

# VERNON MIDDLE SCHOOL

## Campus Improvement Plan

2011/2012



# VERNON MIDDLE

## **Mission**

*Vernon Middle School will provide a safe, positive, and productive environment. The classroom will remain conducive to learning, allowing student ownership of life experiences. Students will be equipped with tools for learning as they progress through the 21st century. Through parental participation, classroom expectations will be reinforced.*

## **Vision**

*Each of our students would say: "I am a lifelong learner who is looking forward to being a productive member of our world community. With the help and support of my family, school, and community I will be prepared to meet the technological challenges after successful completion of all my educational requirements from HCISD."*

### Nondiscrimination Notice

VERNON MIDDLE does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# VERNON MIDDLE Site Base

Name	Position
Alaniz, Josie Hilda	Parent
Ayala, Arturo	Counselor
Barajas, Dorelia	DEIC
Bouchte, Mary Alice	Parent
Cano, Melissa	P.E./Elective Teacher
Carlsted, Michael	8th Team Teacher
Cavazos, Lourdes	7th Team Teacher
Galvan, Cinthia	Community Representative
Garza, Guadalupe	Business Representative
Guerrero, Jose	6th Team Teacher
Gutierrez, Graciela	Principal
Howell, Harlan	Director of Research and Evaluation
Jimenez, Maria	Community Representative
Krommendyk, Judy	8th Team Teacher
Leal, Jesse	AVID Teacher
Lopez, Lisa	Counselor
Martinez, Valree	7th Team Teacher
Perez, Ester	Sp. Ed. Teacher
Rodriguez, Audra	Instructional Facilitator
Trevino, Gabriel	6th Team Teacher

**HARLINGEN CONSOLIDATED INDEPENDENT SCHOOL DISTRICT  
CAMPUS COUNCIL VERIFICATION  
MIDDLE SCHOOL**

Education Code 11:251 prescribes that each campus will establish a committee to assist the principal in developing, reviewing, and revising the campus improvement plan for the purpose of improving student performance for all student populations with respect to the academic excellence indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations.

The following individuals certify that they were involved in the process for establishing performance objectives for the 11-12 school year.

Vernon Middle School

**Name of School**

Academic Team Member

Campus-based Nonteaching Professional

Academic Team Member

Campus-based Nonteaching Professional

Academic Team Member

Campus-based Nonteaching Professional

Academic Team Member

Parent

Academic Team Member

Parent

Academic Team Member

Community Representative

Elective Teacher

Community Representative

Elective Teacher

Business Representative

Special Programs Teacher

District-level Nonteaching Professional

Principal

DEIC Member

# VERNON MIDDLE

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

**Objective 1.** Offer character education programming.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Reinforce campus pride through teaming activities such as team hallways, pep rallies, and field trips. (Title I SW: 2,6) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Club Sponsors, Instructional Facilitators, Parent Volunteers, Principal, Teacher(s), Team Leaders	8/22/2011 - 5/25/2012	(O)Local Districts	Student/Teacher Feedback
2. Morning announcements include a character education lesson via the use of "Words of Wisdom." (Target Group: All) (NCLB: 4)	Assistant Principal(s), Principal	8/22/2011-5/25/2012	(O)Local Districts	Student/Teacher Feedback
3. Encourage students to get involved in school activities including U.I.L., Pentathlon, choir, band, athletics, AVID and ACE. (Target Group: All) (NCLB: 4)	Campus Staff, Club Sponsors, Coordinator for After School Programs, Teacher(s)	8/22/2011 - 5/25/2012	(O)Local Districts	10% increased participation in all UIL related events
4. Advisory Focus lessons on character education and community responsibilities (Target Group: All) (NCLB: 4)	Instructional Facilitators, Principal, Teacher(s)	8/22/2011 - 5/25/2012	(O)Local Districts	15% increase in School wide community service projects

