

JEFFERSON

Campus Improvement Plan 2011 ~ 2012



“The Best School in the State of Texas”

JEFFERSON EL

Mission

It is the mission of Thomas Jefferson Elementary to produce students who are life-long learners prepared to meet the challenges of today and excel in an ever-changing and advanced society. It is our mission to create a school environment where all students will be prepared for success.

*Thomas Jefferson Elementary will live up to it's nickname ~
"The BEST school in the state of Texas".*

Vision

Through the combined efforts of our school, home, and community our students at Thomas Jefferson Elementary will be the most academically successful, enthusiastic, independent learners because they truly are OUR children, OUR future, and OUR world.

Nondiscrimination Notice

JEFFERSON 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.

JEFFERSON EL Site Base

Name	Position
Burbach, Dawn	Librarian
Carranza, Lety	2nd grade teacher
Gomez, Amanda	Paraprofessional
Gracia, Yolanda	Instructional Facilitator
Morales, Diana	Critical Skills teacher
Olivo, Manuel	Principal
Ramirez, Liliana	4th grade teacher
Romo, Patricia	1st grade teacher
Saucedo, Cynthia	3rd grade teacher
Silva, Jennifer	SPED teacher
Sotelo, Isabel	Kindergarten teacher
Yanez, Sarah	5th grade teacher

JEFFERSON EL

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

Objective 1. Jefferson Elementary will strive to provide a safe and secure learning environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Jefferson's Safety Plan (Title I SW: 9) (Target Group: All) (NCLB: 4)	Campus Staff	August 22, 2011 - May 25, 2012	(S)Local Funds	Reduce the number of accidents on campus by 80%, increase the attendance of staff and students to 97%, as well as 100% mastery of Jefferson's Crisis Management Plan.
2. Character Counts Program (Title I SW: 2,9) (Target Group: All) (NCLB: 4)	Counselor(s), Principal, Teacher(s)	every 9 weeks	(S)Local Funds	Counselor/Teacher assessment
3. Crisis Management Plan/Fire Drill Practice (Title I SW: 9) (Target Group: All) (NCLB: 4)	Campus Staff	August 2011 - May 2012	(S)Local Funds	100% mastery of Jefferson's Crisis Management Plan and 90 second fire drill evacuations.
4. RAPTOR System (Title I SW: 9) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Principal, Principal's Secretary, Receptionist	August 22, 2011 - May 25, 2012	(S)Local Funds	100% screening of all visitors on campus.
5. District Safety Committee representative (Title I SW: 9,10) (Target Group: All) (NCLB: 4)	Principal, Teacher(s)	August 22, 2011 - May 25, 2012	(S)Local Funds	Campus representative will present 2 presentations per year at faculty meetings based on the district information.
6. Safety Patrol (Title I SW: 9,10) (Target Group: All) (NCLB: 4)	Paraprofessionals, Principal	August 22, 2011 - May 25, 2012	(S)Local Funds	Reduce the number of accidents on campus by 80%.
7. Early Morning Activities (Title I SW: 2) (Target Group: All) (NCLB: 4)	Instructional Facilitators, Paraprofessionals, Teacher(s)	September 6, 2011 - May 25, 2012	(S)Local Funds	Reduce the number of accidents on campus by 80%. 80% student involvement in Early Morning Activities.
8. Before and After School Duties (Title I SW: 9,10) (Target Group: All) (NCLB: 4)	Campus Staff	August 22, 2011 - May 25, 2012	(S)Local Funds	Reduce the number of accidents on campus by 80%.
9. Individual and small group counseling based on the needs of the students requiring services. (Title I SW: 9) (Target Group: All) (NCLB: 4)	Counselor(s), Principal	August 22, 2011 - May 25, 2012	(S)Local Funds	Counselor assessment.
10. Red Ribbon Week (Title I SW: 10) (Target Group: All) (NCLB: 4)	Counselor(s), Principal	October 2011	(S)Local Funds	100% student participation in all drug awareness activities.

