

MEMORIAL MIDDLE

Campus Improvement Plan

2011/2012

Date Reviewed:

Date Approved:

MEMORIAL MIDDLE

Mission

The mission of Memorial Middle School is to educate all students so they can function successfully in school, at home and in the community by focusing on instructional needs, addressing the needs of at-risk students, insuring parental involvement, communicating effectively in the district and community and establishing a positive middle school climate.

Vision

Memorial Middle School is a community of active, involved learners committed to developing as individuals and as citizens of our society. We are dedicated to providing a safe and supportive environment where all members of the learning community can experience growth and success.

Nondiscrimination Notice

MEMORIAL MIDDLE 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.

MEMORIAL MIDDLE Site Base

Name	Position
Alaniz, Beatrice	Teacher Team 8-1
Ayala, Krystal	Teacher Team 8-2
Casas, Julio	Teacher Team 7-2
Cecilio, Virginia	Nonteaching Professional
Chamberlain, Ron	Business Representative
Fernandez, Melinda	Technology
Flores, Beatriz	Parent-PTA
Funk, Elizabeth	Teacher Team 6-1
Garcia, Joe	Community Representative
Garza, Brenda	Nonteaching Professional
Gonzalez, Alejandro	Principal
Gonzalez, Amy	DEIC
Harrison, Amy	Teacher Team 6-2
Ibarra, Saul	Nonteaching Professional
Kring, Melanie	Teacher Teacher SpEd.
Mendez, Melissa	Teacher Team 7-1
Olivo, Javier	Safety Representative
Padilla, Delia	Nonteaching Professional
Quellhorst, Sherry	DEIC
Rhodes, Sandra	Parent
Saenz, Connie	District-level Non-Teaching
Villarreal, Monique	Electives
Zapata, Javier	Community Member
Zapata, Patricia	Nonteaching Professional

MEMORIAL MIDDLE

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

Objective 1. 100% of campus faculty and staff will provide a safe and secure learning environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Initiate a "Lockdown Drill" twice a year in the event of a real occurrence.	Principal, Safety Representative	8/22/11-5/25/12	(S)Appointed Staff	Assessment of District Procedure
2. MMS will hold montly fire drills to stay in accordance with Fire Marshall Code.	Assistant Principal(s), Campus Committees, Campus Staff, Principal, Safety Representative	8/22/11-5/25-12	(S)Appointed Staff	100% of staff and students are knowledgeable of fire escape routes and orderly evacuation procedures.
3. All teachers and staff will wear identification badges while on campus.	Assistant Principal(s), Campus Staff, Principal	8/22/11-8/21/12	(L)Local	100% of staff will comply.
4. Maintain the "corral" area free of debris and hazards. (Target Group: All)	Assistant Principal(s), Custodial Staff	8/22/11-8/21/12	(S)Local Funds	99% of all students will experience an accident-free year.
5. All visitors will sign-in in the front office and acquire a visitor's badge.	Assistant Principal(s), Principal, Receptionist	8/22/11-8/21/12	(L)Local	100% of all visitors will be identified.
6. Continue to implement the "Zero Tolerance" policy for drugs, violence, etc., utilizing Crime Stoppers, Harlingen PD, Harlingen PD Canine Unit, and Red Ribbon Week. (Target Group: All)	Assistant Principal(s), Campus Committees, Principal, Security Guards	8/22/11-8/21/12	(L)Local, (O)Outside Community Resources	100% of students will be knowledgeable of district policy.
7. Eliminate student loitering after school hours through afterschool programs. (Target Group: All)	Assistant Principal(s), Principal, Security Guards	8/22/11-8/21/12	(S)ACE	100% of students in a staff-supervised area.
8. Campus Safety Representative will meet to discuss or implement safety practices, issues, and concerns. The Rep. will also review, revise, and maintain a campus crisis management system for emergency situations.	Assistant Principal(s), Campus Staff, Principal, Safety Representative	8/22/11-5/25/12	(S)Appointed Staff	100% of school staff is prepared in emergency situations.
9. Staff will receive training pertaining to new laws related to student behavior, safety issues and Crisis Response Training.	Assistant Principal(s), Counselor(s), Principal, Safety Representative	8/22/11-8/21/12	(S)Appointed Staff	100% of teachers will be knowledgeable of new laws dealing with student behavior and safety. All teachers will be trained in Crisis Response Training.

