

HARLINGEN CISD

School Improvement Plan

STUART PLACE ELEMENTARY

2011-2012



Our Stuart Place TEAM challenges each of us to EXCELLENCE—

“Today’s Pride for Tomorrow’s Success!”

STUART EL

Mission

The entire Stuart Place Elementary Learning Community supports and promotes a climate in which everyone believes that ALL students can achieve, hold high expectations for ALL students' achievements, and are committed to ensuring that ALL students do achieve.

Our commitment extends to providing an atmosphere that fosters a positive self-image for every child. We believe that school, home, and community should work together in developing the total child.

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"Today's Pride for Tomorrow's Success!"*

Vision

- Through combined efforts of home, school, and community, our students will:*
- Be educated in a positive atmosphere with trust and respect;*
 - Be provided a stimulating curriculum with meaningful and engaging hands-on learning experiences;*
 - Be provided a well-organized environment with consistent and fair discipline;*
 - Continue to be our #1 priority;*
 - Be prepared for college and career success in the 21st century.*

Nondiscrimination Notice

STUART 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.

STUART EL Site Base

Name	Position
Bauer, Vivian	Principal
Cano, Amy	Parent
Cavazos, Sharon	Parent
DeBrooke, Iris	Community Representative
Elledge, Cynthia	4th Grade Teacher
Euvino, Lisa	PK/Kinder Teacher
Garcia, Alicia	Community Representative
Gonzalez, Crystal	1st Grade Teacher
Hagar, Terrie	3rd Grade Teacher
Matamoros, Efren	Business Representative
Newby, Bennie	Special Programs Teacher
Nieto, Sandra	Assistant Principal
Paradiso, Carol	2nd Grade Teacher
Quintana, Sabrina	District-Level Non-teaching Professional
Salazar, Rebecca	DEIC Member
Salazar, Rebecca	5th Grade Teacher

STUART EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continued implementation of Student Character Folders based on the Six Pillars of Character Education that is the campus school wide discipline system addressing disciplinary issues as well as students' positive attributes of character for relationship building capacity (Title I SW: 3) (Title I TA: 4) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Campus Staff, Counselor(s), Librarian, Paraprofessionals, Principal, Teacher(s), Team Leaders	Daily Implementation	(L)Local	Character Folder Reports Discipline Reports Campus Relationship Building Reports
2. Presentations of lessons that incorporate character education into classroom curriculum (Title I SW: 3) (Target Group: All) (NCLB: 4)	Counselor(s), Teacher(s)	Ongoing	(L)Local	Lesson Plans
3. Incorporate daily Words of Wisdom, Character Counts pledge, and positive affirmations during morning announcements (Title I SW: 3) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Ongoing	(L)Local	Words of Wisdom Announcement Schedule Daily Announcements
4. Implement Kindness Cafe monthly to encourage positive behaviors in grades K-5 and encourage parent participation on campus (Title I SW: 6,10) (Target Group: All) (NCLB: 4)	Campus Committees, Principal, Teacher(s)	Monthly	(L)Local	Monthly Kindness Cafe lists from teachers grades K-5 Attendance by parents
5. Utilize ALL STARS in grades 1-5 for positive reinforcement of desired behaviors with button incentives each quarter at Celebrate Success assemblies and the American Citizenship Award at the end of the year Awards Assembly (Title I SW: 10) (Target Group: All) (NCLB: 4)	Campus Committees, Principal, Teacher(s)	Quarterly	(L)Local	Increase in number of ALL STAR participants each quarter in our Celebrate Success assemblies
6. Award Spirit Stick to each grade level grades K-5 that promotes the Six Pillars of Character including good sportsmanship behaviors through all PE classes (Title I SW: 3,10) (Target Group: All) (NCLB: 4)	PE Teachers	Monthly	(L)Local	Spirit Stick winning classes announced monthly Decrease in PE discipline referrals

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Provide guidance lessons based on grade level needs which include the teaching of the Six Pillars of Character in grades K-5 during enrichment periods/activity periods (Title I SW: 3) (Target Group: All) (NCLB: 4)	Counselor(s)	Monthly	(L)Local	Guidance Lessons Schedule Activity Period Schedule Lesson Plans Walk Throughs
8. Continue to provide the Starfish Mentoring program to identified at-risk students at each grade level K-5 for continued emotional support for academic success as well as tied into the INOVA mentoring strategies (Title I SW: 3) (Target Group: AtRisk) (NCLB: 4)	Assistant Principal(s), Counselor(s), Paraprofessionals, Principal, Teacher(s)	Ongoing	(F)Title I, (L)Local	100% staff participation Mentoring program logs Student participation/assignment to mentor Discipline Reports Attendance Reports Grade Reports
9. Provide professional development on building positive relationships with students including developing and maintaining a mentoring program that includes INOVA strategies (Title I SW: 4,10) (Title I TA: 6) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Counselor(s), Principal	Ongoing	(F)Title I, (L)Local	Staff Development Agendas and Attendance Teacher BOY relationship building documentation Starfish Mentoring Reports
10. Implement the campus wide Character Camp the first week of school to include SLANT procedures for the positive impact on student behavior and achievement (Title I TA: 1,2,4,5) (Target Group: All) (NCLB: 4)	Teacher(s)	1st Week of School	(L)Local	Lesson Plans Walk Throughs Character Camp Completed

STUART EL

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

Objective 2. Implement program safety initiatives

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize the Raptor Security system for all visitors on campus; all staff members wear their staff id badges while on campus with emergency codes and classroom rosters attached; substitute teachers, visitors, and parents wear badges provided by the office upon signing in using the Raptor system (Title I SW: 10) (Title I TA: 1) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Paraprofessionals, Principal, Receptionist, Teacher(s)	Daily	(L)Local	Raptor Reports Visibility of badges daily on all visitors
2. Utilize the system for emergency procedures for each classroom and update tornado and fire drill exit maps for evacuation using the state guidelines as well as Intruder in the Building-Code White Lock-down procedures and other drills as outlined in District/campus emergency procedures (Title I SW: 10) (Title I TA: 1) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Principal, Teacher(s)	Ongoing	(L)Local	Crisis Plan Evaluation Updated maps displayed in each classroom including the office areas
3. Continue the safety program that defines staff and student expectations for playground, car drop-off, car pick-up areas, cafeteria and bus zones (Title I SW: 10) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Counselor(s), Instructional Facilitators, Principal, Teacher(s)	Ongoing	(L)Local	Decrease in the number of accident reports
4. Implement a safety audit of the school building structure and contents for a safety needs assessment through the Citizenship Cadre to be completed and reported to Campus Council by the end of each semester (Title I SW: 1) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Campus Committees, Principal	Biannual	(L)Local	Audit completed and reported to Campus Council each semester Campus Council Agenda/Minutes