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

Objective 1. Jefferson Elementary will strive to provide a safe and secure learning environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
11. CPI training for Jefferson teachers. (Title I SW: 9,10) (Target Group: All) (NCLB: 4)	Assistant Principal(s), PE Teachers, Teachers, Special Ed	August 22, 2011 - May 25, 2012	(S)Appointed Staff	10% of Jefferson staff trained in CPI techniques.
12. Improve security and lighting, particularly in the parking lots and sidewalks, for staff and student security. (Title I SW: 9) (Target Group: All) (NCLB: 4)	Custodial Staff, Principal	August 22, 2011 - May 25, 2012	(F)Grant - Federal	Campus Needs Assessment
13. Continued focus on reduction in vandalism and gang activity. (Title I SW: 9) (Target Group: All) (NCLB: 4)	Campus Staff, Community Agencies	ongoing	(S)Appointed Staff	Continued support in Harlingen's Gang Task Force.
14. Alert Now (Title I SW: 6,9) (Target Group: All) (NCLB: 4)	Director of Communication and KHGN	August 22, 2011 - May 25, 2012	(S)Local Funds	90% of parents are notified of district and school related activities and information.
15. Rtl and SPED departments will work on strategies and techniques to assist students whose behavior interferes with learning. (Title I SW: 1,2,3,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Instructional Facilitators, Teachers, Special Ed	August 22, 2011 - May 25, 2012	(S)Local Funds	BIP and FBA assessments

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

Objective 2. Jefferson will implement programs that promote and build relationships.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Jefferson will implement programs that will promote the building of relationships such as: conflict resolution, Jefferson Pledge, INOVA strategies, Caught Being Good, citizenship awards, etc. (Title I SW: 1,2,3,5,6,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Campus Staff	August 22, 2011 - May 25, 2012	(S)Local Funds	Formative - campus needs assessment and counselor assessment

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

Objective 3. Jefferson will promote health and wellness for its employees and students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Jefferson will support healthy lifestyle options and activities for staff. (Title I SW: 1,2,3,4) (Target Group: All) (NCLB: 4)	Campus Staff	August 22, 2011 - May 25, 2012	(F)Grant - Federal	Formative - 10% increase in staff attendance
2. Jefferson will support healthy lifestyle options and activities for students. (Title I SW: 1) (Target Group: All) (NCLB: 1,2,3,4,5)	Campus Staff	August 22, 2011 - May 25, 2012	(F)Grant - Federal	Formative - 98% student attendance rate
3. Jefferson will participate in wellness activities (for example: Marathon Kids, Jump Rope for Heart, Valley Baptist Health Fair, HCISD wellness activities, Fitness Gram, etc). (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 4)	PE Teachers, Principal, School Nurse, Wellness Committee Chairperson	August 22, 2011 - May 25, 2012	(S)Local Funds	Formative - 80% participation in wellness events/activities
4. Hearing and Vision screening (Title I SW: 9,10) (Target Group: All) (NCLB: 4)	School Nurse	August 2011 - May 2012	(S)Local Funds	Formative - nurse assessment
5. Maintenance of the campus defibrillator and certification of users. (Title I SW: 1,9) (Target Group: All) (NCLB: 4)	PE Teachers, Principal, School Nurse	August 22, 2011 - May 25, 2012	(S)Local Funds	Formative - AED report and certificates of training

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

Objective 1. Jefferson, along with the parents and community, will work together for educational excellence.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Jefferson parents and community will work together for educational excellence. (Title I SW: 3,6,7,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Campus Staff, Community Agencies, Parent Liason, Parent Volunteers, PTA	ongoing	(S)Local Funds	30% increase in parental involvement and community partnerships.
2. Jefferson parents will take part in educational inservices hosted by Jefferson teachers as we build a partnership between school and home. (Title I SW: 2,3,6,7,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Community Agencies, Counselor(s), Instructional Facilitators, Principal, Teacher(s)	September 2011 - May 2012	(S)Local Funds	85% parental involvement at each grade level presentation.
3. Implementation of a full-functioning PTA. (Title I SW: 6,10) (Title I TA: 7) (Target Group: All) (NCLB: 4)	Director of Parental Involvement, Principal, PTA	September 2011 - May 2012	(O)Outside Community Resources	Jefferson parents will serve in all offices on our PTA board.
4. Jefferson will provide opportunities for parents to participate in thier child's education (ex: Open House, PTA meetings, TPSW events, Red Ribbon Week events, awards assemblies, Kinder graduation, 5th grade promotion, etc). (Title I SW: 1,2,3,5,6,7,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Campus Staff	August 22, 2011 - May 25, 2012	(S)Local Funds	Formative - 10% increase in attendance at each of these annual events
5. Partnership with Headstart. (Title I SW: 1,2,3,4,7,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Instructional Facilitators, Librarian, Principal, Teacher(s)	August 22, 2011 - May 25, 2012	(S)Local Funds	Formative - campus needs assessment

