

# High School - SOUTH

## **Campus Improvement Plan**

2011/2012

*Harlingen South - A Step Above!*

Date Reviewed: 09/22/11

Date Approved: 09/30/11

# High School - SOUTH

## **Mission**

*The faculty and staff of Harlingen High School South support and promote the motto, "A Step Above." It is our belief that students can acquire a winning desire to learn and succeed to the fullest extent of their individual abilities. Students have the opportunity to develop the ability to think logically, independently, creatively and to communicate effectively.*

## **Vision**

*The futures of our students are greatly influenced by what we do in our classrooms. It is, therefore, our civic duty and responsibility to ensure that all students at Harlingen High School South are prepared to meet the challenges of tomorrow. Through our high expectations for student achievement and by fostering a positive environment, our students can and will succeed.*

### Nondiscrimination Notice

High School - SOUTH 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.

# High School - SOUTH Site Base

Name	Position
Abbott, John	Teacher - Math
Acosta, Julie	District-level Nonteaching Professional
Arellano, Cecilia	Community Representative
Chapa, Octavio	Teacher - Electives/Foreign Language
Cortez, Valerie	Campus-based Nonteaching Professional & DEIC Membe
Figueroa, Roel	Business Representative
Flores, Jose	Teacher - Special Programs
Flores, Rene	Teacher - Social Studies
Fruge, Peggy	Community Representative
Lambert, Valeska	Parent
Lillard, Karen	Parent
McDonald, Sarah	Teacher - ELA & DEIC Member
McGarraugh, Sandra	Teacher - CATE & DEIC Member
Ortiz, Samuel	Teacher - Science
Rodriguez, Joe	Principal
Young, Diana	Campus-based Nonteaching Professional

# High School - SOUTH

**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. Provide Character Education curriculum to South. (Target Group: All) (NCLB: 4)	Assistant Principal(s), Assistant Superintendent(s), Director of Guidance & Counseling	Quarterly	(F)Grant - Federal	Followup with campus counselors on implementation.
2. Provide to campuses Skills Stream curriculum (Target Group: All) (NCLB: 4)	Director of Special Education	Quarterly	(L)Local	Feedback from Behavioral Specialists.
3. Provide professional development on building positive relationships with students, including developing and maintaining a mentoring program designed using INOVA data.	Assistant Superintendent for Curriculum, Director of Guidance & Counseling, Director of Staff Development	quarterly	(L)Local, (O)Local Districts	Staff development reports Documented implementation of practices on each campus
4. Increase awareness of issues regarding abuse of children as required by BQ(LEGAL) and Education Code 38.0041	Assistant Superintendent(s), Deputy Superintendent	quarterly	(L)Local	Greater amount of presentations regarding issue
5. Implement a discipline management program providing for prevention of and education concerning aggression, harassment, and bullying in school, on school grounds, and in school vehicles (Education Code 37.083a)	Counselor(s)	quarterly	(L)Local	Follow up with counseling department.
6. Establish collaborative meetings within and between departments over the course of the school year.	Assistant Principal(s), Department Heads	quarterly	(L)Local	Document meeting dates.
7. Provide 100% of identified migrant students with appropriate supplemental educational services	Assistant Principal(s)	on going	(F)Title I	100% completion
8. Continue to apply for renewable energy grants	Assistant Principal(s)	on going	(L)Grant - Local	An increase in grant funding

# High School - SOUTH

**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. Utilize the Raptor Security System at all campuses	Deputy Superintendent	Quarterly	(L)Local, (S)Local Funds	Raptor report system
2. Provide training to all staff in Crisis Management drills and codes	Assistant Principal(s)	Yearly	(L)Local	Staff Development sign in sheets
3. Implement the Alert Now System for automated calling to send important information to parents and staff	Director of Technology	October 2011	(F)Title I	Usage report; random sample review of messages
4. Review entering campus crisis teams and CPI and TPSI modules as required by SB 1196	Director of Special Education, Principal	Annually	(F)IDEA Special Education, (L)Local	Sign in sheets and incident records
5. Provide resource officers at the secondary schools	Assistant Principal(s), Principal	monthly	(F)Grant - Federal, (O)Local Districts	Monitor attendance.
6. Ensure that 100% of parent volunteers and sub-contracted consultants are in alignment with district safety guidelines	Division of Instruction	October 2011/September 2012	(L)Local	Monitor board policy that has been established.
7. Increase security utilizing current staff	Assistant Principal(s)	quarterly	(L)Local	Review end of year incident reports.

