

RODRIGUEZ EL

Campus Improvement Plan

2011/2012

You Hold the Key to Your Own Success

Date Reviewed:

Date Approved:

RODRIGUEZ EL

Mission

Our Goal for 2011-2012:

To be an exemplary campus in academics and character.

Vision

"For our students to be excited and responsible learners who are encouraged by their home, school, community and place of worship. As leaders, they are fully confident that they will graduate well prepared to meet the challenges and high expectations of the 21st century. As successful, life-long learners and productive citizens of high morals who are respectful of others, they will work to their fullest potential to make a positive difference."

Nondiscrimination Notice

RODRIGUEZ 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.

RODRIGUEZ EL Site Base

Name	Position
Alvarado, Monica	4th grade teacher
Ayala, Michelle	Parent
Castillo, Alma	DEIC Member
Castillo, Alma	1st grade teacher
Chilenski, Carrie	5th grade teacher
Gonzalez, Alma	3rd grade teacher
Gonzalez, Marisol	Business Representative
Gonzalez, Traci	Principal
Koppel, Amy	Community Representative
LaFever, Dianne	Community Representative
Martinez, Tracy	PK/K Teacher
Mora, Fernando	Special Programs Teacher
Olivares-Bauer, Shirley	Parent
Rangel, Beulah	Campus Based Nonteaching Professional
Rodriguez, Cathy	2nd grade teacher
Tovar, Sandra	Director of Counseling

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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
<p>1. Character Education will be implemented into the curriculum through a school wide discipline management system based on the Character Counts Six Pillars of Character. Each student has a Character Folder and we implement the following programs: individual and group counseling, class guidance lessons, daily announcements which incorporate Positive Points and Thought for the Day, Bead the Best Student Behavior Incentive Program, Student Mentors, and the Therapy Dog Program. Our campus has partnered with the Brownsville Chapter of the Delta Society and UTPA local contact for the Red Rover Reader Program in an effort to enhance our therapy dog program and continue to train our staff. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: All) (NCLB: 4)</p>	<p>Campus Staff</p>	<p>8/22/11-5/25/12</p>	<p>(F)Federal Perkins Funding, (L)Local</p>	<p>Summative - Less student referrals to the office Less failures Higher assessment scores</p>

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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
<p>1. All staff will monitor all visitors on campus. All visitors will have their ID's scanned by the Raptor system in the office and acquire a visitor's badge, staff members will wear an ID badge, and the staff will implement supervised drop off and pick up student procedures for before, during and after school. (Title I SW: 1,2,6) (Target Group: All) (NCLB: 4)</p>	<p>Campus Staff</p>	<p>8/22/11-5/25/12</p>	<p>(L)Local</p>	<p>Summative - All staff and visitors will comply with campus safety procedures.</p>

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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
<p>1. In an on going effort to improve environmental quality through energy conservation and a recycling management plan Dr. Rodriguez Elementary staff, parents and students participate in pull tab recycling collection for the Ronald McDonald House, take shredded paper to the Humane Society for pet bedding, participate in the Harlingen Proud Telephone Book Recycling Contest, limit paper usage through making class sets of handouts and making double sided paper handouts, white paper recycling, use technology instead of paper handouts when available, teaching/modeling/reviewing procedures for proper paper towel usage amounts, complying with HCISD energy guidelines, limiting electric appliances in the classrooms, ACE afterschool program 4th grade Ecology Club, plant food gardens, and continue to encourage student participation in city environmental events. (Title I SW: 1,2,6,10) (Target Group: All) (NCLB: 4)</p>	<p>Cafeteria Staff</p>	<p>8/22/11-5/25/12</p>	<p>(L)Local, (O)Outside Community Resources, (S)ACE</p>	<p>Summative - Environmental quality will continue to improve through recycling and conservation efforts.</p>

