

# HOUSTON EL

## **Campus Improvement Plan**

2011/2012

*Soar To Success*

Date Reviewed:

Date Approved:

# HOUSTON EL

## **Mission**

*Sam Houston School will provide the opportunity for each individual child to learn and succeed to his/her highest potential, to develop respect for self and others, and to become a productive citizen. Our positive school environment will promote social, emotional, physical, and intellectual growth to accomplish present and future goals.*

## **Vision**

*I am an excited and responsible learner who is encouraged by my home, school, community and place of worship. As a leader, I am fully confident that I will graduate well prepared to meet the challenges and high expectations of the 21st century. As a successful, life-long learner and productive citizen with high morals, I will work to my fullest potential to make a positive difference in my community.*

### Nondiscrimination Notice

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

# HOUSTON EL Site Base

Name	Position
Casanova, Juanita	3rd Grd Teacher
Cavazos, Ana	Librarian
Elizondo, April	Business/Community
Elizondo, Lenny	Business/Community
Ervin, Kaley	5th Grd Teacher
Garcia, Dr. Anna Maria	Business/Community
Garcia, Luis	Assistant Principal
Garcia, Norma	Principal
Garza, Noelia	2nd Grd Teacher
Gonzales, Rose	Counselor
Hooper, Andrea	Special Programs
Lara, Michelle	PK Teacher
Longoria, Mary	ParaProfessional
Mata, Arminda	KG Teacher
Quintana, Cynthia	4th Grd Teacher
Rincones, Vanessa	1st Grd Teacher
Topete, Anna Maria	Parent Representative

# HOUSTON EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Lessons presented on the Pillars of Character (Target Group: All) (NCLB: 4)	Counselor(s)	Quarterly	(L)Local	Summative - 100% students will receive instruction in character education.
2. Red Ribbon Week (Target Group: All) (NCLB: 4)	Campus Committees	Oct 2011	(L)Local	Summative - 100% participation by all students.
3. Implement a community service program or club. (Target Group: All)	Club Sponsors, Counselor(s)	Sep-May	(O)Local Districts, (O)Outside Community Resources	Quarterly report of student activities by program or club sponsor.

# HOUSTON EL

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

**Objective 2.** Implement program safety initiatives

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Upgrade fencing and secure access into building. (Title I SW: 1) (Target Group: All) (NCLB: 4)	District Operations, Principal	Sep 2011	(L)Local	Complete installation of fence in designated area(s)and the installation of panic bar at designated access points.
2. Conduct Fire Drills and Crisis Management Drills, such as, Code Blue (Bomb)and Code White (Intruder in the Building (Title I SW: 1) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Principal	Quarterly	(S)Appointed Staff	Conduct monthly fire drills and quarterly Crisis Management Drills.
3. Provide 1st Aid and CPR training to Sp Ed and PE staff . (Target Group: All)	Community Agencies, Nursing Department	Aug	(L)Local	Formative - Pass course exam
4. Disaster Preparedness training for selected staff. (Target Group: All)	Assistant Superintendent for District Operations, Community Agencies, Principal	Aug-May	(L)Local, (O)Local Districts	Formative - Pass course exam

# HOUSTON EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Follow district guidelines on watering schedules and energy conservation steps. (Target Group: All)	Assistant Principal(s), Custodial Staff	Monthly	(L)Local	Formative - 100% compliance with district water and energy conservation plan. District also has a roving security check that includes energy conservation checks.
2. Comply with district's field trip guidelines (Target Group: All)	Principal, Principal's Secretary, Teacher(s)	Quarterly	(L)Local, (O)Local Districts	Formative - 100% of teachers will comply with field trip guidelines.

# HOUSTON EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students are encouraged to participate in health and wellness programs, such as, Jump Rope for Heart, Marathon Kids, and Relay for Life. (Target Group: All)	Community Agencies, PE Teachers	Aug-May	(L)Local, (O)Local Districts	Maintain or increase student participation by 3% from previous year.