# High School - SOUTH

**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. Create a plan to expand Harlingen South's recycling efforts	Assistant Principal(s)	annually	(L)Local	Increase in student participation
2. Maintain recycling effort of white paper and cardboard	Instructional Staff	on going	(L)Local	Increase in white paper pick-up by City of Harlingen
3. Review monthly water bills	Assistant Principal(s)	on going	(L)Local	Lower amount spent on water usage
4. Secure recycling bins for white and colored paper, plastic, and aluminum cans	Instructional Staff	on going	(L)Local	Increase in recycling

# High School - SOUTH

**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. Administer FitnessGram physical fitness assessment to all students in grades 9-12	Assistant Principal(s)	annually	(L)Local	100% completion
2. Support and promote HCISD employee wellness program	Assistant Principal(s)	on going	(L)Local	Decrease in health issues.

# High School - SOUTH

**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
3. Providing home visits as needed for attendance needs	Attendance Clerk, Attendance Officers	on going	(L)Local	Increased attendance
4. Collaborate with the Director of Communications, develop an informational television program utilizing KHGN studio	Assistant Principal(s), Division of Instruction	annually	(L)Local	Positive promotion of school students

# High School - SOUTH

**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. Make use of the web-based parent access center, as well as more traditional technologies, to keep parents informed of their child's progress in their classes.	Assistant Principal(s), Counselor(s), Instructional Facilitators, Instructional Staff	on-going	(L)Local	parent survey

# High School - SOUTH

**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. Hold monthly SBDM meetings to collaborate with parents, business owners, and community members.	Assistant Principal(s), Instructional Facilitators, Instructional Staff	on-going	(L)Local	year-end evaluation of effectiveness by SBDM

# High School - SOUTH

**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. Review staff development procedures and practices and recommend revisions for the following year	Division of Instruction, Principal	Oct. 1; Dec. 3; Feb. 25; May 6	(L)Local	Review completed.
2. Continue recruitment efforts (local, state, national, & electronic)	Human Resources	Oct. 1; Dec. 3; Feb. 25; May 6	(F)Title IIA Principal and Teacher Improvement, (L)Local	Number of hires resulting from recruitment efforts.
3. Recruit bilingually endorsed teachers	Assistant Principal(s), Human Resources	annually	(L)Local	Increased number of bilingual teachers

# High School - SOUTH

**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. Train and follow-up with instructional coaching model	Assistant Principal(s)	quarterly	(L)Local	Review timeline
2. Provide professional development based on assessment data	Instructional Facilitators	on going	(L)Local	Compare assessment data and staff development choices
3. Seek and secure funding sources to support professional development training and curriculum-writing committee stipends	Assistant Principal(s)	annually	(L)Local	Increased trainings
4. Provide informational meetings in cooperation with universities on acquiring advanced degrees	Assistant Principal(s)	Oct. 1; Dec. 3; Feb. 25; May 6	(L)Local	100% documentation of meetings and number of staff attending.
5. Provide training to principals, Special Ed teachers on criteria required in order to determine students who are eligible for TAKS M	Assistant Principal(s)	on going	(F)IDEA Special Education	Increase in trainings
6. Train 100% of teachers in the English Language Proficiency Standards (ELPS)and Sheltered Instruction	Instructional Facilitators	on going	(L)Local	100% completion
7. Educate campus and enforce guidelines regarding fieldtrips	Assistant Principal(s)	annually	(L)Local	Decrease in field trip issues