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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
<p>1. Healthy life styles will be promoted by conducting a vision, hearing, and diabetes screening for the students, Health Fair for staff, counselor available for students and staff mental health issues, nurse available to students and staff for health related issues, participation in Boys and Girls Club student volleyball, flag football and basketball teams, staff volleyball team, bowling teams, basketball bash, walking/running events and softball team, blood drives for staff and community, Diabetes Walk, Marathon Kids Program participation by staff and students, school community participation in Relay for Life, Fitnessgram assessment of students in grades 3-5, ACE after school program participation in a variety of outdoor activities: flag football, martial arts, softball team. (Title I SW: 1,2,6) (Target Group: All) (NCLB: 4)</p>	<p>Campus Staff, Nursing Department</p>	<p>8/22/11-5/25/12</p>	<p>(L)Local, (O)Outside Community Resources</p>	<p>Summative - 100% of staff will participate in the health fair and all students will be encouraged to participate in the student activities. All ACE students will participate in one or more outdoor activities.</p>

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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. Opportunities for all parents to participate in activities as a partner in their child's education will be provided through the following: PTA meetings, Parent Center, information posted on the school and district website, school and district facebook page, PTA facebook page, Volunteer Mentor Program, HOSTS, ARD meetings, 504 meetings, parent teacher conferneces and contacts (email, phone, text), Alert Now messages, End of Quarter Awards Assemblies, Texas Public Schools Week Activities, Red Ribbon Week Activities, Parent Access Center, Friday Folders, Progress Reporting, PTA Newsletters, flyers home, Saturday Outreach Events, ACE family events, messages posted on marquee. (Title I SW: 1,6,10) (Title I TA: 4,7) (Target Group: All) (NCLB: 1,2,3,4)	Campus Staff	8/22/11-5/25/12	(L)Grant - Local, (L)Local, (S)Local Funds	Summative - 100% of staff will promote parental 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. Academic information will be provided on the progress of their children through the following: Pictures/information posted on the school and district website and facebook page in reference to academic events held, ARD meetings, 504 meetings, parent teacher confernces and contacts (email, phone, text), End of Quarter Awards Assemblies, Friday Folders, Progress Reporting, ACE family events, and Parent Access Center. (Title I SW: 1,6,9,10) (Title I TA: 7) (Target Group: All) (NCLB: 2,3,4)	Campus Staff	8/22/11-5/25/12	(L)Local	Summative - PTA membership, number of parents who have requested parent access password, monitor views of campus website, monitor number of adults who "like" facebook page, signed & returned academic reports, attendance at parent/teacher conferences, monitor parent attendance at end of quarter award assemblies

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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
<p>1. Dr. Rodriguez Elementary will provide opportunities for community members to partner with our campus by inviting them to come to campus as guest speakers during Career and College Awareness Week and at other times during the year, take students to Community partners while on field trips, Red Ribbon Week Activities, Community members volunteer time at school mentoring and provide financial support, PTA sponsored events, students will participate in pull tab collection for Ronald McDonald House, Box Tops for Education, telephone book recycling contest, collecting food for those in need during holiday season, participate in the Arbor Day art contest, participate in the Fire Prevention Poster contest, Boy and Girl Scouts, Boys and Girls Club Athletic Teams, partnership with the United Launch Alliance, Urban Science Initiative, TAMUK, Region One STEM Department. (Title I SW: 1,6,10) (Title I TA: 4,7) (Target Group: All) (NCLB: 1,2,4)</p>	<p>Campus Staff</p>	<p>8/22/11-5/25/12</p>	<p>(L)Local</p>	<p>Summative - 100% of staff will promote community involvement and support</p>

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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. Administration and staff will continue to work to build our bilingual teacher capacity by encouraging more teachers to seek their bilingual certification. Administration and staff will encourage all staff to continue their professional development and schooling so they acquire additional degrees and certifications. (Title I SW: 1,2,3,4,5,8,9,10) (Title I TA: 2,3,4,5,6) (Target Group: All, ESL, LEP, AtRisk) (NCLB: 1,2,3,4)	Campus Staff	8/2011-8/2012	(S)Local Funds	Summative - Administration will work with Human Resources to interview and select the most highly qualified candidates for our campus

