

LEE H MEANS EL

Campus Improvement Plan

2011/2012

Where Education is the Key to Success.

Date Reviewed: 09/27/11

Date Approved:

LEE H MEANS EL

Mission

Our mission is to create a safe, supportive, and enriching environment where staff collaborates with each other, parents, and the community. An enjoyment of learning will be instilled in our community by building skills necessary for lifelong learners through effective instruction in all core subject areas.

Vision

Our staff and students are 21st century lifelong learners, preparing for the future. They are equipped with the skills necessary to succeed in college and the workforce.

Nondiscrimination Notice

LEE H MEANS 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.

Site Base Members

Name	Position
Almaraz, Melissa	Assistant Principal
Alvarez, Tillie	Community Member
Banda, Sandra	Second Grade Teacher
Decilos, Mary Estelle	PK/K Teacher
Eastman, Lisa	Parent
Flores, Oneida	Parent
Garcia, Maria Elena	Fourth Grade Teacher
Gaytan, Eunice	First Grade Teacher
Hicks, Kimberly	Instructional Facilitator
Hinojosa, Maria Elsa	Special Programs Teacher
Kimak, Mr.	Business Representative
Maldonado, Elizabeth	Principal
Rita, Crenshaw	DEIC Member
Salinas, Andrea	Third Grade Teacher
Sandoval, Marivel	Fifth Grade Teacher
Wilson, Debra	District-Level Professional

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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. Incorporate Character Counts education into the curriculum through a school wide program which will continue to recognize one student per grade level on a monthly basis. These students will be recognized with the assistance of a rubrics which addresses all areas of our character education. Once they have been selected, their pictures will be posted on our Student of the Month bulletin board, and they will eat lunch with the Principal. At the lunch, they will share their vision of a safe and secure campus. (Title I SW: 1,2) (Target Group: All) (NCLB: 4)	Counselor(s), Principal, Teacher(s)	Monthly (Sept.- April)	(L)Local	Formative - Student of the Month Rubrics
2. All students will learn about the Bucket Fillers program to support our character building efforts. This will also provide a visual for our students while they learn about good character. (Title I SW: 1,2,6) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Counselor(s), Paraprofessionals, Principal, Teacher(s)	Quarterly	(L)Local	Summative - Decrease in the percentage of discipline referrals from 2010-2011. Campus survey about the school community perception of safety and security of our campus.
3. Campus staff will implement campus and classroom norms, consequences, and schedules to improve classroom management. (Title I SW: 1,2,4) (Target Group: All) (NCLB: 3,4)	Assistant Principal(s), Behavior Specialist, Campus Staff, Counselor(s), Instructional Facilitators, Principal	Daily	(L)Local, (S)Local Funds	Summative - Decrease in the number of office discipline referrals from 2010-2011.
4. A Citizenship Award will be provided to students for appropriate behavior. (Title I SW: 1,2) (Target Group: All) (NCLB: 4)	Teacher(s)	Quarterly	(L)Local, (S)Local Funds	Summative - Number of awards distributed during quarterly awards ceremonies (review numbers and compare to prior quarters and school years).

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Character education will be implemented in conjunction with a school wide education system based on the Character Counts pillars of character, various groupings of counseling efforts, and bi-weekly class counseling sessions (PK-5th grade). (Title I SW: 1,2,6) (Target Group: All) (NCLB: 4)	Counselor(s), Teacher(s)	Weekly	(L)Local, (S)Local Funds	Summative - Decrease in the percentage of discipline referrals Increase in parents' involvement (parent center & PTA)

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

Objective 2. Implement program safety initiatives

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All campus visitors must initiate their visit in the front office. They will have a picture ID scanned by the Raptor system in order to acquire a visitor's badge which will be wore at all times while on the campus in a visable area of their clothing. (Title I SW: 1,6) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Attendance Clerk, Campus Staff, Principal, Principal's Secretary	Daily	(L)Local, (O)Local Districts, (S)Local Funds	Summative - Visitors with the appropriate visitors' badges. Raptor reports (visitors, school areas, students, etc.)
2. All students will be checked off by a campus staff member on a dismissal list once they are visual seen entering a daycare vehicle, bus, or are picked up by an authorized person. (Title I SW: 1,2,6) (Target Group: All) (NCLB: 4)	Campus Staff	Daily	(L)Local	Summative - 100% of our students are dismissed in a safe and secure manner. All students can be accounted appropriately.
3. Student release documents will be used to verify appropriate guardianship to assure the safe dismissal and release from our campus. This release will be documented. Documentation will occur through the Raptor and/or on dismissal sheets. Parent notes should document any dismissal changes. (Title I SW: 1,2,6) (Target Group: All) (NCLB: 4)	Campus Staff	Daily	(L)Local, (S)Local Funds	Summative - 100% of our children will be dismissed appropriately.
4. All students will participate in Red Ribbon Week and Fire Prevention Week activities to increase their awareness for safety strategies. (Title I SW: 1,2) (Target Group: All) (NCLB: 4)	Campus Committees, Campus Staff, Counselor(s), Teacher(s)	Annually	(L)Local	Summative - Annual survey, counselor and committee review