# High School - SOUTH

**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. Hold weekly subject level, and monthly grade level, meetings to collaborate on the succesful use of technology in the classroom.	Instructional Facilitators, Instructional Staff	on-going	(L)Local	survey of teachers

# High School - SOUTH

**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. Increase School attendance rate by 5%	Assistant Principal(s)	on going	(L)Local	Attendance data
2. Monitor student data and align interventions with student needs	Assistant Principal(s)	ongoing	(L)Local	Benchmark data
3. Increase math and reading AYP performance targets for Limited English Proficient (LEP) and Special Education students to meet Adequate Yearly Progress	Assistant Principal(s)	annually	(L)Local	AYP results
4. Monitor student performance, attendance and participation based on OLPT, Progress Reports, Grade Reporting, PEIMS Student Intervention Forms, and TELPAS	Assistant Principal(s)	ongoing	(L)Local	Benchmark data
5. Provide 100% of eligible high school migrant students with summer school opportunities	Assistant Principal(s)	ongoing	(F)Title I	100% completion

# High School - SOUTH

**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. 100% of departments will effectively utilize resources to provide supplemental supplies and materials to improve student achievement	Assistant Principal(s)	on going	(L)Local	Hands on lessons

# High School - SOUTH

**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. Establish and maintain pro-actice tutoring and credit recovery programs in order to keep students on track to graduate.	Assistant Principal(s), Instructional Facilitators, Instructional Staff, Principal	on-going	(L)Grant - Local, (L)Local	graduation rates

# High School - SOUTH

**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. Closely monitor migrant students graduation cohort plans	Assistant Principal(s)	on going	(L)Local	Graduation rates
2. Conduct ongoing program evaluations using PEIMS, DMAC and INOVA data to evaluate the effectiveness of the program, and to make recommendations to ensure student completion	Instructional Facilitators	quareterly	(L)Grant - Local	Increased student success
3. Continue to screen students for homeless eligibility	Assistant Principal(s)	on going	(L)Local	Homeless students in classrooms
4. Communicate with parental involvement department on a regular basis on bad leaver codes	Assistant Principal(s)	on going	(L)Local	Decrease in bad learner codes
5. Decrease the percentage of special education eligible students taking TAKS-M and increase the percentage of special education eligible students taking TAKS/TAKS Accommodated	Assistant Principal(s)	on going	(L)Local	Monitor TAKS data
6. Investigate developing an additional outlet of music expression specifically for special needs students	Assistant Principal(s)	bi-annually	(L)Local	Creation of a program assisting with the need
7. Place each ESL student into instructional settings based on student data, teacher preparation and expertise and a four-year graduation plan	Assistant Principal(s)	ongoing	(F)Title I	Increase in proper placements
8. Provide 100% of eligible migrant students participation opportunities in summer enrichment programs/Math Achievement equals Success (MAS)	Assistant Principal(s)	annually	(F)Title I	100% completion
9. Coordinate services between content area teachers and ESL teachers for LEP students	Assistant Principal(s)	on going	(F)Title III Bilingual / ESL	Greater amount of services

# High School - SOUTH

**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. Successfully seek and apply for funding for supplemental grants	Assistant Principal(s), District Grant Writer	on going	(L)Local	Increase in grant funds
2. Provide 100% of costs for secondary migrant students testing and correspondence courses	Assistant Principal(s)	ongoing	(F)Title I	100% completion
3. Provide credit recovery options to special needs students through summer school and explorer learning lab	Assistant Principal(s)	on going	(L)Local	Increased credit recovery
4. Provide ongoing and job-embedded professional development on instructional strategies will be offered	Assistant Principal(s)	on going	(F)Title 1 C - Migrant	Increase in professional development numbers
5. Acquire and make available instructional and supplemental materials for support of LEP students in content areas	Assistant Principal(s)	on going	(F)Title III Bilingual / ESL	Increased use of supplies
6. Provide hand-scheduling for English Language Learners at the secondary level	Assistant Principal(s)	annually	(F)Title III Bilingual / ESL	Increase in participants

