counselors will promote a monthly College T-Shirt Day. Teachers and students will wear a college t-shirt to promote college awareness. (Target Group: All)	Assistant Principal(s), Counselor(s), Principal	10/3/11 - 5/15/12	(L)Local	100% of counselors and teachers will participate in College T-Shirt Days.
8. Teachers will have signs displaying the college(s) attended and degrees obtained. (Target Group: All)	Counselor(s), Teacher(s)	8/23/11 - 5/23/11	(L)Local	100% of teachers will display college attended and degrees obtained.

# High School

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

**Objective 2.** Provide opportunities for marketable skills awards, industry certification, college credit accrual and Associate Degrees

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will be offered dual enrollment courses for accrual of college hours through TSTC with HHS adjunct professors. (Target Group: All)	Assistant Principal(s), Counselor(s), Instructional Facilitators, Principal	8/23/11 - 5/25/12	(L)Local, (S)Local Funds	Course Description Bulletin and class rosters.
2. Students will be offered dual enrollment for accrual of college hours with TSTC through Distance Learning. (Target Group: All)	Assistant Principal(s), Instructional Facilitators, Principal	8/23/11 - 5/25/12	(L)Local, (S)Local Funds	Course Description Bulletin and class rosters.
3. Students will be offered the opportunity to obtain a state cosmetology license by taking cosmetology courses. (Target Group: All, CTE)	Assistant Principal(s), Instructional Staff, Principal	8/23/11 - 5/25/12	(S)CTE Funding	Course Description Bulletin and class rosters
4. Students will be offered dual courses for the purpose of obtaining Certified Nursing Assistant certification with an on campus instructor from TSTC. (Target Group: All)	Assistant Principal(s), Teacher(s)	8/23/11 - 5/25/12	(L)Local, (S)CTE Funding	Course Description Bulletin, class rosters, and final certification rosters.
5. Students will be offered an opportunity to earn SafeServ certification through Foods classes allowing them to work in any food related occupation. (Target Group: All)	Teacher(s)	8/23/11 - 5/25/12	(S)CTE Funding, (S)Local Funds	Roster of students earning SafeServ certification

# High School

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

**Objective 3.** Target all students to graduate career, workforce and college-ready

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. An eighteen week SAT Prep class will be offered to students wanting preparation for the SAT college entrance exam. (Target Group: All)	Counselor(s), Teacher(s)	8/23/11 - 5/25/12	(L)Local	5% increase in SAT participation
2. Counselors will inform students of the scores needed on state assessments to enter college without taking remedial courses. (Target Group: All)	Counselor(s)	8/23/11 - 5/23/12	(L)Local	100% of students will be informed of state assessment scores needed for college entrance.
3. Students will be informed of SAT and ACT test dates. (Target Group: All)	Counselor(s)	8/23/11 - 5/25/23	(L)Local	100% of all juniors and seniors will be informed of SAT and ACT test dates.
4. Students will be informed about summer programs, co-op, and service learning opportunities to provide them with real world learning experiences. (Target Group: All)	Counselor(s), CTE Counselors , Teacher(s)	8/23/11 - 5/25/12	(L)Local	100% of students will be informed of opportunities to provide real world learning.



## Comprehensive Needs Assessment

### 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.

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>● AEIS Report</li> <hr/> <li>● PBMAS</li> <hr/> <li>● Master Schedules</li> <hr/> <li>● PEIMS</li> <hr/> <li>● DMAC</li> <hr/> </ul> | <ul style="list-style-type: none"> <li>● TAC</li> <hr/> <li>●</li> <hr/> <li>●</li> <hr/> <li>●</li> <hr/> <li>●</li> <hr/> </ul> |
|---|---|