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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. Students and staff will recycle white paper in specific bins (lime green-"Paper"). Our student council will collect the paper on a weekly basis and place it in our recycle container. (Title I SW: 2) (Target Group: All) (NCLB: 4)	Campus Staff, Club Sponsors, Custodial Staff, Teacher(s)	Weekly	(L)Local, (O)Local Districts, (O)Outside Community Resources	Summative - Utilization and the addition of recycling containers
2. Staff will recycle plastic bottles (Title I SW: 2) (Target Group: All) (NCLB: 4)	Campus Staff	Weekly	(L)Local, (O)Outside Community Resources	Summative - Staff survey
3. Teachers will be limited to the use of refrigerators in their classrooms. The lounge will house additional appliances if needed (coffee pot, microwave, venting machines.) (Title I SW: 1) (Target Group: All) (NCLB: 4)	Campus Staff	Daily	(L)Local, (O)Local Districts	Summative - Compliance with this rule will be monitored by all staff and offenders will be reported to administrators.
4. Campus Watering timelines as determined by our District Operations department will be followed. Watering of our classroom gardens will be done with an irrigation watering system. (Title I SW: 1,2,6) (Target Group: All) (NCLB: 4)	Custodial Staff, Teacher(s)	Weekly	(L)Local, (O)Local Districts	Summative - Effective and efficient watering will occur in order to maintain the necessary quality of landscape and school garden.

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Our teachers and students will participate in the Marathon Kids program. (Title I SW: 1,2) (Target Group: All) (NCLB: 4)	Assistant Principal(s), PE Teachers, Principal	Annually	(L)Local, (O)Local Districts, (S)Local Funds	Increase in participation by students and teachers as compared to 2010-2011.
2. All students will participate in the Fitness Gram assessment. (Title I SW: 1,2) (Target Group: All) (NCLB: 4)	PE Teachers	Annually	(O)Local Districts	Summative - Fitness Gram assessment data
3. Means employees will participate in the HCISD Health Fair. (Title I SW: 10) (Target Group: All) (NCLB: 3)	Campus Staff, District Nurse, Nursing Department, Principal, School Nurse, Teacher(s)	annual event	(O)Local Districts	100% participation by all staff members.
4. Means school community will plant gardens in our elevated beds. One garden bed will be designated per grade level. We will learn about the value of a garden, the process of growing our own food, and the scientific value involved in this process. (Title I SW: 1,3,6) (Target Group: All) (NCLB: 3,4)	Teacher(s), TOT-PE Teachers	planting seasons (fall/spring)	(L)Local	Pictures and academic lessons will be provided as documentation of the process. All beds will be actively used by all grade levels.

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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. 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. 100% parent participation in semester parent-teacher conferences. (Title I SW: 1,6,10) (Title I TA: 7) (Target Group: All) (NCLB: 4)	Parent Liason, Teacher(s)	One per Semester	(F)Parental Involvement, (L)Local, (S)Local Funds	Summative - 100% parent participation (sign in sheets will serve as documentation).
2. Campus will provide two parenting session to promote community and parent awareness of various student needs. (Title I SW: 1,2,6,10) (Target Group: All) (NCLB: 4)	Parent Liason, Parent Volunteers, Principal	One per semester	(F)Parental Involvement, (L)Local, (O)Local Districts	Formative - Participation of 50 or more parents at each session.
3. Parents will sign our parent-student-teacher compacts which outline instructional and behavioral expectations for all students. (Title I SW: 1,2,6) (Title I TA: 4,7) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Director of Parental Involvement, Parent Liason, Principal, Teacher(s)	Annually	(F)Parental Involvement, (O)Local Districts	Summative - 100% of our student compacts will be signed and placed on file in our student cumulative folders.
4. PTA/Open House events (Book Fairs, family nights, etc.)will be held to inform and invite our parents to learn about our campus and students. (Title I SW: 1,2,6,9,10) (Target Group: All) (NCLB: 1,4)	Assistant Principal(s), Campus Staff, Librarian, Parent Liason, Principal, PTA	Quarterly	(L)Local	Summative - Increased Parent Attendance as documented by sign-in sheets.
5. Quarterly Newsletters will be provided to parents with their child's report cards to increase campus awareness and promote communication. (Title I SW: 2,6,9,10) (Target Group: All) (NCLB: 3,4)	Assistant Principal(s), Campus Staff, Principal	Quarterly	(L)Local, (S)Local Funds	Summative - EOY survey of effectiveness