STUART EL

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

Objective 2. Implement program safety initiatives

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Maintain the Crisis/Behavior Management team on campus for response to emergency situations to include all team members to be trained in CPI strategies and 1196 information (Title I SW: 4,9) (Title I TA: 6) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Campus Committees, Principal, School Nurse	Ongoing	(L)Local	Documented Responses Certificates of Annual CPI Training Listing of Crisis /Behavior Management Team Members in Faculty Handbook
6. Utilize the campus Behavior Team to decrease the number of discipline referrals to the office and to continue to support the campus proactive approach to improve student behavior (Title I SW: 9) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Behavioral Intervention Specialist, Counselor(s), Director of Special Education, Principal, Special Ed Department, Teacher(s)	Ongoing	(L)Local	Decrease in discipline referrals to the office Decrease in number of referrals to New Pathways
7. Ensure that 100% of parent volunteers, community volunteers, and sub-contracted consultants are in alignment with district safety guidelines (Title I SW: 10) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Principal	Ongoing	(L)Local	Raptor Reports Background Checks

STUART EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continuously monitor and implement the District's Energy Conservation Plan and Recycling Program (Title I SW: 10) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Campus Committees, Paraprofessionals, Principal, Teacher(s)	Ongoing	(L)Local	Recycling Campaign maintained Number of Field Trips Review of Campus Energy Consumption
2. Enforce "lights off" rule in all rooms of the building that are not occupied. Lights must be turned off if room is vacated for more than 10 minutes (Title I SW: 9) (Target Group: All) (NCLB: 4)	Campus Staff	Ongoing	(L)Local	Review of Energy Consumption
3. Promote and implement the paperless route for all communications on campus by using e-mail, attachments, campus/district website for announcements, AlertNow program, etc. to decrease the amount of paper being used (Title I SW: 2) (Target Group: All) (NCLB: 4)	Campus Staff	Ongoing	(L)Local	Decrease in paper consumption
4. Continue to work in partnership with Harlingen Proud to increase awareness to all about the importance of recycling by participation in the annual Telephone Recycling campaign, recycling of aluminum cans, cardboard, paper and developing an outreach educational program to students and parents for their participation in recycling at home and in their community (Title I SW: 10) (Target Group: All) (NCLB: 4)	Campus Committees, Campus Staff	Ongoing	(L)Local	Complete Telephone Reeycling Campaign Donate Money to the Humane Society from aluminum can recycling Review Outreach Program through Survey

STUART EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Support and promote the HCISD Wellness program for employees by scheduling opportunities such as but not limited to: Marathon Kids for Big Kids, annual campus health fair, mobile mammography services, Relay for Life, Staff Development, nutrition presentations, participation in the District's Health and Wellness Rally (Title I SW: 10) (Title I TA: 6) (Target Group: All)	Campus Committees, Campus Staff, School Nurse	Ongoing	(L)Local	Surveys Contest results Agendas Attendance
2. Administer the FitnessGram physical fitness assessment to all students in grades 3-5 (Title I SW: 10) (Target Group: All) (NCLB: 4)	PE Teachers	Annually	(L)Local	FitnessGram State Reports of Healthy Fitness Zone (HFZ)Growth
3. Continued implementation of a coordinated school health program K-5 through CATCH (Title I SW: 10) (Target Group: All) (NCLB: 4)	PE Teachers	Ongoing	(L)Local	Student Survey Fitness Grams, Healthy Fitness Zone (HFZ)
4. Promote healthy lifestyles for students by scheduling events such as but not limited to: Jump Rope for Heart, Marathon Kids, hearing/vision screenings, 4th & 5th grade adolescent conferences with nurse, etc. (Title I SW: 10) (Title I TA: 2) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Campus Committees, Campus Staff, PE Teachers, Principal, School Nurse	Ongoing	(L)Local	Surveys Participation logs Schedule of Events Increase in participation
5. Campus will maintain two defibrillators (AED's) in case of emergencies and provide annual training to designated personnel in their locations and use (Title I SW: 10) (Target Group: All) (NCLB: 4)	Principal, School Nurse	Ongoing	(L)Local	Scheduled Trainings Maintain Monthly AED reports
6. Provide at least two campus personnel besides the school nurse with CPR and 1st Aid certification in case of emergencies (Title I SW: 10) (Target Group: All) (NCLB: 4)	Principal	Annually	(L)Local	Certificates of certification or re-certification on file in office Schedule of trainings Identification of staff

STUART EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Provide additional health topics to students and employees by the school nurse during Activity Periods and Staff Meetings to include such topics as proper nutrition, healthy lifestyles, cleanliness and good hygiene, preventing infections (FLU), etc. (Title I SW: 10) (Target Group: All) (NCLB: 4)	Campus Committees, Principal, School Nurse	Ongoing	(L)Local	Schedule of Activities Activity Period Calendar School Nurse Activity Plans Campus Cadre Minutes

STUART EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain teacher, student, parent compacts (Title I SW: 6) (Title I TA: 7) (Target Group: All) (NCLB: 4,5)	Parent Liason, Parental Involvement, Principal, Teacher(s)	Fall 2011	(L)Local	Signed compacts on file for each student
2. Conduct parent/teacher conferences minimally once a semester (Title I SW: 6) (Title I TA: 7) (Target Group: All) (NCLB: 4,5)	Teacher(s)	Ongoing	(L)Local	Parent contact sheets signed 100% Participation per semester October/March
3. Make positive parent contacts minimally twice per quarter through phone calls, notes home, parent/teacher conferences, e-mail, Friday and Character folders, etc. (Title I SW: 6) (Title I TA: 7) (Target Group: All) (NCLB: 4,5)	Teacher(s)	Ongoing	(L)Local	Parent signatures on communication sources Increase in parent participation
4. Use consistent assignment book/sheet procedures for parents to be aware of student homework assignments as a communication tool that connects the parent, student, and teacher daily (Title I SW: 6) (Title I TA: 7) (Target Group: All) (NCLB: 4,5)	Teacher(s)	Ongoing	(L)Local	Signed assignment books/sheets by parents as necessary Increase in parental involvement
5. Provide opportunities for parents/guardians to participate in their child's education through activities such as but not limited to: Meet the Teacher (PK-1st grades), Open House, PTA meetings and activities, Relay for Life, Fall Festival, Texas Public School Week activities, Veteran's Day Celebration of Freedom, Christmas at Stuart, Career Days (grades 1-5), Grandparent's Day, Kindness Cafe, Celebrate Success Assemblies, 5th Grade Promotion, etc. (Title I SW: 6,10) (Title I TA: 7) (Target Group: All) (NCLB: 4,5)	Assistant Principal(s), Campus Committees, Campus Staff, Principal	Ongoing	(L)Local	Activities completed Parent Sign-in Sheets Increase in parental involvement on campus