# VERNON MIDDLE

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

**Objective 2.** Provide a safe and secure learning environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All visitors including substitutes on campus must sign in and be easily identifiable. Appropriate placement of security cameras. (Target Group: All) (NCLB: 4)	Assistant Principal(s), Principal, Receptionist, Security Guards	8/22/2011 - 5/25/2012	(O)Local Districts	100% of visitors will sign-in and follow campus guidelines while visiting Vernon
2. Maintain campus crisis management plan. Ensure that all staff is trained on proper procedures and have easy access to the plan. (Target Group: All) (NCLB: 4)	Assistant Principal(s), Principal	8/22/2011 - 5/25/2012	(O)Local Districts	100% of Vernon staff is trained on the crisis management plan and has access to review procedures when needed
3. Campus Crisis Team will be trained annually on CPI method. (Target Group: SPED) (NCLB: 4)	Assistant Principal(s), Principal, Teachers, Special Ed	8/22/2011 - 5/25/2012	(O)Local Districts	100% of campus crisis team are trained in CPI annually
4. All staff members will be required to wear approved District ID badge. (Target Group: All) (NCLB: 4)	Campus Staff, Principal	8/22/2011 - 5/25/2012	(O)Local Districts	100% of staff members wear campus ID daily.
5. Improved supervision and classroom management in the P.E. department. (Title I SW: 1,2) (Target Group: All) (NCLB: 4)	Teacher(s)	8/22/2011 - 5/25/2012	(L)Local	50% less disciplinary referrals
6. Maintain campus discipline committee to review current classroom management practices including behavior referrals. (Title I SW: 2,8) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Teacher(s)	8/22/2011 - 5/25/2012	(L)Local	50 % reduction of disciplinary referrals
7. Students waiting to be picked up after school will be rounded up and moved in to the building after 4:00 pm. (Title I SW: 2) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Principal	8/22/2011 - 5/25/2012	(L)Local	100% compliance of students and after school programs.

# VERNON MIDDLE

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

**Objective 1.** Encourage parental involvement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain constant communication with parents regarding grades, attendance, behavior, high school requirements, and post high school educational opportunities. Make positive calls. (Title I SW: 2,6) (Target Group: All) (NCLB: 4,5)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	8/22/2011 - 5/25/2012	(F)Parental Involvement, (L)Local	100% of parents will be involved
2. Encourage parents to volunteer for our Parent Center and to be chaperones for field trips or other activities. (Title I SW: 1,6) (Target Group: All) (NCLB: 4)	Parent Liason, Principal, Teacher(s)	8/22/2011 - 5/25/2012	(F)Parental Involvement, (L)Local	100% of parents will be involved.
3. Encourage parent participation at celebratory events held throughout the year. (Title I SW: 1,2,6) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Instructional Staff	Quarterly	(L)Local	Parent Invitations, Agendas
4. Encourage parents to use Home Access Center by disseminating account letters early in the year as well as through parent conferences. (Title I SW: 1,2,6,9) (Target Group: All) (NCLB: 4,5)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	8/22/2011 - 5/25/2012	(L)Local	Increased use of PAC; Sign in sheets
5. Encourage parents to join P.T.A. (Title I SW: 1,2,6) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Principal, Teacher(s)	8/22/2011 - 5/25/2012	(L)Local, (O)Outside Community Resources	P.T.A Membership
6. Use Alert Now to inform parents regarding District and campus activities. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 1,2)	Assistant Principal(s), Principal, Principal's Secretary	8/22/2011 - 5/25/2012	(L)Local	100% of parents will be well-informed of student activities.
7. Maintain campus website to include news, announcements and calendar. (Title I SW: 1,2,6) (Target Group: All) (NCLB: 4)	Campus Staff, Principal, Webmaster	8/22/2011 - 5/25/2012	(L)Local	All school community members will be well informed of campus activities.

# VERNON MIDDLE

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

**Objective 2.** Create opportunities for community involvement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Integrate community resources such as guest speakers with academic and social preparation. (Title I SW: 2,10) (Target Group: All) (NCLB: 4,5)	Campus Career Counselor, Principal, Teacher(s)	8/22/2011-5/25/2012	(L)Local, (O)AVID Grant	20% increase in community involvement.
2. Nurture community partnerships by cooperating with facility requests including class reunions and summer sports activities. (Title I SW: 1,10) (Target Group: All) (NCLB: 4)	Principal	8/22/2011-5/25/2012	(L)Local	20% increase of community involvement
3. Create a campus public relations committee to effectively communicate and promote campus initiatives. (Title I SW: 2,6,10) (Target Group: All) (NCLB: 4,5)	Assistant Principal(s), Principal, Teacher(s)	8/22/2011-5/25/2012	(L)Local	Increased parent/community awareness of campus events.