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Progress reports and reports cards will be distributed in a timely manner to inform parents of their student's academic progress. Progress reports will be sent home on the Monday following the end of each three (3) week marking period. Reports cards will be sent home on the Wednesdays noted on the district calendar for Elementary Schools. (Title I SW: 1,6,9) (Target Group: All) (NCLB: 1,4)	Teacher(s)	Quarterly	(S)Local Funds	Summative - The schedule for distribution will be followed in a timely and appropriate manner.
2. Teachers and Campus instructional staff will communicate with parents in a timely manner when the need arises to have a parent-teacher conference. (Title I SW: 1,2,6,9) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Instructional Facilitators, Instructional Staff, Principal, Teacher(s)	As Required	(F)Parental Involvement, (L)Local, (O)Local Districts, (S)Local Funds	Formative - Appropriate documentation of necessary meetings will be kept to assist with any reform efforts on be half of students.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Texas Public School Week will showcase our students' work and provide activities to encourage family participation (Chile Cook-Off, parent classroom visits, etc.) (Title I SW: 1,2,6,10) (Target Group: All) (NCLB: 4)	Campus Committees, Campus Staff, Parent Liason, Parent Volunteers	Annually	(L)Local	Summative - EOY campus survey
2. Our campus will assist with the promotion and attendance of the HCISD Parental Involvement Conference at TSTC. (Title I SW: 1,2,6) (Target Group: All) (NCLB: 3,4,5)	Parent Liason, Principal, Principal's Secretary	Fall Semester	(F)Parental Involvement	Summative - Increased attendance at the HCISD Parental Involvement Conference as compared to 2010-2011.
3. HCISD Parental Involvement Conference will be held at TSTC in the fall semester to offer parents and teachers an opportunity to learn about parenting skills and their students' education. (Title I SW: 1,6,10) (Target Group: All) (NCLB: 4)	Attendance Clerk, Parent Liason, Parental Involvement, Principal	Fall semester	(F)Parental Involvement	Teacher and Parent attendance at the Parental Involvement Conference will increase from prior year.

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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. All areas of staffing will be addressed through continuous professional development, mentoring, district academies, and team collaboration. These efforts are necessary to build our personal capacity and the depth of skills on our campus. (Title I SW: 4) (Target Group: All) (NCLB: 3)	Campus Staff, Principal, Superintendent's Staff	Each Semester	(F)Title I, (F)Title III Bilingual / ESL, (O)Local Districts	Increases number of professional certificates and educational degrees obtained by our staff at all levels.

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

Objective 2. Provide high quality staff development

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All staff must attend workshops pertaining to the delivery of instruction, collaboration, and leadership. Professionals are required to attend a minimum of 18 hours per year of continuing education courses. (Title I SW: 2,3,4,5) (Target Group: All) (NCLB: 3)	Campus Staff	Ongoing	(F)Title I, (F)Title III Bilingual / ESL, (L)Local, (O)Local Districts	All hours earned will be entered on Eduphoria so the principal can review total number of hours earned. Staff can also organize their continuing education hours.
2. All teachers may participate in peer observation in areas of need to build their professional capacity. A monitor will be provided to inable staff to observe and collaborate with resident experts. (Title I SW: 4) (Target Group: All) (NCLB: 3)	Assistant Principal(s), Instructional Facilitators, Paraprofessionals, Principal, Teacher(s)	Ongoing	(F)Title I, (L)Local	Administrators will note application of observed strategies and instruction during rounds, walkthroughs, and PDAS observations.
3. Zero year teachers will be provided a mentor teacher for one year to assist with the acquisition of campus and district procedures and to improve classroom procedures and instruction. (Title I SW: 3,4) (Target Group: All) (NCLB: 3)	Assistant Principal(s), Content Area Specialist(s), Instructional Facilitators, Teacher(s)	One Year	(F)Title I, (L)Local	Mentor and Mentee survey Observed quality of instruction delivered by new teacher.
4. Each staff member will be required to compose one new "focus" (area of desired professional growth) per semester. They will meet with the principal each semester and choose their desired area of growth. (Title I SW: 4) (Target Group: All) (NCLB: 3)	Campus Staff, Principal	Fall and Spring semester	(L)Local	Staff survey Appraisal/Staff Evaluation Rating
5. Staff Meetings will provide a designated time for our staff to collectively share professional development topics or professional reading material (for book studies). Teachers can offer suggestions for future/continuous topics. (Title I SW: 1,2,4,5,10) (Target Group: All) (NCLB: 3)	Assistant Principal(s), Campus Staff, Instructional Facilitators, Principal	Mondays	(F)Title I, (L)Local	Staff sign in sheets and agendas will serve as documentation of topics and attendance. The professional information will be observed and noted on teacher observations by administration.

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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
<p>1. Teachers will be trained how to use DMAC, INOVA, and INOVA plus software to access and analyze student assessment data. This information will be used to inform instruction and to determine the need to reteach if necessary. (Title I SW: 2,3,4,8,9) (Target Group: All) (NCLB: 3)</p>	<p>Assistant Principal(s), Counselor(s), Instructional Facilitators, Principal, Teacher(s)</p>	<p>Every two weeks</p>	<p>(F)Title I</p>	<p>Increased assessment scores will be achieved in the following areas: Reading will increase to 95% for sum of all grades tested. Our special education population will increase from 68% to 87%. Math will increase to 90% for sum of all grades tested. Our special education population will increase from 26% to 83%. Science will increase to 90% for sum of all grades tested.</p>
<p>2. Teachers and paraprofessionals will be trained to effectively use Compass Learning lab (reading and math), Accelerated Reader, and Edusmart Science program. These three programs will be utilized to increase our students' knowledge and skills in the area of reading, math, and science. (Title I SW: 4,8,9) (Title I TA: 1,2,3,6) (Target Group: All) (NCLB: 1,3)</p>	<p>Campus Technologist, Instructional Staff, Librarian, Paraprofessionals, Principal, Teacher(s)</p>	<p>weekly</p>	<p>(F)Title I - \$2,720.00</p>	<p>The lab manager will access reports from each program to assess usage and student achievement scores. Students will achieve increased scores to 95% in the area of reading, 90% in the area of math and science.</p>
<p>3. Teachers will use Renaissance STAR (replaces AIMSweb) for reading and math. (Title I SW: 2,8,9) (Title I TA: 1,3,4) (Target Group: AtRisk) (NCLB: 2)</p>	<p>Assistant Principal(s), Instructional Facilitators, Teacher(s)</p>	<p>BOY, MOY, & EOY</p>	<p>(F)Title I - \$3,181.82</p>	<p>Students will show a marked improvement of at least 25% from the pre-test to the post test as the year progresses and the number of special education referrals will be minimized.</p>