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Continue implementation of active campus Parent Center and PTA (Title I SW: 6,10) (Title I TA: 7) (Target Group: All) (NCLB: 4,5)	Parent Liason, Principal	Ongoing	(L)Local	Weekly Parent Center Attendance Rosters PTA attendance/membership lists
7. Provide ongoing communication to parents to relay information about events and assessment results via banners, brochures, newsletters, calendars, updated campus webpage, KHGN participation, PTA meetings, school marquee, AlertNow, etc. (Title I SW: 6) (Title I TA: 7) (Target Group: All) (NCLB: 4,5)	Campus Committees, Principal, Principal's Secretary	Ongoing	(L)Local	Completed and updated communication tools Increase in parental involvement
8. Provide student state assessment data and DCA data to parents in a timely manner for the improvement of student achievement throughout the school year to include STAAR, TPRI, SAT 10, TELPAS, etc. (Title I SW: 6,8) (Title I TA: 7) (Target Group: All) (NCLB: 1,4,5)	Teacher(s)	Ongoing	(L)Local	Parent/teacher conference documentation

STUART EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide Progress Reports every 3rd week and Report Cards each quarter as indicated on District calendar (Title I SW: 6,9) (Title I TA: 7) (Target Group: All) (NCLB: 4,5)	Principal, Teacher(s)	Ongoing	(L)Local	Progress Reports distributed and returned signed by the parent/guardian Report Cards distributed and returned signed by the parent/guardian
2. Provide parent/teacher conferences minimally twice a year to discuss academic progress of students with their parents (Title I SW: 6,9) (Title I TA: 7) (Target Group: All) (NCLB: 4,5)	Teacher(s)	Ongoing	(L)Local	Parent/Teacher documentation reports 100% participation in conferences each semester Increase in student achievement
3. Provide parents with the Home Access information on E-School Plus in order that they may play an active role in their child's progress/success/achievement (Title I SW: 6) (Title I TA: 7) (Target Group: All) (NCLB: 4,5)	Principal, Registrar, Teacher(s)	Ongoing	(L)Local	Number of Parent requests for access
4. Provide parents with access to the Accelerated Reader parent component so that they may play an active role in their child's independent reading program (Title I SW: 6,9,10) (Title I TA: 7) (Target Group: All) (NCLB: 4,5)	Librarian, Teacher(s)	Ongoing	(L)Local	AR reports Parent requests

STUART EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Promote community service/involvement through participation in the following activities but not limited to: Pull Tabs & Give Me Five for Ronald McDonald House, Harlingen Proud Recycling Telephone Book Campaign, Aluminum Can Recycling Campaign for the Harlingen Humane Society, Thanksgiving/Christmas food drives for Stuart Place families in need, Brown Bag Campaign for for RGV Food Bank and Loaves and Fishes, Relay for Life, United Way, Jump Rope for Heart, St. Jude's Marathon, Disaster Relief efforts, various environmental contests, etc. (Title I SW: 10) (Target Group: All) (NCLB: 4,5)</p>	<p>Campus Committees, Campus Staff, Principal</p>	<p>Ongoing</p>	<p>(L)Local</p>	<p>Completed Projects</p>
<p>2. Provide opportunities for community member participation in campus activities but not limited to: PTA, Parent Center, HOSTS volunteer Program, Veteran's Day Celebration of Freedom, Christmas at Stuart, Texas Public Schools Week activities, field trips, HCISD Parental Involvement Conference, Fire Prevention Week activities, Dental month, Career Days, Red Ribbon Week, etc. (Title I SW: 6,10) (Target Group: All) (NCLB: 4,5)</p>	<p>Campus Committees, Campus Staff, Principal</p>	<p>Ongoing</p>	<p>(L)Local</p>	<p>Sign-in Sheets Increase in community involvement</p>
<p>3. Actively seek Adopt a School partnerships with community organizations for the acquisition of volunteers, educational programs, and/or funds (Title I SW: 6,10) (Target Group: All) (NCLB: 4,5)</p>	<p>Campus Committees, Principal, Teacher(s)</p>	<p>Ongoing</p>	<p>(L)Local</p>	<p>Partnerships established Additional funding obtained for campus projects Increase in number of volunteers on campus</p>

STUART EL

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

Objective 1. Ensure all professional and paraprofessional staff members meet the "Highly Qualified" requirements as defined by NCLB to provide quality instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Work in partnership with the District's Human Resources department to follow all policy and procedures to attain highly qualified teachers, principals, and staff members (Title I SW: 3) (Target Group: All) (NCLB: 3)	Director of Human Resources, Principal	Ongoing	(L)Local	Retention of highly qualified teachers