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

- Attendance Rate 95.6

---

- Ethnicity: 89.5 Hispanic; 9.6 White

---

- Adjunct Dual Courses Growing

---

- Recommend / DAP Graduation Rate 92.6

---

- Participation Rate: CTE 78.3; SpEd 10.3; GT 9.8; ESL 3.0

---

- Teacher / Student Ration 13.6

---

- 

---

- 

---

- 

---

- 

---

- 

---

## Needs

- Review support for ESL/LEP Population

---

- Continue to monitor students progress, participation, attendance

---

- Encourage parent participation

---

- Review teacher-student ration & performance

---

- 

---

- 

---

- 

---

- 

---

- 

---

- 

---

# Summary of Needs

- Encourage parent participation

---

- Review participation rate in programs

---

- Continuously monitor ESL / LEP population

---

- 

---

- 

---

- 

---

- 

---

- 

---

- 

---

- 

---



## 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>● DMAC / INOVA</li> <hr/> <li>● Quarter Grade Reports</li> <hr/> <li>● PEIMS</li> <hr/> <li>● Attendance Reports</li> <hr/> <li>● Cohort Reports</li> <hr/> </ul> | <ul style="list-style-type: none"> <li>● Attendance Reports</li> <hr/> <li>● Home Visits / Phone Logs</li> <hr/> <li>● AEIS Report</li> <hr/> <li>● PBMAS Report</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

- AP - trend in serving more students

---

- Dual - trend in serving more students

---

- PSAT/SAT/ACT - trend in serving more students

---

- Campus Inclusion Classes

---

- Summer Credit/Dropout Recovery

---

- Home visits, phone calls, truant officer

---

- New Directions, ACE, Extended Day, Ninth Grade Success Initiative

---

- Student identification & assessment for ESL

---

- 

---

- 

---

- 

---

## Needs

- Increase numbers of students receiving a qualifying score on AP Exams

---

- Support services for dual students

---

- Continue to implement AVID strategies

---

- Continue to implement CCR strategies

---

- Target intervention for SpEd eligible students in TAKS Prep Classes

---

- Refine system of support for inclusion settings

---

- Increase use of ESL/Sheltered Instruction strategies

---

- 

---

- 

---

- 

---

# Summary of Needs

- Adhere to the CCRS

---

- Teacher training for differentiated instruction

---

- System for monitoring ARD assessment decisions / justifications

---

- Refine and implement programs that target students who are not in current cohort

---

- Increase parents as partners with focus on graduation and success

---

- Increase credit recovery options for students to include electives

---

- Staff development with focus of meeting needs of ESL students

---

- 

---

- 

---

- 

---





## 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.
- 
- 
- 
- 

### 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.

● Principal Survey	●
_____	_____
● Parent Conferences	●
_____	_____
●	●
_____	_____
●	●
_____	_____
●	●
_____	_____

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

- 90% of employees agree or strongly agree that they are valued employees
- 95% of employees are satisfied with their current position
- 93% of employees share their vision, beliefs, and mission with all stakeholders.
- 81% of employees say that moral at their school is high.
- 94% of employees feel there is an opportunity for continued professional learning
- 97% of staff feel safe at school.
- Rates for 09-10 discipline incident reports have decreased in all areas.
- 2010 Bond will positively effect school culture and climate by improving facilities.
- 09-10 Gun Free School Report shows 0 incidents involving firearms on campuses.
- 80% of teachers feel that their views and concerns are addressed by SBDM Committee.

## Needs

- Increase the morale of our employees.
- All stakeholders agree that class size needs to be improved for continued student success.
- Implement procedures to ensure adequate supplies and materials are provided.
- Improve lighting and parking lot security.
- Continue focusing on reduction in vandalism, gangs, and fighting.
- Increase awareness of drug and violence prevention programs in district.
- Little response from students on surveys.
- 
- 
- 
- 

# Summary of Needs

- Provide activities/initiatives that improve staff morale
- Reduce class sizes to improve student achievement
- Provide adequate resources for supplies and materials to improve student achievement
- Improve security and lighting, particularly in parking lots for staff and student security
- Provide activities/initiatives that improve school safety
- Increase awareness of drug and violence prevention programs in district for all stakeholders
- Increase the number of student surveys and student survey participation to ensure more stakeholder voice .
- 
- 
-



## 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.

- |                                     |                                    |
|-------------------------------------|------------------------------------|
| ● Professional Staff Surveys        | ● Eduphoria                        |
| ● HHS Teacher Certifications Report | ● DMAC/INOVA                       |
| ● Employee Access Ceter             | ● Campus Attendance Rosters        |
| ● SBDM Agendas / Minutes            | ● Administrative Interview Records |
| ● Campus Staff Development Rosters  | ●                                  |