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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
4. Teachers will use DMAC and INOVA software, and other student data to identify areas of strength or weakness, and plan strategically during conference and extended bi-weekly planning time. (Title I SW: 1,2,3,4,5,8,9) (Title I TA: 1,2) (Target Group: All, LEP, SPED, AtRisk) (NCLB: 1,2,3)	Instructional Facilitators, Instructional Staff	daily conference period and every other Friday	(F)Title I - \$4,861.85	Teachers will achieve gains of 95% in the area of reading, and a score of 90% in math and science on district curriculum assessments and STAAR.
5. Primary teachers (K-second grade) will be trained how to use the TANGO software so they can test our k-2nd grade students the BOY, MOY, and EOY to assessment their progress in reading. Teachers will be trained how to test and analyze the data. (Title I SW: 2,8,9) (Title I TA: 1,3,6) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Instructional Facilitators, Teacher(s)	three times a year	(F)Title I - \$2,071.71	Formative - Students will acquire a developed status in all areas of reading on the TPRI assessment.

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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. Demonstrate academic success on all measurable outcomes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Teachers will target specific needs of students in reading. This will be accomplished through the systematic use of student data and targeted instruction during classtime, enrichment, critical skills, My Reading Coach, and tutorial sessions when necessary. (Title I SW: 1,2,3,9,10) (Title I TA: 1,2,3,4) (Target Group: All, ESL, LEP, SPED, AtRisk, Dys) (NCLB: 1)</p>	<p>Instructional Facilitators, Instructional Staff, Principal, Special Programs Teachers, Teacher(s), Teachers - ESL, Teachers, Special Ed</p>	<p>Daily</p>	<p>(F)IDEA Special Education, (F)Title I - \$50,339.76, (F)Title III Bilingual / ESL - \$2,015.20, (L)Local</p>	<p>Summative - Increase in the STAAR reading assessment and DCA scores to 95% passing sum of all students.</p>
<p>2. Teachers will target specific needs in Mathematics of all students and each student group. Teachers can target specific needs of all students during classtime, enrichment, and tutorials if neccessary. (Title I SW: 1,2,3) (Target Group: All, ESL, Migrant, LEP, SPED, AtRisk) (NCLB: 1,2)</p>	<p>Assistant Principal(s), Instructional Facilitators, Instructional Staff, Principal, Teacher - GT / AP, Teachers - ESL, Teachers, Special Ed</p>	<p>Daily</p>	<p>(F)IDEA Special Education, (F)Title 1 C - Migrant, (F)Title I, (F)Title III Bilingual / ESL, (L)Local</p>	<p>All student groups will increase on the STAAR math assessment earning a passing score of 90% for the sum of all students.</p>
<p>3. Teachers will target specific needs of students in writing. This will be accomplished through the systematic use of student data and targeted instruction during classtime, enrichment, and tutorial sessions when necessary. All students will encorporate journal writing into their learning for all core subjects. (Title I SW: 1,2,3) (Target Group: All, ESL, LEP, SPED, AtRisk) (NCLB: 1)</p>	<p>Instructional Facilitators, Instructional Staff</p>	<p>Daily</p>	<p>(F)Title I</p>	<p>Students will improve their writing skills and acquire a passing score of 95% on the STAAR writing assessment and DCA assessments.</p>

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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. Create an environment that supports advanced academic performance