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

Objective 1. 100% of campus faculty and staff will provide a safe and secure learning environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. MMS will conduct a yearly safety audit.	Principal, Safety Representative	4/1/12-4/30/12	(S)Appointed Staff	Campus be 100% in compliance with State Fire Code.
11. MMS will utilize the school's communication system (KHGN, campus website, local media, email system, Social Media,and Alert Now) to deliver information and/or updates in th event of a school emergency or early release.	Director of Communication and KHGN, Principal, Webmaster	8/22/11-8/21/12	(L)Local	100% of staff, students and parents will have accesss to information regarding school emergencies and/or early releases.
12. Lighting will be provided in dark areas of the school during and after planned campus activities. (Target Group: All)	Custodial Staff, Principal	8/22/11-8/21/12	(L)Local	100% of dark areas will be lit during and after campus-planned activities.
13. 100% of staff will be trained in bullying prevention, including cyber- bullying and will implement a Zero-Tolerance Bullying policy. (Target Group: All)	Assistant Principal(s), Campus Staff, Counselor(s), Principal	8/22/11-5/25/12	(L)Local	100% of our students will be knowledgeable of the Zero Tolerance Bullying Policy,and 97% of our students will not participate in bullying practices.
14. Continue the "No Hazing" Policy. (Target Group: All)	Assistant Principal(s), Campus Staff, Principal	8/22/11-8/21/12	(L)Local	100% of staff and students will be knowledgeable of the "No Hazing" Policy.
15. 100% of staff will educate students and enforce the "No Cell Phone in Restroom or Gym area" Policy. (Target Group: All)	Assistant Principal(s), Campus Staff, Custodial Staff, Principal	8/22/11-8/21/12	(L)Local	All staff and students will be knowledgeable of the "No Cell Phone in Restroom or Gym area" Policy.

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

Objective 2. 100% of campus faculty and staff will offer character education programming.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Character Education and social skills will be addressed to all students. (Target Group: All)	Campus Staff, Counselor(s)	8/22/11-8/21/12	(L)Local	All students will be knowledgeable of the six pillars of education.

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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. Keep parents informed of activities and events throughout the school year through the use of the Memorial web page, email, school marquee, and the Alert Now System.	Parent Liason, Principal's Secretary, Webmaster	8/22/11-8/21/12	(L)Local	100% Parental Involvement
2. Encourage parents to become actively involved by allowing them opportunities to join the Parent Center, PTA and/or chaperone field trips or volunteer for other school activities. (Target Group: All, Migrant, GT, CTE)	Campus Staff, Parent Volunteers, PTA	8/22/11-8/21/12	(F)Title 1 C - Migrant, (L)Local	100 Parental Involvement in PTA. Estimate parental involvement in said events.
3. Keep parents informed by hosting parent informational meetings for new events such as Open House and Public School Week. (Target Group: All)	Campus Staff, Principal, PTA	8/22/11-5/25/12	(S)Appointed Staff	Increase both parental and community involvement.

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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. Memorial Middle School will provide parents the opportunity to track their child's academic progress through the use of Parent Access Center.	Cafeteria Staff, Director of Research and Evaluation, Registrar	8/22/11-5/25/12	(L)Local	100% Parental involvement.
2. Encourage parent participation at celebratory events such as Top 12 Banquet, as well as 9 Weeks Team Awards ceremonies.	Instructional Facilitators, Team Leaders	8/22/11-5/25/12	(L)Local	100 Parental involvement.
3. Memorial Middle School will hold parent informational meetings on AVID, Pre AP, Duke TIP and 5th Grade Parent Orientation to make parents aware of course opportunities at the middle school level. (Target Group: All, GT)	AVID Teacher(s), Counselor(s), Instructional Facilitators	8/22/11-5/25/12	(S)Appointed Staff	Increased parental involvement and awareness.