STUART EL

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

Objective 2. Provide high quality staff development

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Review staff development procedures and practices and recommend revisions for the following year (Title I SW: 3,4,5) (Title I TA: 6) (Target Group: All) (NCLB: 3)	Assistant Principal(s), Campus Committees, Instructional Facilitators, Principal	Quarterly	(L)Local	Reviews completed
2. Utilize instructional coaching for teachers in need for increase in student achievement (Title I SW: 4) (Title I TA: 6) (Target Group: All) (NCLB: 3)	Assistant Principal(s), Instructional Facilitators, Principal	Ongoing	(L)Local	PDAS Evaluations Walk Throughs Student Achievement Data
3. Provide professional development based on assessment data (Title I SW: 4) (Title I TA: 6) (Target Group: All) (NCLB: 3)	Campus Committees, Director of Staff Development, Division of Instruction, Instructional Facilitators, Principal	Ongoing	(L)Local	Sign-in sheets Certificates of Attendance Agendas Increase in student achievement
4. Continued implementation of the New Teacher Academy to support and mentor all new teachers (Title I SW: 4) (Title I TA: 6) (Target Group: All) (NCLB: 3)	Assistant Principal(s), Instructional Facilitators, Principal	Monthly/Ongoing	(L)Local	Lesson plans Walk Throughs PDAS Evaluations meetings Scheduled
5. Continuation of the Stuart Place Professional Learning Community model in conjunction with the Harlingen Learning Community for professional growth in the educational field through collaboration and continued education for the improvement of student success/achievement (Title I SW: 4) (Title I TA: 6) (Target Group: All) (NCLB: 3)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	Monthly/Ongoing	(L)Local	Schedule of Meetings Lesson Plans Walk Throughs Agendas Grade Level Planning Logs PDAS Evaluations
6. Participate in the District's Ongoing Staff Development opportunities for increase in student achievement (Title I SW: 4) (Title I TA: 6) (Target Group: All) (NCLB: 3)	Director of Staff Development, Principal, Teacher(s)	Ongoing	(L)Local	Eduphoria Data

STUART EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide ongoing staff development for teachers to utilize technology/software to improve student achievement to include but not limited to: StemScope, Edusmart, Tango, INOVA/INOVA PLUS, DMAC, Compass/Odyssey (Title I SW: 3,4) (Title I TA: 4,6) (Target Group: All) (NCLB: 1,3)	Assistant Principal(s), Campus Committees, Principal	Ongoing	(F)Title I, (L)Local	Staff Development sign-in sheets/evaluations Use of technology Walk Throughs Increase in Student Achievement

STUART EL

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

Objective 1. Demonstrate academic success on all measurable outcomes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Analyze campus data for continued improvement in student achievement and instructional decision-making using INOVA/INOVA PLUS and DMAC as resources including state assessment data, DCA Results, TELPAS, TPRI, SAT 10 (Title I SW: 8) (Title I TA: 1,2,4) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Curriculum & Instruction Dept., Instructional Facilitators, Principal, Teacher(s)	Ongoing	(F)Title I, (L)Local	Grade Level Planning Minutes Sign-in Sheets Plans of Action DCA results Increase in Student Achievement
2. Provide a viable curriculum (CSCOPE) that is aligned both vertically and horizontally (Title I SW: 4,8) (Target Group: All) (NCLB: 1,5)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	Ongoing	(F)Title I, (L)Local	Lesson Plans DCA Reports Walk Throughs Student Achievement
3. Implementation of District Curriculum Assessment (DCA) Program in all tested academic areas grades 1-5 (Title I SW: 8) (Target Group: All) (NCLB: 1,5)	Assistant Superintendent for Curriculum, Content Area Specialist(s), Curriculum & Instruction Dept., Instructional Facilitators, Principal, Teacher(s)	Ongoing	(L)Local	DCA Results through DMAC
4. Include writing components in other academic areas besides ELA in grades PK-5 to support achievement in the 4th/7th grade STAAR writing assessments (Title I SW: 3) (Target Group: All) (NCLB: 1,5)	Instructional Facilitators, Teacher(s)	Ongoing	(L)Local	Lesson Plans Increase in student performance DCA results through DMAC Walk Throughs
5. Conduct STAAR TALKS with each student after DCA's setting student goals and graphing improvement in student's DCA portfolios for continued improvement (Title I SW: 9) (Target Group: All) (NCLB: 1,5)	Teacher(s)	Ongoing	(L)Local	Goals Attained Review of Portfolios Increase in Student Performance DCA Results STAAR Results

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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
6. Continued implementation of the Accelerated Reader program in grades K-5 to motivate students to read, increase student reading endurance, comprehension, fluency, and performance on assessments (Title I SW: 3,9,10) (Target Group: All) (NCLB: 1,5)	Librarian, Teacher(s)	Ongoing	(L)Local	AR Reports Increase in student STAAR Performance DCA Results
7. Provide supplemental STAAR materials for 3rd-5th grades in all STAAR academic subjects for improvement in student achievement (Title I SW: 3) (Target Group: All) (NCLB: 1,5)	Instructional Facilitators, Principal, Teacher(s)	Ongoing	(F)Title I, (L)Local	Increase in STAAR Performance Lesson Plans DCA Results
8. Focus on creating more rigorous instruction utilizing Webb's DOK expectations and questioning strategies (Title I TA: 5) (Target Group: All) (NCLB: 1,5)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	Ongoing	(S)Local Funds	Lesson Plans Walk Throughs PDAS Observatins Increase in DCA and STAAR Student Performances

STUART EL

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

Objective 2. Create an environment that supports advanced academic performance

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continued implementation of the 100% Club that enables students eligibility when they receive a 100% on any DCA throughout the assessment testing year and then rewarding their efforts with an EOY reward off campus (Title I SW: 8) (Target Group: All) (NCLB: 1,5)	Principal, Teacher(s)	Ongoing	(L)Local	DCA Results Improved Student Performance
2. Extend the instructional day for eligible pre-kindergarten students through the Texas School Ready Grant in partnership with Head Start (Title I SW: 7) (Target Group: ECD, LEP, PRE K) (NCLB: 2,5)	Director of Special Programs, Principal	Ongoing	(S)Grant - State	Number of students participating in the Head Start program from our campus Program Effectiveness Attendance Reports Student Performance

STUART EL

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

Objective 3. Provide and support a guaranteed and viable curriculum with high quality instruction for all

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continued implementation of CSCAPE as a curriculum resource with vertical and horizontal alignment in place in all subject areas (Title I SW: 3) (Target Group: All) (NCLB: 1,5)	Assistant Principal(s), Assistant Superintendent for Curriculum, Content Area Specialist(s), Instructional Facilitators, Principal, Teacher(s)	Ongoing	(F)Title I, (L)Local	Lesson Plans Vertical Alignment District And Campus Meeting Notes Walk Throughs Student Performance Results STAAR/DCA
2. Participate in the District's STAAR Transition Phase-In trainings throughout the school year to ensure student achievement/success on STAAR (Title I SW: 3,8) (Target Group: All) (NCLB: 1,5)	Assistant Superintendent for Curriculum, Content Area Specialist(s), Instructional Facilitators, Principal, Teacher(s)	Ongoing	(L)Local	Sign-In Sheets DCA/STAAR Student Performance Results Lesson Plans Walk Throughs
3. Participate in the District's Vertical Alignment Program in the four core academic subjects and infusing it with the campus vertical alignment efforts through the Stuart Professional Learning Community (Title I SW: 1,3,8) (Target Group: All) (NCLB: 1,5)	Assistant Principal(s), Assistant Superintendent for Curriculum, Content Area Specialist(s), Instructional Facilitators, Principal, Teacher(s)	Ongoing	(L)Local	Curriculum is aligned vertically and horizontally Lesson Plans Grade Level Meeting Minutes Vertical Team Minutes Walk Throughs
4. Increase academic performance of GT students on all STAAR assessments to include 100% commended performance in grades 3-5 (Title I SW: 8,9) (Target Group: GT) (NCLB: 1,5)	Teacher - GT / AP, Teacher(s)	Ongoing	(L)Local	STAAR Scores