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

Objective 2. Jefferson will effectively utilize resources to provide information and materials to parents.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Distribution of literacy materials to Jefferson parents. (Title I SW: 6,7) (Target Group: All) (NCLB: 1,2,3)	Cafeteria Staff, Instructional Facilitators	September 2011 - September 2012	(S)Local Funds	10% increase of parental involvement in parent conferences, PTA, parent workshops, etc.
2. Early Reading Skills Packet (Title I SW: 2,3,6,7,9) (Target Group: All) (NCLB: 1,2,3)	Instructional Facilitators	September 2011 - September 2012	(S)Appointed Staff	10% increase of parental involvement in parent conferences, PTA, parent workshops, etc.
3. Providing resources to our migrant students. (Title I SW: 3,10) (Target Group: Migrant) (NCLB: 2,3)	Counselor(s), Migrant Counselors, Teacher(s)	August 22, 2011 - May 25, 2012	(F)Title 1 C - Migrant	10% increase in the number of migrant students on the Honor Roll.
4. Alert Now (Title I SW: 6,9) (Target Group: All) (NCLB: 4)	Campus Staff	August 22, 2011 - May 25, 2012	(S)Local Funds	10% increase of parent involvement in parent conferences, PTA, parent workshops, etc.
5. PTA Newsletter (Title I SW: 6) (Target Group: All) (NCLB: 4)	PTA	September 2011 - May 2012	(O)Outside Community Resources	10% increase of parental involvement in parent conferences, PTA, parent workshops, etc.
6. Distribution of information via marquee, website, newsletter. (Title I SW: 1,2,6,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Counselor(s), Instructional Facilitators, Librarian, Principal, PTA	August 22, 2011 - May 25, 2012	(S)Local Funds	10% increase of parental involvement in parent conferences, PTA, parent workshops, etc.

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

Objective 3. Jefferson will solicit support services that address the needs of our students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Jefferson will be involved in soliciting multiple resources. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 4)	Campus Staff	August 22, 2011 - May 25, 2012	(O)Outside Community Resources	55% increase in grant applications.
2. Jefferson will solicit support services for our students (ex: participation in Teach the Children campaign, Salvation Army shoe program, Jefferson Christmas gift program, Wal-Mart clothing voucher program, etc.) (Title I SW: 1,9,10) (Target Group: All) (NCLB: 4)	Campus Staff	ongoing	(O)Outside Community Resources	100% participation in all services available.
3. Jefferson students will participate in community support services (ex: holiday can food drives, Ronald McDonald pull tab drive, disaster relief programs, etc.) (Title I SW: 1,9,10) (Target Group: All) (NCLB: 4)	Campus Staff	ongoing	(O)Outside Community Resources	100% participation in all events available.

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

Objective 4. Jefferson's conservation and enviromental quality campaign.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Jefferson staff will participate in conservation and environmental quality programs such as recycling, electricity conservation, and water conservation. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Campus Staff	August 22, 2011 - May 25, 2012	(F)Grant - Federal	100% staff participation.
2. Jefferson students will participate in conservation and environmental quality programs such as recycling, electricity conservation, and water conservation. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Campus Staff	August 22, 2011 - May 25, 2012	(F)Grant - Federal	100% student participation.
3. Partnership with Harlingen Proud and the efforts made to promote awareness (ex: telephone book recycling, clean-up efforts, etc). (Title I SW: 1) (Target Group: All) (NCLB: 4)	Campus Staff	August 22, 2011 - May 25, 2012	(F)Grant - Federal	Formative - 100% participation

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

Objective 1. The role of Jefferson's Instructional Facilitator

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Assist teachers in identifying students through diagnostic assessments and progress monitoring. (Title I SW: 1,2,3,6,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Instructional Facilitators, Principal, Teacher(s)	August 22, 2011 - May 25, 2012	(O)Local Districts	90% or more on all STAAR assessments, DCA's, formative assessments, and state mandated tests.
2. Assist teachers in appropriate grouping for small group instruction. (Title I SW: 1,2,3,4,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Instructional Facilitators, Principal, Teacher(s)	August 22, 2011 - May 25, 2012	(O)Local Districts	90% or more on all STAAR assessments, DCA's, formative assessments, and state mandated tests.
3. Offer inservices based on areas of weaknesses and needs. (Title I SW: 1,2,4,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Instructional Facilitators, Principal, Teacher(s)	August 22, 2011 - May 25, 2012	(O)Local Districts	90% or more on all STAAR assessments, DCA's, formative assessments, and state mandated tests.
4. Design and implement a teacher-student mentor program for struggling students. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Counselor(s), Instructional Facilitators, Principal	October 2011 - May 2012	(O)Local Districts	5% increase in scores on the STAAR test for the students involved in the program.
5. Extended Planning (Title I SW: 1,4,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Instructional Facilitators, Principal	October 2011 - May 2012	(O)Local Districts	Teachers will meet with the facilitator every 6 weeks to discuss data and assessments.