# HOUSTON EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Invite parents to attend school functions and/or volunteer at the Parent Center. (Title I SW: 6) (Target Group: All)	Parent Liason, Principal	Aug-May	(L)Local, (O)Local Districts	Review parent sign-in sheets at events and compare with subsequent years.
2. Maintain a Parent Center. (Title I SW: 6) (Target Group: All)	Parent Liason, Principal	Aug-May	(O)Local Districts	Attain a 3% increase in parent volunteers.
3. Coordinate with parents and Headstart personnel to assure a smooth transition for students who attend Headstart in the morning and PreKindergarten in the afternoon. (Title I SW: 7) (Target Group: All) (NCLB: 4)	Parental Involvement, Principal, Teacher(s)	Aug	(F)Parental Involvement	Conduct as needed reviews/phoneconferences between Headstart and campus personnel.

# HOUSTON EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide Progress Reports every three weeks (Title I SW: 6) (Target Group: All)	Principal, Teacher(s)	IPR Schedule	(L)Local	100% of teachers submit their progress reports in a timely manner.
2. Maintain updated grading information so parents can obtain their child(ren)information via the Parent Access Center. (Target Group: All)	Principal, Teacher(s)	Aug-May	(L)Local	Randomly review a teacher's online gradebook to determine if the teacher is inputting grades in a timely manner.

# HOUSTON EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Invite parents and community members to be a part of our school in activities, such as, SBDM Committee members, join our PTA as members or officers, participate in fundraisers, etc... (Title I SW: 6,10) (Target Group: All)	Assistant Principal(s), Campus Committees, Principal	Aug-May	(F)Title I, (L)Local, (O)Outside Community Resources	Increase the parent participation by 5% or maintain the number of parents participating from previous year.

# HOUSTON EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Employ only fully certified teachers with the appropriate certification to fill any vacancies using the district's online School Recruiter. (Title I SW: 3,5) (Title I TA: 5) (Target Group: All) (NCLB: 3)	Human Resources, Principal	Sep-May	(F)Title I, (L)Local	100% employment of fully certified teachers for designated vacancies.

# HOUSTON EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Review the Campus Needs Assessment to determine Staff Development needs. (Title I SW: 1,8) (Target Group: All) (NCLB: 3)	Instructional Facilitators, Principal, Teacher(s)	Aug-May	(L)Local	Ensure that 100% of Staff Development needs are met.

# HOUSTON EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement Science Stem Scopes for all 5th Grade. (Title I SW: 1,2) (Target Group: All)	Instructional Facilitators, Teacher(s)	Sep-May	(L)Local	Formative - Compare Science DCAs at beginning of the year to successive administrations to determine success.

# HOUSTON EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administer district curriculum assessment tests per district schedule and use DMAC, INOVA and INOVA Plus, to analyze results. (Title I SW: 1,2) (Title I TA: 1,8) (Target Group: All) (NCLB: 1,2)	Content Area Specialist(s), Instructional Facilitators, Principal	Oct-May	(F)Title I - \$4,861	Formative - Use DMAC to analyze student success of DCAs 80% of students to show mastery and 25% of students to show commended.
2. Administer Unit tests in content areas. (Title I SW: 2) (Target Group: All) (NCLB: 1)	Teacher(s)	Aug-May	(L)Local	Formative - 80% of students must demonstrate mastery and 25% of students must demonstrate commended performance.
3. Grades K-2 teachers will use TANGO Software to evaluate student success in Reading. (Target Group: All) (NCLB: 1)	Teacher(s)	08/2011-08/2012	(F)Title I - \$2,071.71	Formative - Administer BOY, MOY and EOY tests to determine student level, Still Developing (SD) or Developed (D).
4. Teachers will use Renaissance Learning's STAR Reading and STAR Math to identify students At Risk. (Title I SW: 9,10) (Title I TA: 1,3) (Target Group: ECD, Migrant, LEP, AtRisk, Dys) (NCLB: 1,2)	Instructional Facilitators, Teacher(s)	Sep-May	(F)Title I - \$3,181.82	Summative - Use end of the year assessment to determine growth.

# HOUSTON EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement K-2 Edusmart Science software pilot program. (Title I SW: 1,10) (Title I TA: 1,3) (Target Group: All) (NCLB: 3)	Content Area Specialist(s), Instructional Facilitators, Teacher(s)	Oct-May	(F)Title I, (O)Local Districts	Formative - Use data from District Curriculum Assessments
2. Create monthly academic bulletin boards (Title I SW: 1) (Target Group: All) (NCLB: 4)	Teacher(s)	Aug-May	(L)Local	Review disaggregated data of test results to determine a 5 or more points improvement of reading and science scores.
3. Highlight academic performance at school assemblies (e.g. Honor Roll, AR) (Title I SW: 2) (Target Group: All) (NCLB: 4)	Principal, Teacher(s)	Quarterly	(L)Local	Attain 15% of students meeting the Honor Roll criteria.