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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. Staff members will participate in staff development through content specific area workshops and conferences (Cscope, TELPAS, Autism, Inclusion, E Circle Training, STAAR, Technology (Robotics, Tango, itouch, INova, DMAC), CPI, CPR, Sexual Harassment, Character Education, LEP/ELL,ELPS, Cuento Therapy, Science (NASA, USI, DLN events, Skype Events), Content specific (TMEA,TAHPERD, Technology, non-profit border conference,and Parental Involvement. (Title I SW: 1,2,3,4,5,6,8,9,10) (Title I TA: 3,4,6,8) (Target Group: All) (NCLB: 1,2,3,4)	Campus Staff	8/22/11-5/25/12	(F)IDEA Special Education, (F)Title I, (L)Local	Summative - 100% of staff will participate in staff development

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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. Campus staff will stay abreast of current technological trends that affect student learning by continually analyzing student test scores through the use of DMAC report generator software, INOVA software, SPED Manager Software, Compass Odyssey Software, istation software, Ellis Software, Renaissance STAR and Accelerated Reader Software, My Reading Coach Software, TPRI Tango Software, On line grading, on line lesson plans, CScope on line curriculum, Treasures Reading Adoption Materials on line, teacher blogs, campus and grade level specific webpages and campus facebook page. We have written a grant for a Robotic Arm and its supporting software and we continually take advantage of DLN (Distance Learning Network) opportunities provided by Region One and NASA. We have recently implemented the use of Mimio interactive white boards in selected classrooms and often use Skype to engage in interactive lessons with other schools in the district. (Title I SW: 1,2,3,4,8,9,10) (Title I TA: 1,2,3,4,5,8) (Target Group: All) (NCLB: 1,2,3,4)</p>	<p>Campus Staff</p>	<p>8/22/11-5/25/12</p>	<p>(F)IDEA Special Education, (F)Stimulus, (L)Local</p>	<p>Summative - Inventory and replace technology on a regular basis, and implement the newest most current technology available through grants and/or school budget. Continue to seek out DLN and SKYPE opportunities with community partners.</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 1. Demonstrate academic success on all measurable outcomes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. In order to demonstrate academic success on all measurable outcomes student needs will be addressed through interventions such as: HOSTS, Special Education Services, My Reading Coach, Ellis, ELL software, Gifted and Talented Education, Counseling, RTI meetings, 504 Services, I Station, Compass Odyssey Software, Science Lab, Curriculum Collaborative, Accelerated Reader Program, Assistive Technology, NASA materials, SIOP strategies and staff support. (Title I SW: 1,3,4,8,9,10) (Title I TA: 1,2,3,4,5,8) (Target Group: All) (NCLB: 1,2,3,4)	Campus Staff	5/22/11-5/25/12	(F)IDEA Special Education, (F)Title 1 C - Migrant, (F)Title I, (F)Title III Bilingual / ESL, (L)Local, (S)ACE	Summative - 90% or more of all students and students in each sub group will pass STAAR assessments.