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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. Memorial Middle School will integrate the community in academic and social school activities through activities such as, ACE Lights On and Red Ribbon Week. (Target Group: All)	Campus Staff	8/22/11-8/21/12	(S)ACE	100% Parental involvement.
2. Memorial Middle School students will be nominated for public recognition and campus will show successful initiatives and programs by providing information to our district station KHGN, Valley Morning Star or other relevant media source.	Principal, Teacher(s)	8/22/11-5/25/12	(S)Appointed Staff	100% Parental involvement.
3. Memorial Middle School will facilitate career awareness by using community businesses. MMS will integrate community resources into academic and social school activities such as guest speakers, demonstrations, field trips, fundraisers, and or student outreach programs. (Target Group: All)	Campus Staff, Counselor(s), CTE Counselors , Instructional Facilitators, Teacher(s)	8/22/11-5/25/12	(L)Local	100% Parental involvement.

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

Objective 1. Administration will obtain the highest quality staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus staff will participate in district recruitment efforts.	Assistant Principal(s), Department Heads, Principal	8/22/11-8/21/12	(S)Appointed Staff	Verify Event Attendance record
2. Memorial Administration will recommend for hire applicants certified in their content area.	Assistant Principal(s), Campus Committees, Principal	8/22/11-8/21/12	(S)Appointed Staff	Campus Administrators will review applicant college transcript and teaching certification.

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

Objective 2. Administration will provide incentives to retain staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. First year teachers will be provided mentors.	Principal	8/22/11-8/21/12	(L)Local	100% of first-year teachers will be assigned a mentor.
2. Administration will celebrate successes and recognize staff birthdays at scheduled faculty meeting.	Principal, Principal's Secretary, Team Leaders	8/22/11-5/25/12	(L)Local	95% of Memorial Middle School staff will return the subsequent year.
3. Staff appreciation days such as Teacher Appreciation, Secretary's/Boss's Day, Nurses', Counselors', Librarians' and Custodians' Week will be recognized with small tokens of appreciation and praise.	Assistant Principal(s), Principal, Principal's Secretary, PTA	8/22/11-5/12/12	(L)Local	100% of staff will be recognized.
4. All teachers will receive support from their academic teams, department chairs and administration.	Assistant Principal(s), Department Heads, Principal, Teachers for Core Subjects, Team Leaders	8/22/11-5/25/12	(S)Appointed Staff	100% of new teachers will return the subsequent 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. Administration will promote educational opportunities to develop high quality staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure that staff members are active participants of a professional learning community.	Assistant Principal(s), Campus Staff, Department Heads, Principal	8/22/11-8/21/12	(S)Appointed Staff	Survey teachers to ensure participation in a Professional Learning Community.
2. The campus will provide staff development that is meaningful, useful, and appropriate.	Instructional Facilitators, Instructional Staff, Principal	8/22/11-8/21/12	(S)Appointed Staff	100% of staff will attend all required staff development.
3. Information for professional development opportunities will be made available and accessible for all staff members to view and utilize.	Director of Staff Development, Instructional Facilitators, Principal	8/22/11-8/21/12	(S)Appointed Staff	100% of staff will have knowledge and access to staff development.
4. All GT/Pre AP teachers will receive required training.	Director of Advanced Academic Services, Instructional Facilitators	8/22/11-8/21/12	(L)Local	Attendance certificates.
5. Math and Science teachers will be provided opportunities to learn new practices for STEM emphasis.	Content Area Specialist(s), Director of Career and Technology, Director of Staff Development, Instructional Facilitators, Principal	8/22/11/8/21/12	(S)Appointed Staff	Attendance certificates.
6. Department Heads will assist in identifying and recommending training needs for their department.	Department Heads	8/22/11-8/21/12	(S)Appointed Staff	Department meeting minutes.
7. Core teachers will participate in the district vertical alignment and DCA writing.	Assistant Superintendent for Curriculum, Content Area Specialist(s), Curriculum & Instruction Dept., Department Heads	8/22/11-8/21/12	(S)Appointed Staff	Valid and aligned DCA's and vertical alignment.
8. Technology training will be provided to all staff to allow teachers continuing use of DMAC, CScope and other programs deemed by District and Campus needs.	Content Area Specialist(s), Director of Staff Development, Principal	8/22/11-8/21/12	(S)Appointed Staff	100% of teachers will use technology to access student data.
9. ACE staff will be trained in the ACE program procedures to implement the program.	Coordinator for After School Programs	8/22/11-5/25/12	(S)ACE	100% identified staff will support grant.