STUART EL

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

Objective 4. Provide high-quality systems of support

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Address student needs in a timely manner through the Rtl process involving the four tiers of interventions (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,5)	Assistant Principal(s), Counselor(s), Director of Guidance & Counseling, Instructional Facilitators, Principal, Teacher(s)	Ongoing	(L)Local	Students receive interventions as indicated by Rtl directives Rtl Data Increase in student performance
2. Monitor all students identified in a special population through student performance, attendance and participation based on progress reports, report card grades, PEIMS intervention forms, and any formal evaluation program including TELPAS and TAKS/STAAR (Title I SW: 8,9) (Target Group: ECD, Migrant, LEP, SPED, GT, AtRisk, Dys) (NCLB: 1,2,5)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	Ongoing	(F)Title 1 C - Migrant, (F)Title I, (F)Title III Bilingual / ESL, (L)Local	Improved Student Performance DCA Results STAAR Results TELPAS Results
3. Identify migrant students and their needs for supplemental materials and support programs to increase student success and decrease those that need priority services (Title I SW: 9) (Target Group: Migrant) (NCLB: 1,5)	Director of Federal Programs, Migrant Counselors, Principal, Teacher(s)	Ongoing	(F)Title 1 C - Migrant	Increase in Student Performance
4. Continuous review of campus inclusion program and need for support facilitation, co-teaching, Thunderbird Learning Lab to support students with special needs in the general education setting/LRE (Title I SW: 1,9,10) (Target Group: SPED) (NCLB: 1,5)	Principal, Teacher(s), Teachers, Special Ed	Ongoing	(F)IDEA Special Education	Quarterly Report of Program Effectiveness Thunderbird Learning Lab Student Forms Lesson Plans IEP's Inclusion Monitoring Forms Walk Throughs
5. Provide reading interventions for identified students through My Reading Coach, HOSTS and enrichment period differentiated instruction (Title I SW: 3,9) (Title I TA: 1,2,3,4,5,8) (Target Group: AtRisk, Dys) (NCLB: 1,5)	Teacher(s)	Ongoing	(F)Title I	Progress Reports Student Performance

STUART EL

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

Objective 4. Provide high-quality systems of support

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Provide rigorous and in-depth instruction to all GT students in grades 1-5 for one hour per day by the GT resource teacher and identified kindergarten students the second semester for 30 minutes per day (Title I SW: 3) (Title I TA: 1,2,4,5) (Target Group: GT) (NCLB: 1,3,5)	Teacher - GT / AP	Ongoing	(L)Local	GT Schedule of Classes Lesson Plans Walk Throughs Student Performance
7. Implement activities that promote attendance rates of 98% or higher to include but not limited to: Spinning for Prizes at Celebrate Success assemblies, Perfect Attendance Quarter Trophies for each grade level, Perfect Attendance flags, Perfect Attendance ribbons and certificates (Title I TA: 1) (Target Group: All) (NCLB: 1,5)	Principal, Teacher(s)	Ongoing	(L)Local	Attendance Records Increase in attendance rates
8. Implement Meet the Teacher classroom visitations for all PK, Kindergarten and 1st grade students and their parents before school begins (Title I SW: 7) (Title I TA: 7) (Target Group: All) (NCLB: 1)	Principal, Teacher(s)	Prior to the 1st Day of School	(L)Local	Meet the Teacher scheduled Parent/Student Sign-in Sheets
9. 5th Grade students are in-serviced by the Vela MS counselors on choice cards for 6th grade classes (Title I SW: 10) (Title I TA: 2) (Target Group: All) (NCLB: 1,5)	Counselor(s)	February	(L)Local	100% of 5th Grade students complete their choice cards for 6th grade middle school attendance
10. Implement the transitional bilingual early exit model with fidelity (Title I SW: 3,9,10) (Target Group: LEP) (NCLB: 1,5)	Assistant Principal(s), Assistant Superintendent for Curriculum, Director of Special Programs, Principal, Teacher(s)	Ongoing	(F)Title III Bilingual / ESL	Student Progress Reports Student Reprot Cards DCA Results TPRI/Tejas Lee/TELPAS/STAAR Scores

STUART EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continued implementation of College Day each month to promote post secondary awareness and provide information about different institutes of higher education to all students (Title I SW: 10) (Title I TA: 4) (Target Group: All) (NCLB: 1)	Teacher(s)	Ongoing	(L)Local	Increase in student interest to attend college or post secondary institutes
2. Provide College Bulletin Boards with college banners, information, and pictures of staff who attended the post-secondary institutes (Title I SW: 10) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Campus Committees, Instructional Facilitators, Principal, Teacher(s)	Ongoing	(L)Local	Completion of College Corner and inservice to students on how to utilize and why
3. Provide Career Days to students in grades 1-5 in order for students to start creating their visions for their future which include post-secondary learning (Title I SW: 9) (Target Group: All) (NCLB: 1)	Counselor(s), Teacher(s)	Annually	(L)Local	Career Days Completed Evaluations by Staff

STUART EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Analyze data based on state assessments from the National Center for Educational Achievement (NCEA) Just for the Kids website regarding how to improve college and career readiness performance for students implementing necessary strategies to increase the number of students who fall in this category grades 3-5 (Title I SW: 1,10) (Target Group: All) (NCLB: 1,4,5)	Instructional Facilitators, Principal, Teacher(s)	Annually	(L)Local	Agenda at Grade Level Meetings BOY or when information becomes available online Increase in number of students who are career and work force ready according to this data
2. Implement INOVA educational conferences/plans for students in grades 4-5 planning for their post elementary educational careers and goals (Title I SW: 3) (Target Group: All) (NCLB: 1,5)	Assistant Principal(s), Counselor(s), Instructional Facilitators, Principal, Teacher(s)	Ongoing	(F)Title I	Plans for all Students Conferences Held Improvement in Student Performance



Demographics

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

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

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

List the actual data sources reviewed below.