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

Objective 2. Create an environment that supports advanced academic performance

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Dr. Rodriguez Elementary will create an environment that supports advanced academic performance by providing the Gifted and Talented Education program for those identified as GT and the following for all students: College and Workforce Ready activities and events through out the year, Compass Odyssey Software, Science Lab, Curriculum Collaborative Lessons, Accelerated Reader Program, NASA materials and DLN opportunities ,SIOP and ELPS objectives and strategies, TSR! (Texas School Ready) Headstart and PK curriculum, Migrant Counselor, RIF, individual student laptops, Study Buddy Program, Staff and Community Mentor Program, Red Rover Readers Program (therapy dog based program), involvement in Urban Science Initiative Inc science outreach activities, ACE afterschool program activities, Kids in the Kitchen Harlingen Jr. League outreach activity, Academic Olympics, Media Tech Club, Student Council, Hgn Public Library Jr. Leaders Group Partnership. (Title I SW: 1,3,4,5,6,7,8,9,10) (Title I TA: 1,2,3,4,5,8) (Target Group: All) (NCLB: 1,2,3,4)</p>	<p>Campus Staff, Community Agencies</p>	<p>8/22/11-5/25/12</p>	<p>(F)IDEA Special Education, (F)Title 1 C - Migrant, (F)Title I, (F)Title III Bilingual / ESL, (L)Grant - Local, (S)ACE</p>	<p>Summative - 100% of staff will support the campus community partnerships and provide advanced academic opportunities for their students.</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 3. Increase graduation rates

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Dr. Rodriguez Elementary will help increase graduation rates by the implementation of College and Workforce Ready activities, events, partnership opportunities with TSTC and TECHPREP during the school year. We will also provide the following interventions to our students to ensure academic success: HOSTS, Student and Staff Mentoring programs, Special Education Services, My Reading Coach, Ellis ELL software, Gifted and Talented Education, Counseling, RTI meetings, 504 Services, Compass Odyssey Software, Science Lab, Curriculum Collaborative, Accelerated Reader Program, Assistive Technology, NASA materials, and SIOP - ELPS strategies. (Title I SW: 1,3,4,5,8,9,10) (Title I TA: 1,2,3,4,5,8) (Target Group: All) (NCLB: 1,2,3,4)</p>	<p>Campus Staff</p>	<p>8/22/11-5/25/12</p>	<p>(F)IDEA Special Education, (F)Title I, (F)Title III Bilingual / ESL, (L)Grant - Local</p>	<p>Summative - At the conclusion of the school year we will review college bound and workforce ready initiatives and plan dates/events for the next school year.</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 4. Provide and support a guaranteed and viable curriculum with high quality instruction for all

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Dr. Rodriguez Elementary will provide and support a guaranteed and viable curriculum utilizing district DCA's, analyzing student test scores, DMAC report generator software, INOVA software, SPED Inclusion/Content Mastery, Compass Odyssey Software, Texas School Ready Grant Assessments, E Circle Assessments, Ellis Software, Accelerated Reader Software, STAR testing, CScope timelines and lessons, My Reading Coach Software, HOSTS, Student /Community Volunteer Mentor Program, classroom behavioral and academic interventions, RTI Meetings, ARD meetings, 504 meetings and intervention services, TELPAS scores and data, LPAC meetings, TRPI, SAT 10 Achievement Test, last year's TAKS, TAKS A, TAKS M, TAKS Alt scores and data. Teachers will continue to align the curriculum through grade level planning. All staff will participate in PLC's on the campus and district level (Grade level team leader meetings, Vertical Team Meeting, SBDM, Bilingual and SPED teacher meetings, staff meetings and training (Title I SW: 1,2,3,4,5,7,8,9,10) (Title I TA: 1,2,3,4,5,8) (Target Group: All) (NCLB: 1,2,3,4)</p>	<p>Campus Staff</p>	<p>8/22/11-5/25/12</p>	<p>(F)Grant - Federal, (F)IDEA Special Education, (F)Title 1 C - Migrant, (F)Title III Bilingual / ESL, (L)Grant - Local</p>	<p>Summative - Evaluate through DMAC and DMAC reports, regular review of weekly lesson plans, RTI meetings, Renaissance Star progress monitoring and weekly/monthly PLC meetings</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 5. Allocate resources to support high quality instruction based on student needs