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

Objective 2. Jefferson will provide staff development that is 100% aligned to district goals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Jefferson staff will attend a multitude of inservices and present the information to their peers. For example: STAAR training (Title I SW: 2,4,9) (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Campus Committees, Content Area Specialist(s), Instructional Facilitators, Librarian, Principal, Teacher(s), Teachers, Special Ed , Team Leaders	August 22, 2011 - May 25, 2012	(S)Local Funds	100% participation in staff development to improve teacher capacity.
2. Jefferson will implement inservices on project-based curriculum for all teachers. (Title I SW: 3,4) (Title I TA: 1,3,4,5,6) (Target Group: All) (NCLB: 1,2,3,4,5)	Campus Staff, Content Area Specialist(s)	October 2011 - May 2012	(S)Local Funds	100% participation in all inservices.
3. Increase the number of student surveys to ensure that all stakeholders are represented. (Title I SW: 1,2,6) (Target Group: All) (NCLB: 1,2,3,4,5)	Instructional Facilitators, Principal, Teacher(s)	October 2011 - May 2012	(S)Local Funds	A minimum of three surveys per year.

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

Objective 3. Jefferson will strive for 100% retention of high quality staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Retention of high quality staff. (Title I SW: 4,9) (Target Group: All) (NCLB: 1,2,3,4,5)	Campus Staff	August 22, 2011 - May 25, 2012	(S)Local Funds	100% staff retention.
2. Provide team building activities. (Title I SW: 1,4,9) (Target Group: All) (NCLB: 1,2,3,4,5)	Campus Staff	August 22, 2011 - May 25, 2012	(S)Local Funds	One team building activity per month during a faculty meeting.
3. Jefferson's Mentor Program (Title I SW: 1,2,3,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Instructional Facilitators, Paraprofessionals, Principal, Teacher(s)	October 2011 - May 2012	(S)Local Funds	100% staff participation in the Jefferson Mentor Program.
4. Jefferson's Learning Community (Title I SW: 1,2,3,4,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Instructional Facilitators, Principal, Team Leaders	September 2011 - May 2012	(S)Local Funds	One Learning Community meeting every 9 weeks.
5. Grade-level Meetings (Title I SW: 1,2,3,4,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Instructional Facilitators, Principal, Team Leaders	August 22, 2011 - May 25, 2012	(S)Local Funds	Each grade level will meet once a week.
6. Jefferson promotes continued educational opportunities at the school, district, state, and national level. (Title I SW: 2,4,9) (Target Group: All) (NCLB: 1,2,3,4,5)	Campus Staff	ongoing	(S)Local Funds	All staff members will attend at least 12 hours of continued education each year.

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

Objective 4. Jefferson will address the employment of highly qualified staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The appointment of an interview team to interview and select quality candidates. (Title I SW: 1,5) (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Campus Committees, Director of Human Resources, Principal	April 2012 - August 2012	(S)Appointed Staff	Principal assessment.
2. Teachers with zero years of experience are assigned a mentor. (Title I SW: 2,3,4,5,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Director of Human Resources, Principal	ongoing	(S)Appointed Staff	Principal assessment.
3. Jefferson's participation at the HCISD Job Fair. (Title I SW: 1,5) (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Campus Committees, Principal	April 2012	(S)Appointed Staff	Yearly participation at the HCISD Job Fair.