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers and parents will communicate in a timely manner to collaborate how they will work together to support student success in all core subject areas. They shall be informed about how to identify and recommend students for our G/T program assessment. (Title I SW: 1,6,10) (Target Group: All, GT) (NCLB: 4)	Instructional Staff, Principal	October and March	(L)Local, (O)Local Districts	Summative - Our G/T enrollment will increase. Our teachers will become more informed about the G/T process.
2. Our G/T Teacher and students will organize at least two evening parent informational meetings where they share what their are accomplishing during their enriched classes. (Title I SW: 6,10) (Target Group: GT) (NCLB: 4)	Assistant Principal(s), Principal, Teacher - GT / AP	one per semester	(L)Local	A Parent sign in sheet will serve as documentation of each event.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will utilize the CSCOPE timelines (YAGs) and lesson plans in all core subject areas. This will guarantee that all necessary TEKS are covered in an efficient and comprehensive manner. (Title I SW: 1,3,9) (Title I TA: 1,2,3,5,8) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Assistant Superintendent for Curriculum, Instructional Facilitators, Instructional Staff, Principal	WEEKLY	(F)Title I - \$3,731.00, (O)Local Districts	Summative - Lessons plans will be monitored and walkthroughs will be utilized to assure that teachers are using effective pacing of the lessons so that all necessary TEKS are mastered before the state assessment.
2. Teachers will develop and utilize lesson plans with the following documentation to ensure student success: TEKS, ELPS, accommodations, and instructional strategies. (Title I SW: 1,2,3,10) (Target Group: All, LEP, SPED, AtRisk) (NCLB: 1,3)	Assistant Principal(s), Instructional Facilitators, Instructional Staff, Principal	Weekly	(L)Local	Summative - Lesson plans will be turned into the instructional facilitator in a timely manner with the recommended information to ensure informed instruction.
3. Teachers will collaborate in grade level meeting with the instructional facilitator every two weeks(Tuesdays). A grade level meeting sheet will be completed and used to document the discussion and any questions that may arise. (Title I SW: 1,2,3,4,10) (Title I TA: 2) (Target Group: All) (NCLB: 1,3)	Instructional Facilitators, Instructional Staff, Principal	weekly	(L)Local	Summative - Grade level forms will be turned into the office and monitored by the Instructional facilitator and the Principal.
4. The Treasures materials will be used effectively by teachers to promote our students' reading skills, promote a love of reading, and obtain master of grade level reading TEKS. Teachers will plan collaboratively with the assistance of our instructional facilitator. (Title I SW: 1,3,4) (Target Group: All) (NCLB: 1,2)	Instructional Staff	daily	(L)Local, (S)Local Funds	The sum of all students shall achieve a 95% passing rate on STAAR Reading assessment.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Once student achieve specific reading levels, they will be rewarded with a visit to the Reading Cafe, (Title I SW: 1,2) (Target Group: All) (NCLB: 1,4)	Assistant Principal(s), Instructional Facilitators, Librarian	Every Friday after October	(L)Local	A designated rubric will be followed and a list of students attending the event will be documented. The number of students earning a ticket to the event will increase from the numbers documented from last year.
6. Kagan Cooperative Learning and Win-Win Strategies will be implemented in targeted grade levels. (Title I SW: 1,2,3) (Target Group: All) (NCLB: 3,4)	Assistant Principal(s), Instructional Facilitators, Instructional Staff, Principal	Daily	(L)Local	10% decrease in the number of discipline referrals from the prior year.
7. Our PK teachers and PPCD teacher will collaborate and implement the OWL curriculum and the eCIRCLE training materials and curriculum to assure student progress. (Title I SW: 2,3,7,8,9,10) (Title I TA: 1,3,4,8) (Target Group: SPED, PRE K) (NCLB: 3,4)	Teacher(s), Teachers, Special Ed	Daily	(L)Grant - Local	PK and PPCD students will shown progress from the pre-test to the post-assessment information obtained.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Supplemental workbooks (English/Spanish) will be purchased for use in the core subject areas based on data demonstrating additional support needs per grade level (purchased as needed). (Title I SW: 1,3,9) (Title I TA: 1,3,8) (Target Group: All) (NCLB: 1,2)	Assistant Principal(s), Principal's Secretary, Teachers for Core Subjects, Teachers Grades 3 - 5	fall semester	(F)Title I, (F)Title III Bilingual / ESL - \$2,000, (L)Local	Summative - 95% passing rate will be achieved by the sum of all students in the areas of reading. 90% passing rate will be achieved by the sum of all students in the areas of math and science. TPRI scores will document growth from BOY to EOY assessments.
2. A to Z Reading, Vocabulary, and Tutoring Software will be purchased as an additional resources to support and enhance student learning. (Title I SW: 2,3,9) (Target Group: LEP, SPED, AtRisk, Dys) (NCLB: 1,2)	Instructional Facilitators, Instructional Staff, Lab Manager, Principal	Quarterly	(F)Title I	TPRI EOY scores will reflect an increase in growth from BOY year scores (90% of the class will achieve a 95% Developed score). STAAR reading assessment and District Curriculum Assessments (DCA) will reflect a 95% passing rate.
3. Accelerated Reader website will be provided to promote an enjoyment of reading as well as to develop vocabulary. (Title I SW: 1,2) (Title I TA: 1,3) (Target Group: All, AtRisk) (NCLB: 1)	Assistant Principal(s), Instructional Facilitators, Librarian	every friday (Oct-April)	(F)Title I - \$2,092.32	The achievement of specified certification levels will earn the student a ticket to our AR Cafe (a movie during their lunchtime on Friday.)
4. A science lab will be available at designated times (schedule) to facilitate the mastery of science TEKS with hands-on labs and to learn the enjoyment of science. (Title I SW: 1,2,3,10) (Target Group: All) (NCLB: 1,4)	Instructional Facilitators, Instructional Staff	weekly	(F)Title I, (L)Local	90% passing rate will be achieved by the sum of all students on the STAAR science assessment.