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Dr. Rodriguez Elementary will allocate resources each year to support the following: Compass Odyssey Lab, My Reading Coach lab, Ellis Software Program lab, Accelerated Reader software, GT Curriculum supplies, HOSTS Program, classroom behavioral and academic interventions, CScope, Inclusion Models for SPED, Character Counts Curriculum, Science Lab, NASA Resources (materials, training and staff), TechKnowledge, DMAC and INOVA Software, SIOP, Harcourt Math Resources, and McGraw Hill Treasures Reading materials and website. Our campus will continue to seek resources from our community partnerships and additionally contiually write grants for resources to support and enhance our academic program. We will also continue to seek out new community partnerships. (Title I SW: 1,2,3,5,8,9,10) (Title I TA: 1,2,3,4,5,6,7,8) (Target Group: All) (NCLB: 1,2,3,4)</p>	<p>Campus Staff</p>	<p>8/22/11-5/25/12</p>	<p>(F)Grant - Federal, (F)IDEA Special Education, (F)Title 1 C - Migrant, (F)Title I, (F)Title III Bilingual / ESL, (L)Grant - Local</p>	<p>Summative - Monitoring of intervention programs and progress through reports, weekly lesson plans, progress monitoring, and continuous on-going support of enrichment progams to meet needs of all students</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 6. Provide high-quality systems of support

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Dr. Rodriguez Elementary will continue to provide high quality systems of support through HOSTS, Special Education Services, Gifted and Talented Education, Counseling, RTI meetings, 504 Services, Curriculum Collaborative, Accelerated Reader Program, Assistive Technology, NASA materials, SIOP strategies, Istation, TSR! (Texas School Ready Headstart and PK curriculum, Migrant Counselor, RIF, Staff and Student Mentor Program, PTA and Student Council. The PLC's will also meet on a regular monthly basis: Staff meetings, SBDM committee meetings, Vertical Teams, Bilingual teacher meetings, SPED teacher meetings and grade level teacher meetings. (Title I SW: 1,2,3,4,5,8,9) (Title I TA: 1,2,3,4,5,6,8) (Target Group: All) (NCLB: 1,2,3,4)</p>	<p>Campus Staff</p>	<p>8/22/11-5/25/12</p>	<p>(F)Grant - Federal, (F)IDEA Special Education, (F)Title 1 C - Migrant, (F)Title I, (F)Title III Bilingual / ESL, (L)Grant - Local</p>	<p>Summative - Evaluate through DMAC and DMAC reports, regular review of weekly lesson plans, RTI meetings, Renaissance Star progress monitoring and weekly/monthly PLC meetings</p>

RODRIGUEZ 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
<p>1. Dr. Rodriguez Elementary will regularly provide opportunities for students to develop a vision of their post-secondary future through the following activities: Partnership with TSTC, TECH Prep, UTPA, UTB, TAMK and USI and NASA, campus will host a College and Work Force Ready Week, invite community speakers to talk to students, hold assemblies, provide college days for 5th graders, host a career week, take career week pictures, provide community partnership opportunities (outreach activities and field trips) through out the year, classroom instruction and activities. (Title I SW: 1,3,5,9,10) (Title I TA: 1,2,4,5,7) (Target Group: All) (NCLB: 1,2,3,4,5)</p>	<p>Campus Staff</p>	<p>8/22/11-5/25/12</p>	<p>(L)Local, (O)Outside Community Resources</p>	<p>Summative - At the conclusion of the year staff will review a listing of all community partnerships, plan similar events for future years and increase number of community partnerships.</p>

RODRIGUEZ EL

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

Objective 2. Provide opportunities for marketable skills awards, industry certification, college credit accrual and Associate Degrees