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

- Campus Mentor Program

---

- New Teacher Orientation

---

- 100% Highly Qualified Professional Staff

---

- Campus Technology Support System

---

- HHS Staff Development - Emphasis on Professional Growth

---

- Professional Learning Communities

---

- Highly Developed Recruitment Process

---

- 

---

- 

---

- 

---

- 

---

## Needs

- Additional recruitment of highly qualified staff

---

- Improve staff participation in continuing education

---

- Staff development opportunities

---

- Additional technical support systems

---

- 

---

- 

---

- 

---

- 

---

- 

---

- 

---

# Summary of Needs

- Additional Highly Qualified Staff Recruitment basd on student/teacher ration

---

- Support and develop increased collaboration among professional staff

---

- Continuation of targeting campus staff development focusing on professional growth

---

- 

---

- 

---

- 

---

- 

---

- 

---

- 

---

- 

---

- 

---



## 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.

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>● C-Scope, YAGS, IFD's</li> <hr/> <li>● Project Based Learning</li> <hr/> <li>● Benchmarks</li> <hr/> <li>● INOVA /DMAC</li> <hr/> <li>● CCRS</li> <hr/> </ul> | <ul style="list-style-type: none"> <li>● Departmental SE Data Analysis</li> <hr/> <li>● AVID</li> <hr/> <li>● STAAR Blueprints</li> <hr/> <li>● Collaborative horizontal teams</li> <hr/> <li>● Departmental instructional tools such as TI Navigator, Probes in Science</li> <hr/> </ul> |
|---|---|

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

- C-Scope

---

- INOVA

---

- DMAC

---

- PLC's collaborative evaluation & planning

---

- Benchmark as an instructional tool

---

- TAKS strategies

---

- AVID

---

- 

---

- 

---

- 

---

## Needs

- Continued collaborative planning within departments

---

- Focus on CCRS

---

- Common template for data disaggregation

---

- Consistency in horizontal & vertical alignments

---

- Consistent use of data for individual instructional needs.

---

- Staff development to meet needs of special pops

---

- Interventions to meet needs of special pops

---

- 

---

- 

---

- 

---

# Summary of Needs

- Development of common process/ templates for DMAC and INOVA data to be utilized to guide instruction

---

- Ensure horizontal and vertical alignments are consistent

---

- Ensure special pops instructional needs are met with research based strategies

---

- Development of interventions to meet needs of all students

---

- Increase parents as partners with focus on graduation and success

---

- Increase credit recovery options for students to include electives

---

- Staff development with focus of meeting needs of ESL students

---

- 

---

- 

---

- 

---



## 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
- 
- 
- 
- 

### 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.

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>● Sign-in Sheets</li> </ul> <hr/>      | <ul style="list-style-type: none"> <li>● Drop-out rate, Complete Rate, Graduation Rates</li> </ul> <hr/> |
| <ul style="list-style-type: none"> <li>● Alert Now</li> </ul> <hr/>           | <ul style="list-style-type: none"> <li>●</li> </ul> <hr/>  |
| <ul style="list-style-type: none"> <li>● Mail-outs/Flyers</li> </ul> <hr/>    | <ul style="list-style-type: none"> <li>●</li> </ul> <hr/>  |
| <ul style="list-style-type: none"> <li>● Parent Contact Logs</li> </ul> <hr/> | <ul style="list-style-type: none"> <li>●</li> </ul> <hr/>  |
| <ul style="list-style-type: none"> <li>● Home Visits</li> </ul> <hr/>         | <ul style="list-style-type: none"> <li>●</li> </ul> <hr/>  |

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

# 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

- Good Communications

---

- Parent Volunteering (Booster Clubs/PTSA)

---

- Partnerships with Community

---

- Parental Involvement Program

---

- Drop-out Prevention Programs

---

- Parental Involvement/Drop-out prevention Activities and Events (Campus and District)

---

- 

---

- 

---

- 

---

- 

---

## Needs

- Alternative Program

---

- Additional Supportive Agencies in local area

---

- Collaborating with Community

---

- Parent and Family Education

---

- 

---

- 

---

- 

---

- 

---

- 

---

# Summary of Needs

- Collaborating w/Community: More partnerships can equal to more programs

---

- Alternative Programs: More options for students

---

- Additional Support Agencies in local area: Available in Harlingen for families in need

---

- Community/School Learning Centers: offer educational, social, and recreational to family

---

- Community/School Learning Centers: offer educational, social, and recreational to family