- | | |
|---|--|
| <ul style="list-style-type: none"> ● AEIS Report 2009-2010-TEA Website <hr/> ● Preliminary AYP 2011 Results-TEA Website <hr/> ● Current Enrollment Reports 2011-2012 <hr/> ● Current Special Programs Enrollment Reports 2011-12 <hr/> ● PBMAS <hr/> | <ul style="list-style-type: none"> ● Campus Retention Report 2011 <hr/> ● <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

- Enrollment growth 0-.5 % annually

- Attendance-over 97% last four years

- Gold Performance in Attendance 2010

- Ethnicity-85.3% Hispanic; 13.9% White; .7% African American; .1% Asian Pacific

- Teacher Student Ratio: 16.9%

- At-Risk Population: 34.5% Economically Disadvantaged: 56.7%

- GT Population: 6.4%

- Retainment Rates: less than .01%

- LEP Population: 12.1%

- Mobility Rate: 11.5%

Needs

- Plan and continue support for the different needs

- Special Education Attendance Rate Improvement

- Review At-Risk Population support

- Review support for LEP students

- Continue and enhance collaboration among teachers and staff

- Continue to monitor progress, participation and attendance

- Encourage parent participation

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Summary of Needs

- Plan for different population needs

- Review and continue or enhance at-risk support

- Review and continue or enhance support for mobile population

- Review and continue or enhance support for success of GT classes to encourage Pre-AP/AP participation in secondary

- Review participation rate in programs

- Review and continue or enhance support for LEP student success

- Continue and enhance collaboration among staff and teachers

- Continue to monitor progress, participation, and attendance especially in the special education area

- Encourage parent participation

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HARLINGEN PUBLIC SCHOOLS

Elementary Enrollment Report

School: STUART PLACE

Enrollment as of September 23, 2011

	Teacher's Name	Grade	Class Designation	Total Enrollment	Grade Level
1	Melissa Trevino	re-	AM-Bilingual	18	
2	Melissa Trevino	re-	PM-Bilingual	17	
3	Cynthia Gonzalez	re-	PM-Bilingual	17	
4	Cindy Cortez	K		20	
5	Ana Rodriguez	K	Bilingual	19	
6	Monica Duran	K	Bilingual	17	
7	Veronica Huerfano	K	Bilingual	18	
8	Lisa Euvino	K		22	
9	Jessica Moreno	1st		20	
10	Sarah Levings	1st		20	
11	Carmen Jarama	1st	Bilingual	18	
12	Crystal Gonzalez	1st	Bilingual	18	
13	Anne Navarrete	1st		21	
14	Selina Tristan	1st		20	
15	Carol Paradise	2nd		20	
16	Tencha Juarez	2nd	Bilingual	23	
17	Tricia Oelerich	2nd		22	
18	Yvette Martinez	2nd	Bilingual	21	
19	Rebecca Zalle	2nd		23	
20	Rose De Leon	3rd		22	
21	Laura Ramos	3rd	Bilingual	21	
22	Corina Ruiz	3rd		22	
23	Terrie Hagar	3rd		22	
24	Hilda O'Donoghue	3rd	Bilingual	20	
25	Michelle Rodriguez	3rd		23	
26	Rosemary Rucinski	4th		22	
27	Cindy Elledge	4th	Bilingual	23	
28	Betty Garcia	4th		21	
29	Gail Randazzo	4th		21	
30	Janie Guetzow	4th	Bilingual	22	
31	Mary Pittman	5th	Bilingual	25	
32	Delia Garcia	5th		23	
33	Becky Salazar	5th		23	
34	Eva Sandoval	5th	Bilingual	23	
35	Marta Robles	5th		24	
36	Bennie Newby	3rd	Lifeskills	5	

37	Bennie Newby	4th	Lifeskills	2	
38	Bennie Newby	5th	Lifeskills	2	
TOTALS				740	



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"> ● <u>2010 Campus Accountability Data Tables-Standard Procedures-TEA Website</u> ● <u>HCISD Stuart Place Elementary Charting a Course to Exemplary Chart</u> ● <u>Preliminary 2010 AYP Results-TEA Website</u> | <ul style="list-style-type: none"> ● <u>2010 BE-ESL-LEP-Monitored Bilingual/English as a Second Language TAKS Results-HCISD</u> ● <u>2010 HCISD GT Campus Commended Rates</u> |
| <ul style="list-style-type: none"> ● <u>2009 Campus AEIS Report</u> ● <u>NCEA Just for the Kids Report</u> | <ul style="list-style-type: none"> ● <u>2010 TELPAS Results</u> ● <u>2010 SAT 10 Results</u> ● <u>2010 Promotion/Retention Rates</u> |

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

- 94% of all students passed TAKS Reading Hisp-94% White-95% ED-91%

- 95% of all students passed TAKS Mathematics Hisp-95% White-95% ED-92%

- 94% of all students passed TAKS Writing Hisp-93% White-99% ED-92%

- 96% of all students passed TAKS Science Hisp-96% White-99% ED-94%

- Commended Rates in all subjects above the District and State averages

- Gold Performance in Reading, Math, Science and Attendance

- LEP Exempt 1.4%

- ELL Progress Indicator 89%

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Needs

- To attain STAAR scores to a 90% passing rate for all students and all subgroups

- Maintain Bilingual students STAAR scores in English as compared to previous TAKS scores

- Commended scores maintained in all areas

- Increase the number of students in K-2nd grade to grade level or above on SAT 10

- 100% GT Students in grades 3-5 will have commended performance in all STAAR tested

- Decrease number of migrant students who are on the Priority for Services by 10%

- Decrease number of special education students in grades 3-5 taking the STAAR Modified test

- Maintain LEP 1st Year Monitor Writing English Scores

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Summary of Needs

- Attain STAAR scores at 90% for all Tests and Subgroups

- Attain STAAR commended scores at 100% for all GT students

- Maintain STAAR English scores for all bilingual students and monitors at previous TAKS rates or higher

- Maintain passing rates of STAAR A and STAAR M student administrations at previous TAKS rates or higher

- Continue to meet AYP Performance in Reading/ELA, Mathematics, and Attendance

- Maintain STAAR commended rates in each subject area as compared to TAKS rates from previous year or higher

- Increase the number of students in K-2nd grade to grade level or above on SAT 10

- Continue summer school programs for interventions as well as during school hours interventions

- Decrease the number of migrant students who are on the Priority for Services by 10% in grades 3-5

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Comprehensive Needs Assessment

School Culture and Climate

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

Potential Data Sources:

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

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

List the actual data sources reviewed below.