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Dr. Rodriguez Elementary will regularly provide opportunities for students to develop a vision of their post-secondary future through the following activities: Partnership with TSTC, TECH Prep, UTPA, UTB, TAMK and USI and NASA, campus will host a College and Work Force Ready Week, invite community speakers to talk to students, hold assemblies, provide college days for 5th graders, host a career week, take career week pictures, provide community partnership opportunities (outreach activities and field trips) through out the year, classroom instruction and activities. (Title I SW: 1,9) (Title I TA: 1,2,4,7,8) (Target Group: All) (NCLB: 1,2,3,4,5)</p>	<p>Campus Staff, Community Agencies</p>	<p>8/22/11-5/25/12</p>	<p>(O)Outside Community Resources</p>	<p>Summative - At the conclusion of the year staff will review a listing of all community partnerships, plan similar events for future years and plan to increase number of community partnerships.</p>

RODRIGUEZ EL

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

Objective 3. Target all students to graduate career, workforce and college-ready

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Student mastery of academic skills each year will be monitored closely utilizing DCA's, and analyzing STAAR results. Appropriate support services will be continually provided. Dr. Rodriguez Elementary will regularly provide opportunities for students to develop a vision of their post-secondary future through the following activities: Partnership with TSTC, TECH Prep, UTPA, UTB, TAMK and USI and NASA, campus will host a College and Work Force Ready Week, invite community speakers to talk to students, hold assemblies, provide college days for 5th graders, host a career week, take career week pictures, provide community partnership opportunities (outreach activities and field trips) through out the year, classroom instruction and activities. (Title I SW: 1,2,3,5,8,9,10) (Title I TA: 1,2,4,5,7,8) (Target Group: All) (NCLB: 1,2,3,4,5)</p>	<p>Campus Staff, Community Agencies</p>	<p>8/22/11-5/25/12</p>	<p>(F)Grant - Federal, (F)IDEA Special Education, (F)Title 1 C - Migrant, (F)Title I, (F)Title III Bilingual / ESL, (L)Local, (O)Outside Community Resources</p>	<p>Summative - At the conclusion of the year staff will review a listing of all community partnerships, plan similar events for future years and plan to increase number of community partnerships.</p>



Comprehensive Needs Assessment

Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation(ELL/Special Ed/ECOD/etc.)
- At-Risk by Category
- Teacher-Student Ratios
-
- Course/Class Assignments
-

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below.

- | | |
|--|--|
| <ul style="list-style-type: none"> ● TAKS Scores <hr/> ● PEIMS Data <hr/> ● Daily Attendance <hr/> ● Enrollment Reports <hr/> ● Bilingual TAKS testing data <hr/> | <ul style="list-style-type: none"> ● AEIS Report 2010-2011 <hr/> ● Teacher-Student Ratios <hr/> ● <hr/> ● <hr/> ● <hr/> |
|--|--|

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

Findings/Analysis

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

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

Strengths

- % Attendance Rate

- 2-3% annual enrollment growth

- Disciplinary Actions 1.6%

- Ethnicity-Hispanic 91.2%, White 8.1%

- Teacher/Student Ratio 17.5-Dist 14.8

- Retention Rates are lower than district and state on the average

-

- Gender-54.4%Male, 45.5%Female

-

-

Needs

- Work to improve attendance rate to 97%

- Mobility rate at 21.8%/District at 22.7%

- LEP-26.5% population, At-Risk-55.5% population, Eco Disadvant-78.8%

-

- Plan for different special population needs

-

-

-

-

-

Summary of Needs

- Plan for LEP student needs (Reading, Math, Science, & Writing) and attendance rate

-

- Plan for Sped Academic instruction and attendance

- Enhance support for mobile population

- Enhance At Risk support

- Continue to monitor progress, participation and attendance

- Encourage parent participation

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-



Student Achievement

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

Potential Data Sources:

- State Assessment Data
- TELPAS Results
-
-
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
-
- Course/Class Grades
-
- 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.