---

- 

---

- 

---

- 

---

- 

---

- 

---



## 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.

- |                                       |                              |
|---------------------------------------|------------------------------|
| ● Campus Extracurricular Programs     | ● Mentor Teachers            |
| ● _____                               | ● _____                      |
| ● Specific Extracurricular Activities | ● Site Based Decision Making |
| ● _____                               | ● _____                      |
| ● Site Based Master Schedules         | ● Mission Statement          |
| ● _____                               | ● ACE After School Program   |
| ● Professional Learning Communities   | ● _____                      |
| ● _____                               | ● _____                      |
| ● Core Subject Leadership Teams       | ● _____                      |
| ● _____                               | ● _____                      |

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

# 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

- Core Professional Learning Communities

---

- Strong New Teacher Mentor Program

---

- Varied Extracurricular Program

---

- Department Master Schedule Collaboration

---

- Campus Culture of Caring

---

- Student centered programs for students at all levels

---

- 

---

- 

---

- 

---

- 

---

## Needs

- Continuous monitoring and review of mentor teacher program

---

- Funds for upkeep of beautification program

---

- Updating / Revision of extracurricular programs

---

- Staff development by site based teams to support data driven trainig & initiatives

---

- Continuous support for PLC's

---

- 

---

- 

---

- 

---

- 

---

# Summary of Needs

- Administration and staff support for continuous data analysis by PLC's and non-core stakeholders

---

- Consistency in core and elective classes in the development of master schedule

---

- Updating / revision of extracurricular programs

---

- 

---

- 

---

- 

---

- 

---

- 

---

- 

---

- 

---



## Comprehensive Needs Assessment

### 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
- 

### 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.

- |  |         |
|--|---------|
| ● Star Chart                           | ● _____ |
| ● Available Hardware and Software      | ● _____ |
| ● Classroom Needs                      | ● _____ |
| ● Teacher Training Needs in Technology | ● _____ |
| ● District Technology Policies         | ● _____ |

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



## Demographics

- Encourage parent participation
- Review participation rate in programs
- Continuously monitor ESL / LEP population

## School Culture and Climate

- Provide activities/initiatives that improve staff morale
- Reduce class sizes to improve student achievement
- Provide adequate resources for supplies and materials to improve student achievement
- Improve security and lighting, particularly in parking lots for staff and student security
- Provide activities/initiatives that improve school safety
- Increase awareness of drug and violence prevention programs in district for all stakeholders
- Increase the number of student surveys and student survey participation to ensure more stakeholder voice .

## Curriculum, Instruction and Assessment

- Development of common process/ templates for DMAC and INOVA data to be utilized to guide instruction
- Ensure horizontal and vertical alignments are consistent
- Ensure special pops instructional needs are met with research based strategies
- Development of interventions to meet needs of all students
- Increase parents as partners with focus on graduation and success
- Increase credit recovery options for students to include electives
- Staff development with focus of meeting needs of ESL students

## **School Context & Organization**

Administration and staff support for continuous data analysis by PLC's and non-core stakeholders

Consistency in core and elective classes in the development of master schedule

Updating / revision of extracurricular programs

## Student Achievement

Adhere to the CCRS

Teacher training for differentiated instruction

System for monitoring ARD assessment decisions / justifications

- Refine and implement programs that target students who are not in current cohort
- Increase parents as partners with focus on graduation and success
- Increase credit recovery options for students to include electives
- Staff development with focus of meeting needs of ESL students
- 
- 
- 
- 
- 

## Teacher Quality

Additional Highly Qualified Staff Recruitment based on student/teacher ration

Support and develop increased collaboration among professional staff

Continuation of targeting campus staff development focusing on professional growth

- 
- 
- 

## Family & Community Involvement

Collaborating w/Community: More partnerships can equal to more programs

Alternative Programs: More options for students

Additional Support Agencies in local area: Available in Harlingen for families in need

Community/School Learning Centers: offer educational, social, and recreational to family

Community/School Learning Centers: offer educational, social, and recreational to family

- 
- 
-

## Technology

Placing technology in the hands of educators to support the curricular goals of the school.

Staff development activities/ courses to help teachers become comfortable and proficient with the technology,

- All classrooms to have mounted multimedia projectors
- 
- 
- 
- 
- 
-