# High School - SOUTH

**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. Identify funding sources including state, federal, and foundational monies and disseminate information to Harlingen High School South staff	Assistant Principal(s)	annually	(L)Local	Proper use of funds
2. Provide grade appropriate school supplies and technology equipment to 100% of migrant students	Assistant Principal(s)	on going	(L)Local	Proper distribution of funding

# High School - SOUTH

**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. Provide parents and students trips to Universities	Assistant Principal(s), Instructional Staff	annually	(L)Local	Increased trips
2. Maintaining New Directions Program at Harlingen High School South	Assistant Principal(s), Counselor(s)	on going	(L)Local	Increased participants

# High School - SOUTH

**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. Work with and through our CATE and Core courses in order to provide students with more opportunities to obtain college credit and career certifications.	Assistant Principal(s), Instructional Facilitators	on going	(L)Local	Year end review of college credit and certifications.

# High School - SOUTH

**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. Utilize our counseling staff and our college and career room in order to get students laser-focused on life after high school	Assistant Principal(s), Instructional Facilitators	year after review	(L)Local	Review of students numbers enrolled in post-secondary programs



## 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.

- |  |                                      |
|--|--------------------------------------|
| ● Enrollment in TSTC dual enrollment courses | ● PBMAS                              |
| ● PEIMS                                      | ● HS Graduation Rates                |
| ● AEIS Report                                | ● Connect to Success Data            |
| ● Master Schedules                           | ● SAT/ACT scores                     |
| ● College Board                              | ● Post-secondary application numbers |

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

- Increase in average score of SAT/ACT test takers
- Dual and AP Participation - growing
- Increase in students taking AP tests
- Teacher Student Ratio
- Enrollment Growth
- Increase in dual enrollment completion rates
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## Needs

- Encourage parent participation
- Continue to monitor progress, participation and attendance
- Continue and enhance collaboration among staff and teachers
- Review teacher-student ratio and performance
- Review participation in programs by categories
- Review support for LEP students
- Continue support for AP/Dual success
- Improve Graduation Rates
- Review At-Risk population support
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# Summary of Needs

- Encourage parent participation
- Continue to monitor progress, participation and attendance
- Review teacher-student ratio and performance
- Review participation in programs by categories
- Review support for LEP students
- Continue support for AP/Dual success
- Improve Graduation Rates
- Review At-Risk population support
- Continue and enhance collaboration among staff and teachers
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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>● AEIS Campus Report</li> <hr/> <li>● TEA PBMAS Report</li> <hr/> <li>● DMAC / INOVA</li> <hr/> <li>● Home Visits / Phone Logs</li> <hr/> <li>● Attendance Reports</li> <hr/> </ul> | <ul style="list-style-type: none"> <li>● Cohort Reports</li> <hr/> <li>● Attendance Officers</li> <hr/> <li>● PEIMS</li> <hr/> <li>● Quarter Grade Reports</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

- Student identification & assessment for ESL

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

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- Home visits, phone calls, truant officer

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- Summer Credit/Dropout Recovery

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- Campus Inclusion Classes

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

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### Needs

- Increase use of ESL/Sheltered Instruction strategies

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- Improve campus rating / commended performance

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- Refine system of support for inclusion settings

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- Target intervention for SpEd eligible students in TAKS Prep Classes

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- Continue to implement CCR strategies

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- Continue to implement AVID strategies

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- Support services for dual students

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

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- Continue to implement PBL strategies

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## Summary of Needs

- Increase use of ESL/Sheltered Instruction strategies

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- Improve campus rating / commended performance

---

- Refine system of support for inclusion settings

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- Target intervention for SpEd eligible students in TAKS Prep Classes

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- Continue to implement CCR strategies

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- Continue to implement AVID strategies

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- Support services for dual students

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

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- Continue to implement PBL strategies

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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.