LEE H MEANS EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Teachers will use manipulatives to enhance the learning process. (Title I SW: 3,9) (Target Group: All) (NCLB: 1,2)	Instructional Facilitators, Instructional Staff	when appropriate	(L)Local	Assessment results will demonstrate an increase from last year's results: Reading will be 95% Math and Science will be 90%
6. The Edumark program will be utilized for students in need of improved reading foundation skills. (Title I SW: 2,3,10) (Target Group: SPED, AtRisk) (NCLB: 1,4)	Teacher(s), Teachers, Special Ed	daily	(F)IDEA Special Education	Students who have problems reading will experience success learning to read.

LEE H MEANS EL

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

Objective 5. Provide high-quality systems of support

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus will employ bilingually certified teachers to address the needs of our ELL learners. (Title I SW: 1,2,3) (Title I TA: 5) (Target Group: ESL, LEP) (NCLB: 2,3)	Assistant Principal(s), Human Resources, Instructional Facilitators, Principal, Teachers - ESL	Daily	(F)Title I	Summative - 100% of the teachers of our ELL students will be bilingually certified.
2. ELLIS software will be utilized by our ELL students with the assistance of our lab manager to address language needs and vocabulary development. (Title I SW: 1,2) (Target Group: ESL, LEP) (NCLB: 2)	Assistant Principal(s), ESL Administrators, Instructional Facilitators, Lab Manager, Principal, Teachers - ESL	Daily	(F)Title I, (F)Title III Bilingual / ESL	Lab Reports will be monitored.
3. Special Education teachers will utilize the Co-Teaching Model to enhance learning for students. Teachers will assess the effectiveness of different types of accommodations to allow an improvement on assessment and learning. (Title I SW: 2,3,9,10) (Target Group: SPED, AtRisk) (NCLB: 1,3)	Assistant Principal(s), Principal, Special Ed Department, Special Programs Teachers	90 minutes per week	(F)IDEA Special Education, (L)Local	SPED students will experience success academically and on assessment (increase in scores from last year's scores).
4. Our migrant coordinator will visit our campus and provide support and materials for our migrant students as needed. (Title I SW: 2,9,10) (Title I TA: 4,8) (Target Group: Migrant) (NCLB: 1,5)	Migrant Counselors	Every Wednesday	(F)Title 1 C - Migrant - \$490.00	All our migrant students will pass the STAAR assessment in all areas.

LEE H MEANS EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will attend several presentations by community professionals during a week in the fall. The presenters will share their career experience. (Title I SW: 1,10) (Target Group: All) (NCLB: 5)	Counselor(s), Instructional Staff	fall semester	(L)Local	Students will be engaged in the career presentations and incorporate their interests into their learning opportunities.
2. Students will participate in career presentations for one week. Various presenters will share their career experiences and the background. (Title I SW: 1,2,10) (Target Group: All) (NCLB: 1,4,5)	Counselor(s)	Once a year	(L)Local	All students will attend all designated sessions and become engaged in various career activities. Students will be asked to write about their interests and to complete interest surveys about their desired careers.
3. Students will participate in our college Fridays where all school community members will wear shirts which express the college of their choice. (Title I SW: 1,10) (Target Group: All) (NCLB: 4,5)	Campus Staff, Counselor(s)	every Friday	(L)Local	Increases participation of school community as compared to last years.
4. Each class will participate in a college decoration contest. The door shall exhibit the college of the teacher or the choice of the class. (Title I SW: 1) (Target Group: All) (NCLB: 4,5)	Campus Staff	spring semester	(L)Local	All doors will be decorated. Participation will be 100% of all campus community.

LEE H MEANS 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. Teachers will make sure that students receive instruction which covers all the TEKS including the college ready objectives. The TEKS will be labels as "college-ready" within the TEKS resources (IFD and VAD notebooks). (Title I SW: 1,2,3) (Target Group: All) (NCLB: 1,5)	Instructional Facilitators, Instructional Staff	Daily	(L)Local	Students will master the college ready TEKS by passing the STAAR reading assessment with a passing score of 95% and the STAAR math and science assessment with a 90% sum of all students.



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.

- | | |
|---|---------|
| ● Attendance Percentages | ● _____ |
| ● Master Schedules | ● _____ |
| ● Adequare Year Progress Report | ● _____ |
| ● Comprehensive Needs Assessment Survey | ● _____ |
| ● _____ | ● _____ |

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.

- | | |
|--|--|
| <ul style="list-style-type: none"> ● AEIS Report <hr/> <ul style="list-style-type: none"> ● AYP Report <hr/> <ul style="list-style-type: none"> ● Promotion/Retention Rates <hr/> <ul style="list-style-type: none"> ● State Assessment Data <hr/> <ul style="list-style-type: none"> ● TELPAS and AMAO Results <hr/> | <ul style="list-style-type: none"> ● DMAC DCA Reports <hr/> <ul style="list-style-type: none"> ● <hr/> <ul style="list-style-type: none"> ● <hr/> <ul style="list-style-type: none"> ● <hr/> <ul style="list-style-type: none"> ● <hr/> |
|--|--|

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

- Incremental increases on campus rating

- AYP performance in reading and math

- Tutorials

- Data disaggregation tools (DMAC)

- Inova (value-added analysis)

- Gifted and talented program

- Writing

- Science

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Needs

- Behavioral needs of students

- Math

- Special education

- Limited English Proficient

- Economically disadvantaged students

- Reading

- Attendance

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Summary of Needs

- Improve success of special education students through inclusion support

- Increase rigor to ensure college and career readiness, and align strategies PK-12

- Meet AYP for campus

- Increase commended scores

- Provide tutorials (before school, during school, after school)

- prepare staff, students, and parents for STAAR Tests

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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.