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

Objective 3. Administration will promote educational opportunities to develop high quality staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. The AVID Site Team will continue training in proper implementation procedures for the program.	Director of Advanced Academic Services, Instructional Facilitators	8/22/11-8/21/12	(O)AVID Grant	100% identified staff will implement proper procedures for the AVID program.
11. Provide teachers access to research-based trends that aid student performance.	Content Area Specialist(s), Director of Staff Development, Instructional Facilitators, Librarian, Principal	8/22/11-8/21/12	(L)Local	100% of staff will have access to training, articles, and other resources.

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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
1. Continue assessing student learning through campus common assessments. (Target Group: All)	Teacher(s)	8/22/11-5/25/12	(S)Appointed Staff	Assess and evaluate data every 3 weeks.
2. Increase student awareness of available Pre AP courses. (Target Group: All)	Instructional Facilitators	8/22/11-5/25/12	(S)Appointed Staff	Increased student enrollment in Pre AP courses.
3. Increase the participation rates and scores on the college readiness indicators of PSAT. (Target Group: All)	Instructional Facilitators, Teacher(s)	8/22/11-5//25/12	(L)Local, (S)Appointed Staff	Review PSAT data.
4. Increase the passing percentages on college readiness indicators in all areas tested. (Target Group: All)	Instructional Facilitators, Teacher(s)	8/22/11-5/25/12	(S)Appointed Staff	Evaluate campus formative assessments for mastery and increased passing rates.
5. Use campus software, such as Compass Learning and FastForWord, to measure student success. (Target Group: SPED)	Assistant Principal(s), Teachers, Special Ed	8/22/11-5/25/12	(F)IDEA Special Education	Assess and evaluate data every 3 weeks.

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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. Implement identified instructional strategies to increase students achieving in the commended performance range. (Target Group: All)	Teacher(s)	8/22/11-5/25/12	(S)Appointed Staff	Evaluate campus and district common assessments to assess mastery and increased passing rates.
2. Integrate AVID instructional strategies in all classes. (Target Group: All)	Instructional Facilitators, Teacher(s)	8/22/11-5/25/12	(O)AVID Grant, (S)Appointed Staff	Utilize walk-throughs and classroom observations to assess use of AVID strategies.
3. Continue providing tutorial support for all Pre AP classes. (Target Group: All)	Instructional Facilitators, Teacher(s)	8/23/11-5/25/12	(L)Local, (S)Appointed Staff, (S)Local Funds	Evaluate student participation in afterschool tutorials.
4. Promote the INOVA processes to add value to all students. (Target Group: All)	Instructional Facilitators, Teacher(s)	8/22/11-8/21/12	(S)Appointed Staff, (S)Local Funds	Evaluate student achievement for increased performance.
5. Use DMAC to assist with data-driven instructional decisions. (Target Group: All)	Department Heads, Instructional Facilitators, Teacher(s)	8/22/11-8/21/12	(S)Local Funds	Meet with department heads to assess instructional strategies and student mastery.
6. All departments will integrate cross-curricular objectives to enhance student achievement. (Target Group: All)	Department Heads, Instructional Facilitators, Teacher(s)	8/22/11-5/25/12	(S)Appointed Staff	Evaluate campus curriculum.
7. All teachers will plan instruction that will provide enrichment and higher order thinking skills. (Target Group: All)	Department Heads, Instructional Facilitators, Teacher(s)	8/22/11-5/25/12	(S)Appointed Staff	Review lesson plans.

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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. Increase promotion rates.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Integrate AVID instructional strategies in all classes.	Assistant Principal(s), Department Heads, Instructional Facilitators, Principal, Teacher(s)	8/22/11-5/25/12	(O)AVID Grant, (S)Appointed Staff	Review lesson plans and utilize walk-throughs and classroom observations to check for use of strategies.
2. Provide interventions and meaningful support for all students who do not meet mastery on campus and district common assessments. (Target Group: AtRisk)	Department Heads, Instructional Facilitators, Teacher(s)	8/22/11-5/25/12	(S)Appointed Staff	Use DMAC for check for student performance.