- |  |   |       |
|--|---|-------|
| ● Collection of teacher input concerning school vision | ● | _____ |
| ● HCISD Needs Assessment Survey                        | ● | _____ |
| ● Unsafe School Report 09-10                           | ● | _____ |
| ● Informal assessment via stakeholder conversations    | ● | _____ |
| ● _____  | ● | _____ |

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





## 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.

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>● Campus Staff Development Rosters</li> <hr/> <li>● Administrative Interview Records</li> <hr/> <li>● Campus Attendance Rosters</li> <hr/> <li>● DMAC/INOVA</li> <hr/> <li>● Eduphoria</li> <hr/> </ul> | <ul style="list-style-type: none"> <li>● Campus Committee minutes/reports</li> <hr/> <li>● Job Fair Committee Reports</li> <hr/> <li>● Employee Access Center</li> <hr/> <li>● Professional Staff Surveys</li> <hr/> <li>●</li> <hr/> </ul> |
|--|---|

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 Technology Support System

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- Highly Developed Recruitment Process

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- DATE Program

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- Professional Learning Communities

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- Staff development

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- New Teacher Orientation

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- 100% Highly Qualified Professional Staff

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## Needs

- Improve staff participation in continuing education

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- Additional staff incentives

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- Additional technical support systems

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- Staff development opportunities

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- Improve campus rating

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# Summary of Needs

- Improve staff participation in continuing education

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- Additional staff incentives

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- Additional technical support systems

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- Staff development opportunities

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- Improve campus rating

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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.

- |                                 |                                 |
|---------------------------------|---------------------------------|
| ● INOVA                         | ● CCRS                          |
| ● Collaborative teams           | ● DMAC                          |
| ● TAKS workbooks & supplements  | ● DCA's & Formative Assessments |
| ● AVID                          | ● Project Based Learning        |
| ● Departmental SE Data Analysis | ● C-Scope, YAGS, IFD's          |

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

- AVID

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- TAKS Strategies

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- Benchmark

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- PLC's collaborative evaluation & planning

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- DMAC

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- INOVA

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- C-Scope

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## Needs

- Interventions to meet needs of special pops

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- Staff development to meet needs of special pops

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- Consistent use of data for individual instructional needs

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- Consistency in horizontal & vertical alignments

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- Common template for data disaggregation

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- Focus on CCRS

---

- Continued collaborative planning within departments

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- more common formative assessments

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# Summary of Needs

- Interventions to meet needs of special pops

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- Staff development to meet needs of special pops

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- Consistent use of data for individual instructional needs

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- Consistency in horizontal & vertical alignments

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- Common template for data disaggregation

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- Focus on CCRS

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- Continued collaborative planning within departments

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- more common formative assessments

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## 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.

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>● Complete Rate, Graduation Rates</li> <hr/> <li>● Logs</li> <hr/> <li>● Surveys</li> <hr/> <li>● Attendance Rates</li> <hr/> <li>● Drop-out rates</li> <hr/> </ul> | <ul style="list-style-type: none"> <li>● Home visits</li> <hr/> <li>● Phone calls</li> <hr/> <li>● Mail-outs/Flyers</li> <hr/> <li>● Quarter reports</li> <hr/> <li>● Sign-in Sheets</li> <hr/> </ul> |
|--|---|

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

- Parent Volunteering (Booster Clubs/PTSA)

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- Good Outreach

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- Activities and Events (Campus and District)

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- Drop-out Prevention Programs

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- Parental Involvement Programs

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- Partnerships with Community

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- Linkage of Programs

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- Good Communications

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## Needs

- Community/School Learning Centers

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- Parent and Family Education

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- Improve Rating

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- Collaborating with Community

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- Additional Supportive Agencies in local area

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- Alternative Program

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# Summary of Needs

- Community/School Learning Centers

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- Parent and Family Education

---
- Improve Rating

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- Collaborating with Community

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- Additional Supportive Agencies in local area

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- Alternative Program

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## 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.