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

Objective 1. 90% or more of all Jefferson students and each student group meeting minimum size requirements will pass STAAR assessments in all elementary STAAR tested areas.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Vertical alignment Pre-K through 5th grade (Title I SW: 1,2,3,4,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s), Teachers, Special Ed	August 22, 2011 - May 25, 2012	(S)Appointed Staff	90% or more on all 2012 STAAR assessments.
2. Emphasis on areas of weakness from prior state assessments. (Title I SW: 1,2,3,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Campus Staff	August 22, 2011 - May 25, 2012	(S)Appointed Staff	90% or more on all 2012 STAAR assessments.
3. Use of computer assisted instructional programs. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Campus Technologist, Instructional Facilitators, Lab Manager, Principal, Teacher(s)	August 22, 2011 - May 25, 2012	(S)Appointed Staff	90% or more on all 2012 STAAR assessments.
4. Tutoring during the school day as well as afterschool tutoring. (Title I SW: 1,2,3,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Coordinator for After School Programs, Instructional Facilitators, Principal, Teacher(s)	August 22, 2011 - May 25, 2012	(F)Title I, (S)Appointed Staff	90% or more on all 2012 STAAR assessments.
5. Instructional coaching by instructional facilitator. (Title I SW: 1,2,3,4,5,8,9) (Target Group: All) (NCLB: 1,2,3,4,5)	Instructional Facilitators, Principal	August 22, 2011 - May 25, 2012	(S)Appointed Staff	90% or more on all 2012 STAAR assessments.

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

Objective 2. Implementation of the latest technology into curriculum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will attend Compass Odyssey Lab daily to work on aligned objectives in the system. (Title I SW: 1,2,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Instructional Facilitators, Lab Manager, Teacher(s)	September 2011 - May 25, 2012	(S)Appointed Staff	2012 STAAR scores.
2. Replace or update existing hardware. (Title I SW: 1,2) (Target Group: All) (NCLB: 4)	Librarian, Principal	August 22, 2011 - May 25, 2012	(S)Appointed Staff	10% of outdated software is replaced and updated.
3. Students Kinder-5th grade will use computer assisted software. (Title I SW: 1,2,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Campus Staff, Lab Manager	August 22, 2011 - May 25, 2012	(S)Appointed Staff	100% of students will utilize technology in the classroom/computer lab to improve learning.
4. GT students will develop technology driven products that will be displayed for the school and parents. (Title I SW: 10) (Target Group: GT) (NCLB: 4)	Instructional Facilitators, Principal, Teacher - GT / AP	August 22, 2011 - May 25, 2012	(S)Appointed Staff	100% of GT students will prepare and present a technology driven product at a multimedia fair.
5. Survey staff on technology training needs. (Title I SW: 1,4,9) (Target Group: All) (NCLB: 4)	Librarian	August 22, 2011 - May 25, 2012	(S)Appointed Staff	Technologist/webmaster assessment. Training will be provided based on the expressed needs by the campus technologist and webmaster.
6. Jefferson teachers will implement data-driven instruction software (ex: DMAC, Tango, INOVA, INOVA Plus, etc). (Title I SW: 1,2,3,8,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Campus Technologist, Director of Technology, Instructional Facilitators, Principal	August 22, 2011 - May 25, 2012	(S)Appointed Staff	100% of teachers will utilize data-driven programs to drive their instruction.

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

Objective 3. 30% or more of all Jefferson students and each student group meeting minimum size requirements will score Level III - Advanced Academic Performance on all STAAR assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase the number of students participating in the GT program. (Title I SW: 10) (Target Group: All, GT) (NCLB: 4)	Principal, Teacher - GT / AP, Teacher(s)	August 22, 2011 - May 25, 2012	(S)Local Funds	A 3% increase in identified GT students as well as 30% or more will be identified as Level III on STAAR.
2. A strong emphasis in Pre-K through 5th grade on higher order thinking skills. (Title I SW: 1,2,3,4,7,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Campus Staff	August 22, 2011 - May 25, 2012	(F)Title I	30% or more will be identified as Level III - Advanced Academic Performance on STAAR.
3. Special grouping based on ability. (Title I SW: 1,2,3,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Campus Staff	August 22, 2011 - May 25, 2012	(F)Title I	30% or more will be identified as Level III - Advanced Academic Performance on STAAR.
4. Tutoring to assist students in reaching Level III on STAAR. (Title I SW: 1,2,3,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Campus Staff	August 22, 2011 - May 25, 2012	(S)Optional Extended Year Funding	90% of students will pass the STAAR test.
5. Raising the standard from simply passing to Level III performance, targeting Pre-K through 2nd grade. (Title I SW: 2,3,4,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Campus Staff	August 22, 2011 - May 25, 2012	(F)Title I	30% or more will be identified as Level III - Advanced Academic Performance on STAAR.