# HOUSTON EL

**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. Participate in college awareness programs, e.g. College Week Parade. (Title I SW: 1) (Target Group: All) (NCLB: 5)	Teacher(s)	Sep	(L)Local, (O)Outside Community Resources	100% teacher participation
2. Incorporate discussions of college admissions procedures, slogans, logos into the lesson plans during college week and career day activities. (Title I SW: 1) (Target Group: All) (NCLB: 5)	Teacher(s)	Sep-May	(L)Local, (O)Outside Community Resources	100% classroom teacher participation.

# HOUSTON EL

**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. Use CSCOPE to provide a vertically aligned curriculum. (Title I SW: 3) (Title I TA: 1,3,4) (Target Group: All) (NCLB: 1)	Content Area Specialist(s), Instructional Facilitators, Principal, Teacher(s)	Aug-May	(F)Title I, (L)Local	Formative - Use District Curriculum Assessments to measure progress.
2. Bilingual teachers provide Sheltered Instruction for LEP students (Title I SW: 2,9,10) (Title I TA: 1,3,8) (Target Group: LEP) (NCLB: 1,2)	Teacher(s)	Aug-May	(F)Title I	Formative - Students attain an 80% or higher passing rate on DCAs and STAAR.
3. Houston will provide staff to participate in the district vertical teams to develop a new staff development plan for the new year. (Title I SW: 4) (Target Group: All) (NCLB: 3)	Principal, Teacher(s)	Sep-Aug	(O)Local Districts	Staff will ensure that 100% students utilize the DCAs provided by the district vertical teams.

# HOUSTON EL

**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. Grades 1-5 students will use Computer Lab programs for TEKS reinforcement of Math, Reading and Science based on student needs. (Title I SW: 9,10) (Target Group: All) (NCLB: 1)	Instructional Facilitators, Teacher(s)	Sep-May	(F)Title I - \$2,720, (O)Local Districts	Formative - Evaluate DMAC results of District Curriculum Assessments.

# HOUSTON EL

**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. Teachers will be vertically aligned in every core subject and receive guidance from District Vertical Teams. (Title I SW: 4,5) (Target Group: All) (NCLB: 3)	Content Area Specialist(s), Instructional Facilitators, Principal, Teacher(s)	Sep-May	(L)Local	Formative - Analyze results of DCAs to determine 80% mastery.
2. Employ only fully bilingually certified teachers and encourage those who are not bilingually certified to attain their bilingual certification. (Title I SW: 3) (Target Group: LEP) (NCLB: 2,3)	Human Resources, Principal	Sep-May	(F)Title I, (L)Local	100% employment of bilingually certified teachers in designated bilingual classrooms.
3. Grades 1-5 Teachers will use Accelerated Reader to motivate and monitor student reading levels. (Title I SW: 9) (Target Group: All) (NCLB: 1)	Librarian, Teacher(s)	Aug-May	(F)Title I - \$2,092.32	Formative - Use AR's monitoring system and individual student conference to attain an on-grade or higher reading level.

# HOUSTON EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement a college awareness program via a weekly College Day where students wear college shirts, providing exposure to the college process by discussing financial aid, teaching college slogans, etc... (Target Group: All) (NCLB: 5)	Assistant Principal(s), Principal, Teacher(s)	Aug-May	(L)Local	100% participation by staff members and a 50% of higher participation by students.

# HOUSTON EL

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

**Objective 2.** Target all students to graduate career, workforce and college-ready

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Incorporate Career Day and College Week into the curriculum to expose the students in post graduate studies and career options. (Title I SW: 1) (Target Group: All) (NCLB: 5)	Counselor(s), Teacher(s)	Sep-May	(L)Local	Analyze student survey to determine student interest in post graduate studies and career options.