- | | |
|-------------------------|-------------------|
| ● TAKS Data | ● Retention Rates |
| ● _____ | ● _____ |
| ● SAT 10 DATA | ● Grades |
| ● _____ | ● _____ |
| ● TELPAS | ● student work |
| ● _____ | ● _____ |
| ● SDT | ● _____ |
| ● _____ | ● _____ |
| ● SSI, INOVA,DMAC, AEIS | ● RTI |
| ● _____ | ● _____ |

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

- staff development

- identification of student assessment

-

- identification of student intervention and placement procedures in place

- student data disaggregation

- TEA Recognized Campus

-

- full inclusion program

- summer school-regular ed/special ed/bilingual/and enrichment

-

Needs

- additional instructional support for ELL students parents and teachers

- refine systems of support for inclusion

- refine systems of support for RTI students

- instructional support for hispanic and economically disadvantaged students

- focus on reading

-

-

-

-

-

-

Summary of Needs

- differentiated instruction for struggling learners

- staff developments (ELL, SPED, STAAR)

- Monitor student attendance and performance

-

-

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Comprehensive Needs Assessment

School Culture and Climate

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

Potential Data Sources:

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

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.

- | | |
|-----------------------------------|---------|
| ● school walk through data | ● _____ |
| ● interviews | ● _____ |
| ● parent conferences and meetings | ● _____ |
| ● _____ | ● _____ |
| ● _____ | ● _____ |

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

- _____
- 95% of staff on campus are satisfied with current position
- Most all campus staff feel afterschool program is adequate
- Most all campus staff feel like they are a valued employee
- _____
- 0% of campus staff feel there are serious problems on campus
- _____
- _____
- _____
- _____

Needs

- _____
- Half of stakeholders feel class size needs to be improved
- Most all campus staff feel they have adequate supplies
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Summary of Needs

- continue to increase morale on campus by providing additional incentives and activities
- work to reduce class size
- provide resources for supplies and materials
- _____
- _____
- _____
- _____
- _____
- _____
- _____



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
-
- 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"> ● AEIS report | ● | |
| <ul style="list-style-type: none"> ● AESOP | ● | |
| <ul style="list-style-type: none"> ● Eduphoria | ● | |
| <ul style="list-style-type: none"> ● classroom observations and walk throughs | ● | |
| <ul style="list-style-type: none"> ● all student assessment data | ● | |

See page 10 of the guide for probing questions related to Staff Qualifications, Recruitment and Retention.



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
- District Curriculum Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

List the actual data sources reviewed below.

- | | | |
|-------------|-----------|-----------------------------|
| ● C Scope | DCA | ● Horizontal/Vertical Teams |
| ● INOVA | I Station | ● TAKS supplement |
| ● DMAC | | ● TPRI |
| ● Compass | | ● TERRA NOVA |
| ● Ellis/MRC | | ● SIOP/ELPS |

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

- Horizontal & Vertical Teams at the campus & district level
- _____
- RTI
- DCA Development
- Curriculum Alignment
- Data Analysis Tools-DMAC
- Standarized lesson plan template
- _____
- _____
- _____
- _____

Needs

- Continue to provide interventions for struggling learners
- _____
- Utilize common planning period more effectively
- _____
- Common reporting forms
- _____
- _____
- _____
- _____
- _____

Summary of Needs

- DMAC allows campus to have instant access to data but must continue to improve the data analysis process and use the data to improve instruction
- _____
- _____
- Continue to provide research based interventions.
- _____
- _____
- _____
- _____
- _____
- _____
- _____



Comprehensive Needs Assessment

Family and Community Involvement

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

Potential Data Sources:

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

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.