- | | |
|----------------------------------|---------|
| ● Surveys | ● _____ |
| ● Unsafe Schools Report | ● _____ |
| ● Campus Needs Assessment Survey | ● _____ |
| ● Parental Involvement Survey | ● _____ |
| ● _____ | ● _____ |

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

- Employee satisfaction

- Morale

- School safety

- Fencing

- Bond improvements

- RAPTOR system to screen visitors

- Campus Leadership

- High quality systems of support

- HCISD Core Practices Framework

- Class sizes

Needs

- Character Counts Program

- Professional learning communities

- Parent partnerships

- Bucket Filler program

- Mentoring programs for new employees

- Anti-bullying strategies

- Increased parent inclusiveness

- Communication with parents

- Increased PTA participation

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Summary of Needs

- Provide activities to maintain and improve staff morale

- Establish a college-going culture K-12

- Implement an anti-bullying campaign PK-12

- continue to develop our professional learning community

- Support Book Studies

- Bring in parents and community members as partners in educating our children

- Inspire students to pursue post-secondary education

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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"> ● Surveys <hr/> ● AEIS Report <hr/> ● No Child Left Behind Guidelines <hr/> ● Annual Survey of Highly Qualified Teachers <hr/> ● AESOP <hr/> | <ul style="list-style-type: none"> ● Early Exit Impact on Staff <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

- Low staff turnover

- Staff development

- Automation of application system

- Benefits package

- Recruitment aligned to district needs

- Teacher preparedness

- Systems of support

- Improved awareness of special pop needs

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Needs

- Build capacity of staff to meet needs of special populations

- Staff development to increase effectiveness (coaching/job-embedded)

- Increase partnership with institutions of higher education

- increase the use of technology through job embedded training

- Address digital citizenship

- Decrease the use of substitutes for professional development activities

- STAAR Training

- Professional Learning Community Training

- Serving special populations

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Summary of Needs

- Employ highly effective teachers, principals, and support staff

- Develop, enhance, and train professional learning communities

- Practice and promote vertical and horizontal alignment

- Academic coaching model

- Promote differentiated instruction

- Enhance technology skills of staff

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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.

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|-------------------------------|-------------------------------|
| ● District scope and sequence | ● DMAC reports |
| ● District benchmark results | ● TPRI/SAT 10 results |
| ● AEIS Reports | ● Aimsweb results |
| ● AYP Reports | ● Special education referrals |
| ● INOVA results | ● Pacing guides (YAGs) |

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

- Data analysis tools (DMC)

- Curriculum

- Instructional Facilitators

- Curriculum, instruction, and assessment aligned

- RTI Process

- Teacher input into curriculum & assessment

- Systems of support

- Curriculum based on TEKS

- Data-based instructional decision making

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Needs

- Differentiated instruction for special populations

- Vertical teams

- Common formative assessments

- District assessments aligned to the curriculum

- Training on STAAR, including rigor in all core areas

- College and Career Readiness

- English Language Proficiency Standards

- Technology to support digital literacy

- Nurture creativity in our students

- Science, math, reading

Summary of Needs

- District assessment that measure student mastery of the curriculum

- Monitor instruction, including reading and reviewing lessons for alignment and rigor

- Expand on the coaching model to build capacity of instructors

- Enhanced access to ebooks and other digital media for learning

- Rigorous instruction aligned to the district curriculum

- 21st century skills deeply embedded in instruction

- Coordinated planning times for collaboration amongst teachers

- Interventions needed beyond Tier I instruction for all

- Increase the amount and quality of reading and writing across the curriculum

- Decrease the number of special education students receiving modified instruction

- Increase the success of special education students mastering grade-level curriculum

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- Increase the amount and quality of reading and writing across the curriculum



Family and Community Involvement

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

Potential Data Sources:

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

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

List the actual data sources reviewed below.

- | | |
|---|---|
| <ul style="list-style-type: none"> ● Drop-out rates <hr/> <ul style="list-style-type: none"> ● Completion rates <hr/> <ul style="list-style-type: none"> ● Graduation plan analysis <hr/> <ul style="list-style-type: none"> ● Attendance reports <hr/> <ul style="list-style-type: none"> ● Intra-district transfer reports <hr/> | <ul style="list-style-type: none"> ● Student mobility numbers <hr/> <ul style="list-style-type: none"> ● CNA Survey <hr/> <ul style="list-style-type: none"> ● <hr/> <ul style="list-style-type: none"> ● <hr/> <ul style="list-style-type: none"> ● <hr/> |
|---|---|