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>● ACE Afterschool Program</li> <hr/> <li>● Mission / Vision Statement</li> <hr/> <li>● Site Based Decision Making</li> <hr/> <li>● Mentor Teachers</li> <hr/> <li>● Core Subject Leadership Teams</li> <hr/> </ul> | <ul style="list-style-type: none"> <li>● Professional Learning Communities</li> <hr/> <li>● Master Schedules</li> <hr/> <li>● Extracurricular Activities</li> <hr/> <li>●</li> <hr/> <li>●</li> <hr/> </ul> |
|---|---|

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

- Student centered programs for students at all levels

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- Campus Culture of Caring

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- Department Master Schedule Collaboration

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- Varied Extracurricular Program

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- Strong New Teacher Menter Program

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- Core Professional Learning Communities

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## Needs

- Continuous support for PLC's

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- Staff development by site based teams to support data driven training and initiatives

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- Updating/Revision of extracurricular programs

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- Funds for upkeep of beautification program

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- Continuous monitoring and review of mentor teacher program

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# Summary of Needs

- Updating/revision of extracurricular programs

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- Consistency in core areas in the development of master schedule

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

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## 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
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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.

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

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

# Findings/Analyses

***"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

- Laptop provided for all Tech Academy students
- Career & Technology classes
- Utilizing computer labs
- staff development opportunities
- Eduphoria
- equipment
- Moodle is available for teachers
- mobile labs
- Every teacher provided with a laptop
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## Needs

- Increase the number of technicians
- Increase number of laptops available to students
- Improve technician training
- Increase District Bandwidth
- Encourage teachers to participate in trainings provided by District
- Provide proper workspace for technicians
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## Summary of Needs

- Increase the number of technicians
- Increase number of laptops available to students
- Improve technician training
- Increase District Bandwidth
- Encourage teachers to participate in trainings provided by District
- Provide proper workspace for technicians
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## **Demographics**

- Encourage parent participation
- Continue to monitor progress, participation and attendance
- Review teacher-student ratio and performance
- Review participation in programs by categories
- Review support for LEP students
- Continue support for AP/Dual success
- Improve Graduation Rates
- Review At-Risk population support
- Continue and enhance collaboration among staff and teachers

## **School Culture and Climate**

- student involvement
- drug and violence prevention programs
- reduction in vandalism, gangs, and fighting
- Implement procedures to ensure adequate supplies and materials are provided
- Increased morale of our employees

## **Curriculum, Instruction and Assessment**

- Interventions to meet needs of special pops
- Staff development to meet needs of special pops
- Consistent use of data for individual instructional needs
- Consistency in horizontal & vertical alignments
- Common template for data disaggregation
- Focus on CCRS
- Continued collaborative planning within departments
- more common formative assessments

## **School Context & Organization**

- Updating/revision of extracurricular programs
- Consistency in core areas in the development of master schedule
- Administration and staff support for continuous data analysis by PLC's and non-core

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## Student Achievement

- Increase use of ESL/Sheltered Instruction strategies
- Improve campus rating / commended performance
- Refine system of support for inclusion settings
- Target intervention for SpEd eligible students in TAKS Prep Classes
- Continue to implement CCR strategies
- Continue to implement AVID strategies
- Support services for dual students
- Increase numbers of students receiving a qualifying score on AP Exams
- Continue to implement PBL strategies

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## Teacher Quality

- Improve staff participation in continuing education
- Additional staff incentives
- Additional technical support systems
- Staff development opportunities
- Improve campus rating

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## Family & Community Involvement

- Community/School Learning Centers
- Parent and Family Education
- Improve Rating
- Collaborating with Community
- Additional Supportive Agencies in local area
- Alternative Program

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## Technology

- Increase the number of technicians
- Increase number of laptops available to students
- Improve technician training
- Increase District Bandwidth
- Encourage teachers to participate in trainings provided by District

stakeholders

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- Provide proper workspace for technicians
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