● Stuart Place Reflections Survey for Staff May 2011	●	
● _____	●	_____
● Parent Input 2010-2011	●	_____
● Discipline Reports	●	_____
● _____	●	_____
● _____	●	_____
● _____	●	_____

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

- 94% of faculty and staff agree or strongly agree that morale is high at Stuart Place.
- 100% of Stuart's faculty and staff are satisfied with their current position.
- 95% of the faculty and staff at Stuart agree or strongly agree that they are valued employees.
- 95% of faculty and staff at Stuart feel there is opportunity for continued professional learning.
- 100% of faculty and staff at Stuart feel safe at school.
- Rates for discipline have decreased over the last three school years.
- 09-10 Gun Free School Report shows 0 incidents involving firearms on campuses.
- _____
- _____
- _____

Needs

- Improve lighting and parking lot security.
- Continue to improve employee morale.
- Implement a drug and violence prevention program across the grade levels.
- _____
- _____
- _____
- _____
- _____
- _____

Summary of Needs

- Continue to provide activities/initiatives that improve faculty and staff morale.
- Improve security and lighting, particularly in parking lots for staff and student safety.
- Provide activities/initiatives that improve school safety.
- Provide a drug and violence prevention program across the grade levels.
- _____
- _____
- _____
- _____
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41. Other comments:

1 Responses



Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources:

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below.

- | | | |
|--|---|-------|
| ● HCISD HR Attestation Report 2011 | ● | _____ |
| ● PDAS/Waiver Data 2011 | ● | _____ |
| ● Staff Mobility/Rentention | ● | _____ |
| ● Eduphoria Professional Development Data | ● | _____ |
| ● Staff Special Programs Qualifications/Attestations | ● | _____ |
| _____ | | _____ |

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

- 100% Highly Qualified Staff 2011-2012

- On Campus New Teacher Academy

- Campus Faculty and Staff Incentive Program

- Campus Mentor Program

- District Mentor Program

- Weekly Activity Period Team Planning Meetings

- Stuart Place Elementary Professional Learning Community

- Monthly Grade Level Meetings

- Quarterly Grade Level 1/2 Day Planning Sessions

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Needs

- Continue to seek highly qualified staff as needs arise

- Continue to train new teachers for successful retention rate

- Continue to improve faculty and staff morale

- Retention Rate of highly qualified teachers at 100%

- Continue staff development for teachers based on individual need and whole school need

- Continue to participate in the HCISD mentor program

- Continue to improve collaboration and communication with faculty and staff

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Summary of Needs

- Continue New Teacher Academy for zero year teachers for continued retention success

- Continue to promote faculty and staff morale with incentive program

- Continue to seek highly qualified teachers and staff as needs arise

- Continue staff development based on individual teacher needs as well as whole school needs

- Continue to participate in the HCISD mentor program

- Continue to improve collaboration and communication with faculty and staff through our PLC

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Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources:

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below.

- | | |
|---|---|
| <ul style="list-style-type: none"> ● STAAR Phase In Staff Development/CSCOPE Alignment ● Lesson Plans 2011-12 ● 09-10 AEIS Report ● Test Results and Accountability Ratings 10-11 ● DMAC-3rd-5th Grade Benchmark Results 10-11 | <ul style="list-style-type: none"> ● Grade Level Planning Logs-Minutes & Agendas ● Stuart Professional Learning Community Minutes/Agendas ● Campus Vertical Alignment Notes 2011 ● INOVA Data ● Campus Schedules |
|---|---|

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

- Campus Instructional Facilitator

- Common Planning Times--Activity Period once a week for each grade level

- Quarterly Planning Times for each grade level-1/2 day

- Review/Analysis of DMAC data at grade level meetings

- Review/Analysis of SAT 10/TPRI data at grade level meetings

- Review/Analysis of Attendance Reports at grade level meetings

- Stuart PLC monthly meetings in conjunction with all other collaborative meetings

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Needs

- Continue to provide staff development for differentiated instructional needs of specialpopulations

- Continue to use CSCOPE to ensure proper alignment of curriculum

- Continue to plan for alignment of curriculum, assessment and instruction

- Continued Improvement is based on continued review of data

- Continued alignment of DCA's with curriculum

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Summary of Needs

- Continue to provide staff development for differentiated instructional needs of special populations

- Continue to use CSCOPE to ensure proper alignment of curriculum

- Continue to plan for alignment of curriculum, assessment and instruction

- Continued Improvement is based on continued review of data

- Focus on work force and career readiness skills for all students

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Comprehensive Needs Assessment

Family and Community Involvement

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

Potential Data Sources:

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

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

List the actual data sources reviewed below.

- | | |
|--|--|
| <ul style="list-style-type: none"> ● Sign-in sheets for PTA Meetings, Parent Center, Open House, Parent-Teacher Conferences <hr/> <ul style="list-style-type: none"> ● Flyers sent to Parents <hr/> <ul style="list-style-type: none"> ● Principal's Notes and Calendars sent to Parents <hr/> <ul style="list-style-type: none"> ● Marquee announcements <hr/> <ul style="list-style-type: none"> ● Signed Parent Compacts <hr/> | <ul style="list-style-type: none"> ● Home/School/Community Connection Cadre Minutes/Activities <hr/> <ul style="list-style-type: none"> ● Raptor Log <hr/> <ul style="list-style-type: none"> ● Parent Conference/Phone Logs <hr/> <ul style="list-style-type: none"> ● Stuart Place Elementary Website <hr/> <ul style="list-style-type: none"> ● Attendance Rates <hr/> |
|--|--|

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

Findings/Analysis

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

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

Strengths

- Good communication to parents/community

- Parental Involvement Program on Campus--Parent Center

- Strong PTA

- Parental Involvement Activities on Campus

- Attendance Rates at Parent functions such as Open House, PTA, Parent/Teacher Conferences

- Involvement of community members in Career Presentations for all grade levels 1-5

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Needs

- Increase Parental Involvement

- Increase Community Partnerships

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Summary of Needs

- Need of more partnerships with community businesses. This can increase education and revenue.