## 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 Reports 2008 and 2009</li> </ul>      | <ul style="list-style-type: none"> <li>●</li> </ul> |  |
| <ul style="list-style-type: none"> <li>● Enrollment Data as of 9/30/2010</li> </ul> | <ul style="list-style-type: none"> <li>●</li> </ul> |  |
| <ul style="list-style-type: none"> <li>● Special Pops Roster</li> </ul>             | <ul style="list-style-type: none"> <li>●</li> </ul> |  |
| <ul style="list-style-type: none"> <li>●</li> </ul>                                 | <ul style="list-style-type: none"> <li>●</li> </ul> |  |
| <ul style="list-style-type: none"> <li>●</li> </ul>                                 | <ul style="list-style-type: none"> <li>●</li> </ul> |  |

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





## 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.

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|--|---|
| <ul style="list-style-type: none"> <li>● Student work</li> <hr/> <li>● Promotion and Retention Rates</li> <hr/> <li>● TAKS</li> <hr/> <li>● DMAC</li> <hr/> <li>● INOVA</li> <hr/> </ul> | <ul style="list-style-type: none"> <li>● Telpas</li> <hr/> <li>● Cumulative Folders</li> <hr/> <li>●</li> <hr/> <li>●</li> <hr/> <li>●</li> <hr/> </ul> |
|--|---|

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

# Findings/Analysis

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

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

## Strengths

- We are working as one team

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- Have the same goals as a campus to win

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- Put the needs of the students first

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- Use all resources that are available

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## Needs

- Smaller class sizes

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- Help with our bilingual students

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- We need materials

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- Stronger discipline plan

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# Summary of Needs

- SA Need 1 - Testing related materials

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- SA Need 2 - Adopt a campus wide Positive Behavior Plan

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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.

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|--|---|
| ● Student Survey on Survey Monkey dtd 10-18-10         | ● |
| ● Staff Survey Zoomerang Survey Results dtd Sep 8,2010 | ● |
| ●  | ● |

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

- Teacher School Spirit

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- 76% of surveyed staff indicated High Morale

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- 94% of surveyed staff are satisfied with current position and feel valued

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- 99% of students surveyed like coming to Houston El.

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- 47% of students surveyed like Math & Science

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- 98% of students surveyed feel safe at school

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- 99% of students surveyed plan to graduate high school

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## Needs

- Student School Spirit

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- Parental/Community Involvement

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- Seasonal Festivals/Talent Shows

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- Staff Luncheons

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- Increase in Staff Morale to 80% or higher

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- Staff Gatherings After Hours (Monthly)

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- 21% and 26% of students surveyed like Social Studies and Language Arts.

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# Summary of Needs

- SCC Need 1 - Overall school spirit

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- SCC Need 2 - Staff celebrations to promoting staff morale

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- SCC Need 3 - Seasonal Festivals

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## 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.

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|--------------------------|---------|
| ● TEA Website            | ● _____ |
| ● Harlingen CISD Website | ● _____ |
| ● _____                  | ● _____ |
| ● _____                  | ● _____ |
| ● _____                  | ● _____ |

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

- Excellent Website

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- Job Fairs

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- Excellent Admin. Team

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- Variety of Trainings

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- Recognized Campus/District

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- Plenty of Support

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- All teachers certified

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## Needs

- More Teachers

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# Summary of Needs

- SQ Need 1 - More teachers to lower the Teacher/Student Ratio

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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.

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>● Standards-based curr res/mat</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Scope/Sequence</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Foundation Course</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Enrichment Course</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Technology</li> </ul> <hr/> | <ul style="list-style-type: none"> <li>● Collaborative Hor/Vert team align</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Benchmark Assessment/Assessment</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Scheduling</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Zoomerang Survey Results dtd Sep 8,2010</li> </ul> <hr/> <ul style="list-style-type: none"> <li>●</li> </ul> <hr/> |
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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

- Standards Based Curr Res/Mat

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- Scope and Sequence/YAGS

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- Foundation Course Mat

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- Enrichment Courses

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- Use of Technology

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- Use of Benchmark Scores

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## Needs

- Collaborative Team Alignment

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- Student-Specific/Differentiated Strats

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- Class, School, Spec Prog SchedulesC

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# Summary of Needs

- C & I Need 1 - Collaborative teams need to be working together on curr decisions (vert/horiz)

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- C & I Need 2 - Need resources to be more effective/efficient at differentiated instruct

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- C & I Need 3 - Schedule alignment should be done to ensure curr alignment

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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.