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

Findings/Analysis

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

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

Strengths

- Parent Sessions and program

- Partnerships with the community

- Community partnerships

- Meaningful family & community involvement

- Communication in parents' primary language

- Support in special programs

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Needs

- Communication of attendance requirements

- Continuation of parental involvement that supports student learning

- Communication of support services, resources, and for families

- Provide opportunities for community to participate in educational process

- Continue to increase awareness of partnerships with community agencies

- Increased participation of parents in PTA

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Summary of Needs

- Meaningful family involvement

- Additional community partnerships

- Increased participation of parents in our PTA

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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"> ● Organization chart <hr/> | <ul style="list-style-type: none"> ● Capacity building structures (e.g. Team One) <hr/> |
| <ul style="list-style-type: none"> ● Master schedules <hr/> | <ul style="list-style-type: none"> ● Staff development offerings <hr/> |
| <ul style="list-style-type: none"> ● Elementary schedules <hr/> | <ul style="list-style-type: none"> ● Meeting schedules <hr/> |
| <ul style="list-style-type: none"> ● Campus visits by superintendent staff <hr/> | <ul style="list-style-type: none"> ● Summer school prog <hr/> |
| <ul style="list-style-type: none"> ● Mentoring program <hr/> | <ul style="list-style-type: none"> ● CNA Survey <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

- Professional learning communities

- Systems of support

- ALERT Now!

- Staff feels supported and like their environment

- DEIC

- Collaboration of all staff

- School committees

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Needs

- Vertical teams

- Review adequacy of time devoted to subjects performed poorly

- College and Career Readiness for All

- Continue to add-value for all students

- Continued to grow PLCs

- Review common assessments for timely responses to curriculum alignment

- Continued supplemental funding for maximum student achievement

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Summary of Needs

- Data analysis by campus, feeder pattern, and entire district for coordinated improvement

- Increase methods by which we communicate with parents and the community

- Continue to promote the Curriculum Framework Model

- Continued collaborative atmosphere (PLCs, vertical teams, curriculum framework)

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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.

- | | |
|-------------------------|-------|
| ● STaR Chart | ● |
| _____ | _____ |
| ● Technology budget | ● |
| _____ | _____ |
| ● HCISD Technology Plan | ● |
| _____ | _____ |
| ● Inventory 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

- Staff development

- Access to technology

- Project-based learning

- Campus technologists

- Laptop for each teacher

- Network infrastructure

- Online services such as Mealpay

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Needs

- Web-based applications

- Paperless

- Focus on 21st Century Learning Skills

- Policies and procedures to support student use of personal devices

- Devices to read ebooks

- Increase digital literacy

- Technology applications

- Increase technology proficiency of staff

- Increase technology proficiency of students

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Summary of Needs

- Focus on 21st century learning skills

- Focus on Tech Apps TEKS

- Assess student and staff proficiency and plan accordingly

- Address areas of weakness on the STaR Chart

- Implement a Content Based Management System

- Implement and fully utilize the content-based management system

- Improve network and hardware reliability

- Minimize the impact of budget reductions

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Demographics

- Review and enhance services for economically disadvantaged students
- Increase achievement of special education students
- Utilize a variety of assessment and diagnostic results to determine success
- Meet AYP in all populations
- Increase commended results
- Increase attendance rates

School Culture and Climate

- Provide activities to maintain and improve staff morale
- Establish a college-going culture K-12
- Implement an anti-bullying campaign PK-12
- continue to develop our professional learning community
- Support Book Studies
- Bring in parents and community members as partners in educating our children
- Inspire students to pursue post-secondary education

Curriculum, Instruction and Assessment

- District assessment that measure student mastery of the curriculum
- Monitor instruction, including reading and reviewing lessons for alignment and rigor
- Expand on the coaching model to build capacity of instructors
- Enhanced access to ebooks and other digital media for learning
- Rigorous instruction aligned to the district curriculum
- 21st century skills deeply embedded in instruction
- Coordinated planning times for collaboration amongst teachers
- Interventions needed beyond Tier I instruction for all
- Increase the amount and quality of reading and writing across the curriculum
- Decrease the number of special education students receiving modified instruction

School Context & Organization

- Data analysis by campus, feeder pattern, and entire district for coordinated improvement
- Increase methods by which we communicate with parents and the community
- Continue to promote the Curriculum Framework Model
- Continued collaborative atmosphere (PLCs, vertical teams, curriculum framework)

Student Achievement

Improve success of special education students through inclusion support
Increase rigor to ensure college and career readiness, and align strategies
Meet AYP for campus
Increase commended scores
Provide tutorials (before school, during school, after school)
prepare staff, students, and parents for STAAR Tests

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Teacher Quality

Employ highly effective teachers, principals, and support staff
Develop, enhance, and train professional learning communities
Practice and promote vertical and horizontal alignment
Academic coaching model
Promote differentiated instruction
Enhance technology skills of staff

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Family & Community Involvement

Meaningful family involvement
Additional community partnerships
Increased participation of parents in our PTA

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Technology

ement

Focus on 21st century learning skills
Focus on Tech Appls TEKS
Assess student and staff proficiency and plan accordingly
Address areas of weakness on the STaR Chart
Implement a Content Based Management System

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- Implement and fully utilize the content-based management system
- Improve network and hardware reliability
- Minimize the impact of budget reductions
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