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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. Use DMAC to assist with data-driven instructional decisions. (Target Group: All)	Department Heads, Instructional Facilitators, Teacher(s)	8/22/11-5/25/12	(S)Appointed Staff, (S)Local Funds	Evaluate student data for performance.
2. Use AR Math and Reading to assess and increase student achievement. (Target Group: All)	Instructional Facilitators, Teacher(s)	8/22/11-5/25/12	(S)Local Funds	Assess student performance.
3. Provide teachers with staff development opportunities that increase subject knowledge and support high quality instruction.	Instructional Staff, Principal	8/22/11-8/22/12	(L)Local	Observe teachers during walk-throughs and classroom observations.
4. Integrate available technology, such as EduSmart, Accelerated Reader and Celestia to increase participation, enrich learning and provide a resource for the intrinsically motivated student. (Target Group: All)	Teachers for Core Subjects	8/22/11-5/25/12	(S)Appointed Staff, (S)Local Funds	Assess student progress and mastery.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure that resources support an aligned curriculum.	Content Area Specialist(s), Instructional Facilitators, Instructional Staff	8/22/11-8/21/12	(S)Appointed Staff	Evaluate both district and campus curriculum.
2. Train all teachers in TEKS, ELPS, and CCRS to ensure delivery of a vertically and horizontally aligned curricula.	Content Area Specialist(s), Division of Instruction, Instructional Facilitators, Instructional Staff	8/22/11-8/21/12	(S)Appointed Staff	Review attendance records, lesson plans, walk-throughs and classroom observations.
3. Integrate innovative learning strategies, including PBL and Texas Performance Standards. (Target Group: All, GT)	Director of Advanced Academic Services, Teacher(s)	8/22/11-5/25/12	(S)Appointed Staff	Assess student performance and review lesson plans.
4. Use CScope as the framework to maintain and support an aligned curricula.	Instructional Facilitators, Principal, Teacher(s)	8/22/11-5/25/12	(S)Local Funds	Review lesson plans.
5. Use Pre AP strategies in all core-content areas. (Target Group: All)	Director of Advanced Academic Services, Instructional Facilitators, Teacher(s)	8/22/11-5/25/12	(L)Local	Review lesson plans and conduct walk-throughs and classroom observations.
6. Use outside resources, such as The Challenger Learning Center to enrich student learning. (Target Group: All)	Teacher(s)	8/22/11-5/25/12	(L)Local	Assess student learning using formative 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 6. Provide high-quality systems of support.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administrative, Instructional and Counseling staff will serve as a means of support for all campus staff.	Assistant Principal(s), Counselor(s), CTE Counselors , Instructional Facilitators, Principal	8/22/11-5/25/12	(S)Appointed Staff	100% of campus staff will be provided resources to effectively fulfill their duties.

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

Objective 1. Provide opportunities for students to experience various post-secondary institutions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Invite Community Members to share both career and educational experiences.	Instructional Facilitators, Team Leaders	8/22/11-5/25/12	(S)Appointed Staff	100% of 8th grade students will attend Career Day and/or College Day.
2. All 8th grade students will participate in the KUDER Personality and Skills Test.	CTE Counselors , Teacher(s)	8/23/11-5/25/12	(S)CTE Funding	100% of 8th grade students will test during Elective classes.
3. Students will be given opportunities to attend and/or participate in events related to their passion.	AVID Teacher(s), Campus Staff, Community Agencies, CTE Counselors , Director of Career and Technology, Teacher(s)	8/22/11-5/25/12	(S)Appointed Staff, (S)CTE Funding	Students are given the opportunity to attend.

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

Objective 2. Provide students with opportunities to gain insight to post-secondary requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Invite Post-secondary representatives.	AVID Teacher(s), Campus Staff, CTE Counselors , Instructional Facilitators	8/22/11-5/25/12	(S)Appointed Staff	Students listen to guest speaker.
2. Visit a local post-secondary institution.	Campus Staff, CTE Counselors , Director of Career and Technology, Teacher(s)	8/22/11-5/25/12	(L)Local, (S)CTE Funding	100% student participation.
3. Students will receive college-related prizes as incentives. (Target Group: All)	Assistant Principal(s), Team Leaders	8/22/11-5/25/12	(L)Local	Students receive incentives.
4. Teachers will support college and career-related activities. (Target Group: All)	AVID Teacher(s), Instructional Facilitators, Team Leaders	8/22/11-5/25/12	(S)Appointed Staff	Increased interest in college-related pursuits.