- Continue to maintain current rating of Exemplary to increase community partnerships and favorable representation to the community.

- Continue to involve parents on campus and increase participation rate in the different activities

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School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below.

- | | |
|--|---|
| <ul style="list-style-type: none"> ● Campus Council Minutes 10-11 <hr/> ● Campus Class Schedules 11-12 <hr/> ● Stuart Place Professional Learning Community Agendas/Minutes <hr/> ● <hr/> ● <hr/> | <ul style="list-style-type: none"> ● Grade Level Planning Logs-Agendas and Minutes 2010-2011 <hr/> ● Grade Level/Administration Meeting Agendas/Minutes <hr/> ● Faculty/Staff Handbook 2011-12 including schedules and Student Support Services <hr/> ● Review of student extracurricular activities <hr/> ● H.E.L.P. Program Handbook <hr/> |
|--|---|

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

Findings/Analysis

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

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

Strengths

- 5th Grade Academic Olympics

- Boys & Girls Club Participation in extracurricular sports activities

- Adequate Instructional time based on schedules

- Strong Leadership--Campus Council, DEIC, and TAC representation throughout the school year

- Grade Level Leadership opportunities

- HCISD Systems of Support

- Parental support of our school---strong PTA and Parent Center

- Many opportunities for faculty and staff to have a voice in decision making and school policies

- RTI Process for Decision-making for at-risk students

- Stuart Place Student Advisory Council 2011-2012

Needs

- Continue to find ways to communicate by using the media and KHGN

- Continue to find ways to develop leadership qualities in our students through activities

- Continue to review data to ensure adequate instructional time for student success

- Continue to seek ways to increase parental participation in the campus decision making process

- Continue to find ways to promote our school to the media and KHGN

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Summary of Needs

- Continue to find ways to communicate by using the media and KHGN

- Continue to find ways to develop leadership qualities in our students through activities

- Continue to review data to ensure adequate instructional time for student success

- Continue to seek ways to increase parental participation in the campus decision making process

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Comprehensive Needs Assessment

Technology

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

Potential Data Sources:

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

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

List the actual data sources reviewed below.

- | | |
|--|---|
| <ul style="list-style-type: none"> ● 2010-2011 STaR Chart Data <hr/> ● 2011-12 HCISD Technology Plan <hr/> ● Campus Technology Needs Survey <hr/> ● Campus Technology Cadre Minutes 10-11 <hr/> ● <hr/> | <ul style="list-style-type: none"> ● Campus Technology Inventory Report <hr/> ● Campus Technology Check out Report <hr/> ● <hr/> ● <hr/> ● <hr/> |
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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

- Technology resources on campus have increased over the last 5 years
- Updated Campus Website
- Campus Technician
- Campus Technology Cadre
- Staff Development opportunities for technology learning and implementation
- Compass/Odyessy Lab
- Mini Lab in Thunderbird Learning Lab
- My Reading Coach Lab
- HCISD technology support and finance
- Migrant mini laptops

Needs

- Continue to provide technology related staff development
- Assessing technology proficiency for all stakeholders on campus
- Increase in parent participation with online services
- Increase use of laptop carts in classrooms for support of TEKS and content areas
- Increase technology support for Accelerated Reader Program
- Continue to promote student success in 21st Century Learning Skills
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Summary of Needs

- Focus on 21st Century Learning Skills
- Assessing technology proficiencies for both administration, staff and students
- Addressing areas of weakness on STaR chart
- Increase technology support for Accelerated Reader Program
- Increase in parent participation with online services
- Increase use of laptop carts in classrooms for support of TEKS and content areas
- Continue to provide technology related staff development for all stakeholders
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Demographics

- Plan for different population needs
- Review and continue or enhance at-risk support
- Review and continue or enhance support for mobile population
- Review and continue or enhance support for success of GT classes to encourage Pre-AI
- Review participation rate in programs
- Review and continue or enhance support for LEP student success
- Continue and enhance collaboration among staff and teachers
- Continue to monitor progress, participation, and attendance especially in the special education
- Encourage parent participation

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School Culture and Climate

- Continue to provide activities/initiatives that improve faculty and staff morale.
- Improve security and lighting, particularly in parking lots for staff and student safety.
- Provide activities/initiatives that improve school safety.
- Provide a drug and violence prevention program across the grade levels.

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Curriculum, Instruction and Assessment

- Continue to provide staff development for differentiated instructional needs of special populations
- Continue to use CSCOPE to ensure proper alignment of curriculum
- Continue to plan for alignment of curriculum, assessment and instruction
- Continued Improvement is based on continued review of data
- Focus on work force and career readiness skills for all students

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School Context & Organization

- Continue to find ways to communicate by using the media and KHGN
- Continue to find ways to develop leadership qualities in our students through activities
- Continue to review data to ensure adequate instructional time for student success
- Continue to seek ways to increase parental participation in the campus decision making

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Assessment Summary of Priority Needs

Student Achievement

- Attain STAAR scores at 90% for all Tests and Subgroups
- Attain STAAR commended scores at 100% for all GT students
- Maintain STAAR English scores for all bilingual students and monitor a
- Maintain passing rates of STAAR A and STAAR M student administration
- Continue to meet AYP Performance in Reading/ELA, Mathematics, and Science
- Maintain STAAR commended rates in each subject area as compared to
- Increase the number of students in K-2nd grade to grade level or above
- Continue summer school programs for interventions as well as during school
- Decrease the number of migrant students who are on the Priority for Services

Teacher Quality

- Continue New Teacher Academy for zero year teachers for continued re
- Continue to promote faculty and staff morale with incentive program
- Continue to seek highly qualified teachers and staff as needs arise
- Continue staff development based on individual teacher needs as well as
- Continue to participate in the HCISD mentor program
- Continue to improve collaboration and communication with faculty and

Family & Community Involvement

- Need of more partnerships with community businesses. This can incre
- Continue to maintain current rating of Exemplary to increase communi
- Continue to involve parents on campus and increase participation rate

Technology

- Focus on 21st Century Learning Skills
- Assessing technology proficiencies for both administration, staff and st
- Addressing areas of weakness on STaR chart
- Increase technology support for Accelerated Reader Program
- Increase in parent participation with online services

Increase use of laptop carts in classrooms for support of TEKS and con
Continue to provide technology related staff development for all staker

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