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

Objective 4. Jefferson will develop and implement activities to increase student performance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Accelerated Reader (Title I SW: 1,8,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Librarian, Teacher(s)	August 22, 2011 - May 25, 2012	(S)Appointed Staff	100% participation in AR. A 5% increase in student points.
2. "Vocabulous" - Jefferson developed vocabulary program. (Title I SW: 1,2,3,4,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Campus Staff	August 22, 2011 - May 2012	(S)Appointed Staff	100% participation in "Vocabulous".
3. Math Story Problem of the Day (Title I SW: 1,2,3,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Campus Staff	August 22, 2011 - May 25, 2012	(S)Appointed Staff	100% participation in the daily Math Story Problem of the Day.
4. Vertical alignment in handwriting. (Title I SW: 1,2,3,4,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Campus Staff	August 22, 2011 - May 25, 2012	(S)Appointed Staff	100% of classroom will participate in the D'Nealian handwriting technique.
5. Science Laboratory (Title I SW: 1,2,3,8) (Target Group: All) (NCLB: 1,2,3,4,5)	Campus Staff	August 22, 2011 - May 25, 2012	(S)Appointed Staff	Classroom will use the science lab at least once per week.
6. EIS Implementation (Title I SW: 1,2,3,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Instructional Facilitators, Principal, Teacher(s)	December 2011 - May 2012	(S)Appointed Staff, (S)Local Funds	90% of students will pass the STAAR test.
7. STAAR Training (Title I SW: 1,2,4,8,10) (Title I TA: 1,2,3,4,5,6) (Target Group: All) (NCLB: 1,2,3,4,5)	Content Area Specialist(s), Director of Staff Development, Instructional Facilitators, Principal	September 2011 - May 2012	(S)Appointed Staff, (S)Local Funds	100% staff participation.
8. Implementation of Block Time (Title I SW: 1,2,3,4,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Instructional Facilitators	August 22, 2011 - May 25, 2012	(S)Appointed Staff	10% increase in the number of students who pass the STAAR test.

JEFFERSON EL

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

Objective 5. Increase STAAR and Level III scores in sub-populations creating an overall increase in district scores.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. GT population (Title I SW: 3,9) (Target Group: GT) (NCLB: 3,4)	Instructional Facilitators, Principal, Teacher - GT / AP	August 22, 2011 - May 25, 2012	(S)Local Funds	100% of GT students will pass the STAAR test. 90% of GT students will be Level III - Advanced Academic Performance on the STAAR test.
2. BIL/LEP (Title I SW: 3,9) (Target Group: ESL, LEP) (NCLB: 2,3,4)	Instructional Facilitators, Principal, Teachers - ESL	August 22, 2011 - May 25, 2012	(F)Title I	10% increase in number of BIL/LEP students who pass the STAAR test.
3. SPED population (Title I SW: 3,9) (Title I TA: 8) (Target Group: SPED) (NCLB: 1,3,4)	Instructional Facilitators, Principal, Teachers, Special Ed	August 22, 2011 - May 25, 2012	(F)IDEA Special Education	5% increase in the number of SPED students who pass the STAAR and STAAR-Modified test.
4. Migrant population (Title I SW: 3,9) (Target Group: Migrant) (NCLB: 1,2,3,4)	Instructional Facilitators, Principal, Teacher(s)	August 22, 2011 - May 25, 2012	(F)Title 1 C - Migrant	10% increase in the number of migrant students who pass the STAAR test.
5. Block time to provide small group interventions for students in need. (Title I SW: 1,2,3,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Instructional Facilitators, Principal, Teacher(s)	August 22, 2011 - May 25, 2012	(F)Title I, (S)Optional Extended Year Funding	Campus assessment.

JEFFERSON EL

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

Objective 1. Jefferson staff will instill a passion for learning for our students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staff training on rigor, DOK questioning techniques, higher level thinking strategies, etc. (Title I SW: 1,2,3,4,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Content Area Specialist(s), Instructional Facilitators, Librarian, Principal	August 22, 2011 - May 25, 2012	(S)Local Funds	20% increase in Level III performance amongst students taking the STAAR test.
2. All Jefferson's classroom instruction will be meet rigor and relevance standards. (Title I SW: 1,2,3,4,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Campus Staff, Instructional Facilitators, Principal	August 22, 2011 - May 25, 2012	(S)Local Funds	Increase in the number of students on 10% Honor Roll and Principal's List. Raise our attendance to 98%.
3. Jefferson staff will utilize project based learning techniques. (Title I SW: 1,2,3,4,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Campus Staff, Instructional Facilitators, Principal	August 22, 2011 - May 25, 2012	(S)Local Funds	20% increase in the number of students meeting Level III standards on the STAAR test.
4. Jefferson will celebrate learning and boost self-esteem. (Title I SW: 1,2,3,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Campus Staff, Counselor(s), Instructional Facilitators, Principal	August 22, 2011 - May 25, 2012	(S)Local Funds	10% increase in the number of students on Honor Roll and Principal's List as well as an increase in attendance to 98%.