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.

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|------------------|---------------------------------|
| ● PEIMS-SPED | ● DMAC-ALL PROGRAMS |
| ● PEIMS-504 | ● COGNOS |
| ● PEIMS-ESL | ● DMAC-TAKS RESULTS BY CATEGORY |
| ● PEIMS-AT-RISK | ● |
| ● PEIMS-MIGRANTS | ● |

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

- Know student who participate in Sped programs.

- Know interventions that are in place

- Know accommodations for students

- Understand the At-Risk categories

- Boys and Girls scoring about the same in Rdg/Math/SS.

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Needs

- Improve the way Speds are served

- Serve At-Risk kids with better consistency

- A better balance of student:teacher ratio

- Have a better understanding of our subpopulations and their needs

- Knowledge of various interventions to be used in the classroom

- Stronger manipulatives for girls in Science

- Strong skills in writing for boys

- A better system to keep PEIMS information updated

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Summary of Needs

- Intervention Strategies

- PEIMS updates

- Understanding of subpopulations and how to serve them more efficiently

- A better balance of student:teacher ratio

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Comprehensive Needs Assessment

Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below.

- | | |
|---|--|
| <ul style="list-style-type: none"> ● Pre AP Enrollment <hr/> <ul style="list-style-type: none"> ● Lists of students receiving high school credit for Algebra I and/or Spanish <hr/> <ul style="list-style-type: none"> ● PSAT Results <hr/> <ul style="list-style-type: none"> ● TAKS Commended Scores <hr/> <ul style="list-style-type: none"> ● Number of students on Principal's List <hr/> | <ul style="list-style-type: none"> ● Student Averages <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

- DMAC

- Mini-Benchmarks

- Promotion/Retention rate

- RTI

- AVID

- Student work

- Student achievement

- UIL Academic honors

- UIL Athletics

-

Needs

- More courses offered for high school credit

- Knowledge of AYP

- PSAT results shared with current teachers

- Student involvement in UIL Academic areas

-

-

-

-

-

-

Summary of Needs

- A variety of courses offered for high school credit

- Student involvement in UIL Academic areas

-

-

-

-

-

-



Comprehensive Needs Assessment

School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources:

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.
-
-
-
-

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below.

● <u>Paraprofessionals</u>	● _____
● <u>Custodians</u>	● _____
● <u>Cafeteria Personnel</u>	● _____
● _____	● _____
● _____	● _____

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

- Safe environment
- Easy Access around campus
- Friendly office staff
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Needs

- Air Conditioning
- Coffee in the lounge area
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Summary of Needs

- Upgraded Air conditioning
- Coffee in the lounge area
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



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/Promotion 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.

- | | |
|--|--|
| ● <u>Teacher Certification</u> | ● <u>Teacher-Student ratios</u> |
| ● <u>TAKS comparisons</u> | ● <u>Job Fair</u> |
| ● <u>PDAS</u> | ● <u>Mentors for First-year Teachers</u> |
| ● <u>Staff appreciation days and celebration of successes.</u> | ● <u>Yearly Professional Development and participation in both district and campus initiatives</u> |
| ● <u>Appropriate Certifications required</u> | ● <u>Staff mobility</u> |

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

- Appropriate Teacher Certification
- Skilled Paraprofessionals
- Student Achievement-TAKS %
- PDAS
- Staff turnover is low
- Professional Development
- Promotion Rate is high
- Course/Class completion is high
- Academic success and recognition
- _____

Needs

- To continue reaching special populations
- More staff involved in campus initiatives
- To lower student/teacher ratios
- Continue to increase parental involvement
- Effective delivery methods
- Teachers certified in the content they are teaching
- More core and elective course selections
- Continue to train paraprofessionals in effective intervention methods
- _____
- _____

Summary of Needs

- Raise the percentages of student achievement
- More course selections
- Teacher/student ratios too high
- Trained paraprofessionals to work effectively with special subpopulations
- Continue to seek staff that are highly-qualified in their subject area
- _____
- _____
- _____
- _____



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.