- | | |
|---------------------------|--------------------------|
| ● Sign In Sheets | ● home visits |
| ● _____ | ● _____ |
| ● Send home flyers/emails | ● community partners |
| ● _____ | ● _____ |
| ● phone calls/Alert Now | ● emails to parents |
| ● _____ | ● parent weekly bulletin |
| ● attendance rates | ● _____ |
| ● _____ | ● social media |
| ● logs | ● _____ |
| ● _____ | ● _____ |

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

- excellent communication though the following:

- parent weekly bulletin

- flyers

- marquee, ACE after school program

- phone calls/ALERT Now

- character cards(school wide discipline system)

- Friday Folders, Community Partners

- home visitis, Mentor Programs(staff, students community members)

- Conferences, HOSTS program

- meetings, parent center, parenting session

Needs

- additional support from local agencies

- continue to build community partners

- ---
- ---
- ---
- ---
- ---
- ---
- ---
- ---

Summary of Needs

- continue to build community partnerships

- continue to build parental relationships and provide parental relationships

- continue to communicate with parents through social media

- ---
- ---
- ---
- ---
- ---
- ---
- ---
- ---



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, 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, 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.

- | | |
|--|--|
| ● vertical/horizontal meeting team agendas | ● duty rosters |
| ● SBDM committee meeting agendas | ● District vertical and campus based trainings |
| ● grade level team leader meeting agenda | ● schedules for special programs |
| ● bilingual teacher meeting agendas | ● school maps and bus maps |
| ● committee meeting agendas | ● Special Ed teacher meeting agendas |

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

- vertical and horizontal aligned regularly scheduled monthly/weekly meetings
- daily duty rosters
- daily special programs schedule
- weekly staff/parent bulletin
- daily email communication
- social media/webpage communications
- _____
- _____
- _____
- _____
- _____

Needs

- better communication between representative and grade level
- better coordination for vertical team meeting
- more effective grade level meetings
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Summary of Needs

- improve overall communication and structure of meetings
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



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.

- | | |
|--|-------------------------------------|
| ● server data | ● Techknowledge data |
| ● <hr/> inventory of campus needs | ● <hr/> TANGO software data |
| ● <hr/> resource allocations | ● <hr/> Instructional software data |
| ● <hr/> STaR chart | ● <hr/> DLN participation |
| ● <hr/> technology policies and procedures | ● <hr/> social media feedback |
| ● <hr/> | ● <hr/> |

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

- full time tech and webmaster

- smartboard-SKYPE

- DLN equipment

- library multi media system

- mmp, laptop, document camera

- 5 student computers per classroom

- laptops for migrant students

- wireless internet for entire building

- received training on these technologies

- use of Itouch, Ipad, webpage and social media

Needs

- more funding to purchase ink for printers

- more printers

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Summary of Needs

- more funding for technology accessories, support and additional equipment

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Demographics

Plan to better meet the needs of our increasing ELL student population
Plan to better meet the needs of our students with disabilities
Plan to better meet the needs of our hispanic and Economically Disadvantaged student populations
Enhance At Risk support
Plan to better monitor progress, participation and attendance of all students
Plan to continue to encourage parent and community participation and involvement
Enhance support for mobile population

School Culture and Climate

Continue to seek out funding and provide resources for support, supplies and materials through school district funding, PTA support, and community partnerships

Curriculum, Instruction and Assessment

Continue to seek out and provide more effective interventions for struggling learners
Continue to provide research based interventions for all students
Continue to seek out and provide more effective interventions for ELL students
Continue to seek ways to utilize common planning periods and PLC meetings more effectively

School Context & Organization

Continue to improve overall communication with staff, parents and community through face to face meetings, phone conversations, and electronic media (webpage/social media)



Student Achievement

Continue to provide differentiated instruction and interventions for ELL/
Special Education/struggling learners
Monitor student attendance and performance
Continue to provide on-going staff development (STAAR/ELPS/
modifications accommodations)

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-
-
-

Teacher Quality

Continue to recruit and hire highly qualified teachers and staff with an
emphasis on highly qualified bilingually certified teachers

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-
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Family & Community Involvement

Continue to build and sustain our community partnerships
Continue to build and sustain our parental relationships
Enhance communication with community partners and parents through
social media and webpages

-
-
-

Technology

Continue to use technology to analyze data to better offer instructional
services to students
Continue to seek ways to better integrate technology and instruction
Continue to enhance communication with our community through
technology/electronic media

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