JEFFERSON EL

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

Objective 2. Jefferson's College Spotlight

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. First Friday of each month will be College Spotlight Day. (Title I SW: 3) (Target Group: All) (NCLB: 5)	Campus Staff, Counselor(s)	September 2, 2011 - May 2012	(S)Appointed Staff	10% increase in the number of students on the Honor Roll.
2. Jefferson students will visit colleges in our area (ex: TSTC, UTB, UTPA). (Title I SW: 10) (Target Group: All) (NCLB: 5)	Counselor(s)	October 2011 - May 2012	(S)Local Funds	10% increase in the number of students on the Honor Roll.

JEFFERSON EL

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

Objective 3. Jefferson will be exposed to highschool and post-secondary procedures.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Introduction to educational vocabulary (ex: GPA, class ranking, AP, SAT, grants, scholarships, etc). (Title I SW: 3) (Target Group: All) (NCLB: 5)	Campus Staff, Counselor(s), Instructional Facilitators, Principal	September 2011 - May 2012	(S)Appointed Staff	10% increase in the number of students reaching Level III standards, 10% increase in the number of students on Honor Roll, and an increase in attendance to 98%.
2. Introduction to writing essays, completing applications, resume writing, and interview practice. (Title I SW: 3) (Target Group: All) (NCLB: 5)	Campus Staff, Counselor(s), Instructional Facilitators, Principal	September 2011 - May 2012	(S)Appointed Staff	10% increase in the number of students reaching Level III standards, 10% increase in the number of students on Honor Roll, and an increase in attendance to 98%.
3. Partnership with high school students - "Little Hawks/Big Hawks" (Title I SW: 3) (Target Group: All) (NCLB: 5)	Counselor(s)	October 2011 - May 2012	(S)Grant - State	10% increase in the number of students reaching Level III standards, 10% increase in the number of students on Honor Roll, and an increase in attendance to 98%.
4. Career Day (Title I SW: 10) (Target Group: All) (NCLB: 5)	Counselor(s)	December 2011	(S)Local Funds	10% increase in the number of students on Honor Roll as well as an increase in attendance to 98%.



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"> ● TAKS data <hr/> ● INOVA data <hr/> ● DCA data <hr/> ● DMAC data <hr/> ● eSchool Plus data <hr/> | <ul style="list-style-type: none"> ● TPRI data <hr/> ● Terra Nova data <hr/> ● <hr/> ● <hr/> ● <hr/> |
|---|---|

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

- Student:Teacher ratio

- _____
- _____
- _____
- _____
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Needs

- Increase student attendance

- Increase students enrollment

- Decrease the number of at-risk students

- Decrease student mobility rate

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Summary of Needs

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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.

- | | | |
|-------------------------|---|-------|
| ● State assessment data | ● | _____ |
| ● _____ | ● | _____ |
| ● State and AYP data | ● | _____ |
| ● _____ | ● | _____ |
| ● DCA data | ● | _____ |
| ● _____ | ● | _____ |
| ● Student work | ● | _____ |
| ● _____ | ● | _____ |
| ● _____ | ● | _____ |

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

- Recognized status

- Data driven instruction

- Science lab with paraprofessional for prep work

- STAAR Phase training/District framework training

- Teacher developed assessments

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Needs

- STAAR preparation

- Primary grades need to focus more on data driven instruction

- STAAR materials

- Raise commended rates

- Meet AYP standards

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Summary of Needs

- STAAR preparation

- Inservices on adding rigor into lessons so primary grades can begin training the students now

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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.

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> ● Staff survey | ● | |
| <ul style="list-style-type: none"> ● SBDM information items | ● | |
| <ul style="list-style-type: none"> ● Retention of staff | ● | |
| <ul style="list-style-type: none"> ● Staff attendance patterns | ● | |
| <ul style="list-style-type: none"> ● Parent survey needs | ● | |

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

- 2010-2011 discipline incident reports have decreased in all areas
- Bond initiative will positively effect school culture and climate by improving facilities
- 80% of teachers feel that their views and concerns are addressed by SBDM Committee
- _____
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Needs

- Improve lighting and parking lot security
- Continue focusing on reduction in vandalism, gangs, and fighting
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Summary of Needs

- Improve security and lighting, particulary in parking lots, for staff and student security.
- Increase the number of student surveys and student participation on surveys to ensure that all stakeholders are represented.
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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.