- | | |
|--------------------------------------|-----------------|
| ● <u>REACH</u> | ● <u>Cscope</u> |
| ● <u>DMAC</u> | ● _____ |
| ● <u>INOVA</u> | ● _____ |
| ● <u>Walk-throughs</u> | ● _____ |
| ● <u>Common Formative Assessment</u> | ● _____ |

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

- Vertical and horizontal alignment
- Common Assessments
- Updated District curriculum
- Instructional Delivery
- Targeted Afterschool Programs
- Collaboration with district staff
- _____
- _____
- _____
- _____

Needs

- In-depth STAAR training
- Updated curriculum map to incorporate new state standards
- Reading and writing strategies
- Intervention training
- Texas Performance Standards training and update
- Continue to reach subpopulations effectively
- Skilled paras to work with special populations
- _____
- _____
- _____
- _____

Summary of Needs

- More specifically trained paras to work with special populations
- Training on various intervention strategies
- In depth training of curriculum for new teachers
- Reading and writing strategies
- Training specific to Texas Performance Standards
- _____
- _____
- _____
- _____
- _____



Family and Community Involvement

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Parent Volunteers ● _____
- Parent Participation in school activities ● _____
- Parent attendance at campus functions ● _____
- _____ ● _____
- _____ ● _____

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

- Bilingual community is multidimensional
- Parental involvement at campus meetings and functions
- PTA
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Needs

- Parental involvement on field trips and extra curricular activities
- Community mentors
- Positive rewards system that includes students and their families
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Summary of Needs

- Community mentors
- Parental involvement on field trips and extra curricular activities
- Positive rewards for students and their families
- _____
- _____
- _____
- _____
- _____
- _____
- _____



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

- | | |
|---|---|
| <ul style="list-style-type: none"> ● Academic Teams <hr/> ● Master Schedule <hr/> ● Site-Based Decision Making Committee <hr/> ● Support Systems <hr/> ● Campus Committess and Organizations <hr/> | <ul style="list-style-type: none"> ● Campus Leadership <hr/> ● Duty Rosters <hr/> ● Memorial X and Website <hr/> ● <hr/> ● <hr/> |
|---|---|

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

Findings / Analysis

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

- Decision-making processes
- Weekly and Monthly Communication
- Afterschool Programs
- Open-Door Policy
- Administrative availability
- Staff Collaboration
- Extra-curricular activities
- _____
- _____
- _____

Needs

- Rotate campus leadership
- Master Schedule is sometimes limiting
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Summary of Needs

- Share campus leadership
- Amend Master Schedule
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



Comprehensive Needs Assessment

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources:

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders
-

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Superintendent

List the actual data sources reviewed below.

- | | |
|--|-----------------------------------|
| ● <u>Classroom technology needs</u> | ● <u>Professional Development</u> |
| ● <u>Technology Plan</u> | ● _____ |
| ● <u>Technology hardware/software</u> | ● _____ |
| ● <u>Administrative support structures for technology implementation</u> | ● _____ |
| ● <u>Star Chart</u> | ● _____ |

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

- Network communication Infrastructure
- Wireless technology
- Computer Network
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Needs

- Continue to upgrade available technology
- Working classroom computers
- Training on setting up department or teacher webpages or blogs
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Summary of Needs

- Technology grants
- Professional Development
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Demographics

Intervention Strategies
 PEIMS updates
 Understanding of subpopulations and how to serve them more efficiently
 A better balance of student:teacher ratio

#REF!
 #REF!
 #REF!
 #REF!

School Culture and Climate

Upgraded Air conditioning
 Coffee in the lounge area

Curriculum, Instruction and Assessment

More specifically trained paras to work with special populations
 Training on various intervention strategies
 In depth training of curriculum for new teachers
 Reading and writing strategies
 Training specific to Texas Performance Standards

#REF!

School Context & Organization

Share campus leadership
 Amend Master Schedule

Student Achievement

A variety of courses offered for high school credit
 Student involvement in UTL Academic areas

#REF!
 #REF!
 #REF!

Teacher Quality

Raise the percentages of student achievement
 More course selections
 Teacher/student ratios too high
 Trained paraprofessionals to work effectively with special subpopulations
 Continue to seek staff that are highly-qualified in their subject area

#REF!

Family & Community Involvement

Community mentors
 Parental involvement on field trips and extra curricular activities
 Positive rewards for students and their families

#REF!

Technology

Technology grants
 Professional Development