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|--|---------------------------------------|
| ● Student binders/folders to inform parents      | ● PTA                                 |
| ● Grade level TAKS parent night                  | ● Parental Involvement -Parent center |
| ● Conference records/telephone logs with parents | ● Parent day - District               |
| ● Communication to parents in Eng/Span.          | ● Texas Public School Week            |
| ● Parent participation in SBDM committee         | ● Red Ribbon Week                     |

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





## 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>● Decision-Making Processes: SBDM</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Support Structures: Mentor teachers, Instructional facilitator</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Support Services: Counseling, Library, Music, P.E., GT, EIS-Rd, EIS-M, My Reading Coach</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● After school support: HELP, Optional Extended Year Program</li> </ul> <hr/> <ul style="list-style-type: none"> <li>●</li> </ul> <hr/> | <ul style="list-style-type: none"> <li>● Master Schedule: Teachers teach each of the content areas on a daily basis. All are given</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Duty Rosters: All staff follow comprehensive duty rosters, ensuring effective time management.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● School Map and Physical Environment: Maps visible, Campus secured by fence enclosure</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Communication: Written/electronic mail, Weekly memo, Staff web pages</li> </ul> <hr/> <ul style="list-style-type: none"> <li>●</li> </ul> <hr/> |
|---|--|

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

- SBDM

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- Master Schedule

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- Leadership

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- Support Structure

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- Duty Rosters

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- Student Support Services

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- School Map and Physical Environment

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- Program Support Services

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- Communication

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## Needs

- Vertical Alignment Teams/Meetings

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- Extra-curricular Activities

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# Summary of Needs

- SC & O Need 1 - Create Vertical Alignment Teams

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- SC & O Need 2 - Extra-curricular activities

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## 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

- Internet connectivity throughout campus

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- Three computers per classroom

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- Computers in library

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- Laptop for each professional.

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- Printers for all staff to use.

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- Professional Development for staff members.

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- IpadTouches for teacher's testing.

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- Document Cameras and multimedia projectors for all staff members.

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### Needs

- More bandwidth to stream videos, communication, etc.

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- More computers per classroom

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- A multimedia lab for classrooms to conduct multimedia projects, such as power points, digital

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- Science lab with science software and hardware for hands on work.

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- Mobile computer labs for student use.

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- Mounted multimedia projectors for each classroom.

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- Centralized Smart board or Mimio board perhaps in an open multimedia lab.

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- Application of Tech Apps by students not just teachers using TechKnowledge.

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- Wider variety of Hardware and Software professional development and offered more often.

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## Summary of Needs

- Tech Need 1 - More bandwidth to support video streaming

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- Tech Need 2 - More mobile computer labs

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- Tech Need 3 - Mounted multimedia projectors

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## NCLB Comprehensive Needs Assessment Summary of Priority Needs

### Demographics

Demographics Need 1 Ensure Attendance Committee Follows Procedures

Demographics Need 2 Decrease Student to Teacher ratio

Demographics Need 3 Increase Bilingual Teacher Certification

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### School Culture and Climate

SCC Need 1 - Overall school spirit

SCC Need 2 - Staff celebrations to promoting staff morale

SCC Need 3 - Seasonal Festivals

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### Curriculum, Instruction and Assessment

C & I Need 1 - Collaborative teams need to be working together on curr decisions (vert/horiz)

C & I Need 2 - Need resources to be more effective/efficient at differentiated instruct

C & I Need 3 - Schedule alignment should be done to ensure curr alignment

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### School Context & Organization

SC & O Need 1 - Create Vertical Alignment Teams

SC & O Need 2 - Extra-curricular activities

**Student Achievement**

SA Need 1 - Testing related materials

SA Need 2 - Adopt a campus wide Positive Behavior Plan

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**Teacher Quality**

SQ Need 1 - More teachers to lower the Teacher/Student Ratio

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**Family & Community Involvement**

F&C Need 1- More communication via newsletters

F&C Need 2 - Parental Involvement Survey

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**Technology**

Tech Need 1 - More bandwidth to support video streaming

Tech Need 2 - More mobile computer labs

Tech Need 3 - Mounted multimedia projectors