- | | |
|--|---|
| <ul style="list-style-type: none"> ● Teacher Certification <hr/> ● Paraprofessional and Staff Qualification <hr/> ● PDAS <hr/> ● Staff mobility/stability <hr/> ● <hr/> | <ul style="list-style-type: none"> ● Student:Teacher ratio <hr/> ● <hr/> ● <hr/> ● <hr/> ● <hr/> |
|--|---|

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

- Best Staff in the State of Texas

- Balance of experienced and non-experienced staff

- Very little mobility

- Effective grade-level chairpersons

- Effective Jefferson Learning Community

- Gender balance

- Meet state highly qualified requirements

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Needs

- Staff with 10-15 years of teaching experience

- More bilingual teachers

- Social Worker

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Summary of Needs

- Bilingual teachers

- Expand our Community Education Program - need a social worker

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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.

- | | |
|---------------------|------------------------|
| ● TAKS data | ● TPRI data |
| ● _____ | ● _____ |
| ● INOVA data | ● GT testing batteries |
| ● _____ | ● _____ |
| ● DCA data | ● Terra Nova data |
| ● _____ | ● _____ |
| ● DMAC data | ● _____ |
| ● _____ | ● _____ |
| ● eSchool Plus data | ● _____ |
| ● _____ | ● _____ |

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

- Recognized campus

- 25% Commended in all TAKS areas

- Students identified as tail right/tail left

- Able to match objective needs and strengths to students

- Pre-K - 5th grade Story Problem of the Day

- Campus wide vocabulary program - "Vocabulous"

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Needs

- Raise commended performance to 30%

- Vocabulary development

- Students reading on grade-level

- Higher Order Thinking skills

- Product-Based programs and instruction

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Summary of Needs

- Need more project based inservices for all teachers

- Inservices on adding rigor to lessons

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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.

- | | |
|-------------------------------|--------------------------------|
| ● Student enrollment patterns | ● Parental survey of needs |
| ● Attendance issues | ● PTA information |
| ● TAKS data | ● Parent inservice evaluations |
| ● Standardized test data | ● Pyramid of Success |
| ● Classroom grades | ● Extended day grants |

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

- 95% attendance rate

- Recognized campus

- 60% parent inservice attendance

- Increase in staff members choosing Jefferson's open enrollment for their own children

- Parent Center contact person - Mrs. Maria Lara

- Sylvia Silva - daily parent volunteer

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Needs

- Build socialization skills in our parents

- Increase in student attendance

- 75% increase in parent attendance at inservices

- Family Community Center

- Inservices on a variety of topics

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Summary of Needs

- Family Community Center to serve the community after school

- Need a social worker to work with parents

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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.

- | | |
|---------------------------|---------|
| ● School structure | ● _____ |
| ● Decision making process | ● _____ |
| ● Master schedule | ● _____ |
| ● Duty rosters | ● _____ |
| ● _____ | ● _____ |
| ● _____ | ● _____ |

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



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.

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|-------------------------------------|---|-------|
| ● Technology: hardware and software | ● | _____ |
| ● Classroom technology needs | ● | _____ |
| ● STAR chart | ● | _____ |
| ● Technology needs survey | ● | _____ |
| ● | ● | _____ |

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

- Classrooms meet district technology standards

- 100% of teachers utilize technology to present/review information

- 90% of teachers use technology in everyday instruction

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Needs

- Full time campus tech

- More resources needed for replacement cycle

- Update technology infrastructure

- Replacement of outdated desktop computers

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Summary of Needs

- Technology infrastructure needs work

- More staff for full implementation of technology instruction - more staff NOT staff

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Demographics

School Culture and Climate

Improve security and lighting, particularly in parking lots, for staff and student security
Increase the number of student surveys and student participation on surveys to ensure

Curriculum, Instruction and Assessment

Need more project based inservices for all teachers
Inservices on adding rigor to lessons

School Context & Organization

Review literature on Professional Learning Communities



Student Achievement

- STAAR preparation
- Inservices on adding rigor into lessons so primary grades can begin tra
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Teacher Quality

- ity. Bilingual teachers
- sure that all sta Expand our Community Education Program - need a social worker
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Family & Community Involvement

- Family Community Center to serve the community after school
- Need a social worker to work with parents
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Technology

- Technology infrastructure needs work
- More staff for full implementation of technology instruction - more staff
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