# VERNON MIDDLE

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

**Objective 1.** To have effective curriculum and department planning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue monthly department meetings (Title I SW: 3,4,5,8,9) (Target Group: All) (NCLB: 1,3)	Assistant Principal(s), Department Heads, Instructional Facilitators, Teacher(s)	8/22/2011 - 5/25/2012	(L)Local, (O)Local Districts	Dept. Head agenda's and sign-in sheets
2. Maintain weekly grade level department planning time with reflective analysis (Title I SW: 1,4,9) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	8/22/2011 - 5/25/2012	(O)Local Districts	Grade Level meeting- "refelctions" analysis weekly by grade level and Depts.
3. Provide state/district materials and statistical data to facilitate vertical alignment. (Title I SW: 1,2,3,4,8) (Target Group: All) (NCLB: 1,3)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	8/22/2011 - 5/25/2012	(L)Local, (O)Local Districts	100% of teachers are using data analysis to guide curriculum
4. Convert monthly faculty meetings to staff learning communities. (Title I SW: 1,3,4) (Target Group: All) (NCLB: 1)	Department Heads, Instructional Facilitators, Principal	8/22/2011 - 5/25/2012	(L)Local	Dept. Heads attend Quarterly District Curriculum meetings
5. Collaborate with high school staff to coordinate activities that impact student success. (Title I SW: 1,2,4) (Target Group: All) (NCLB: 3,5)	Assistant Principal(s), Counselor(s), Department Heads, Director of Career and Technology, Instructional Facilitators, Principal, Team Leaders	8/22/2011- 5/25/2012	(L)Local	Teachers/counselors will collobarate with high schools to ensure 100% successful placement of students in classes/programs.
6. Use team planning time to integrate curriculum and develop interdisciplinary units (Title I SW: 1,2,3,4,5,10) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s), Team Leaders	8/22/2011- 5/25/2012	(O)Local Districts	Lesson plans demonstrate thematic/interdisciplinary studies
7. Discuss the implementation of student academic interventions during planning meetings. (Title I SW: 1,2,4,8,9,10) (Target Group: All) (NCLB: 1,3,4,5)	Assistant Principal(s), Principal, Teacher(s)	8/22/2011- 5/25/2012	(L)Local	At least 20% of team meeting notes indicate collaboration/evaluation of student interventions

# VERNON MIDDLE

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

**Objective 2.** Develop a campus staff development plan that meets Campus needs and District requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide staff development sessions identified by staff as priority including Technology, ELL Strategies, P-AP College Board Training, Inclusion, and E-Campus, AVID (Title I SW: 1,2,3,4,5,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), AVID Teacher(s), Instructional Facilitators, Principal, Teacher - GT / AP, Teacher(s)	Ongoing	(F)Title I, (L)Local, (O)AVID Grant, (S)Local Funds	Eduphoria Staff Credits
2. Encourage staff to attend P-AP Summer Institutes (Title I SW: 1,2,3,4) (Target Group: All) (NCLB: 1,3)	Instructional Facilitators, Teacher - GT / AP	June 2012	(L)Local	Improved instructional strategies in all classes; lesson plans
3. Provide opportunity for science teachers to attend CAST Conference in November. (Title I SW: 1,2,3,4) (Target Group: All) (NCLB: 3)	Department Heads, Instructional Facilitators, Principal, Teachers for Core Subjects	November 2011	(L)Local	20% increase in Taks science scores
4. Provide opportunity for all to attend professional development conferences as we transition to the new state assessment. (Title I SW: 1,2,3,4,5,8,9) (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Department Heads, Instructional Facilitators, Principal	8/22/2011-5/25/2012	(F)Title I, (L)Local	Transition plan for STAAR
5. Provide training, as needed, on new technology. (Title I SW: 1,2,3,4) (Target Group: All) (NCLB: 3,4)	Assistant Principal(s), Campus Technologist, Librarian, Teacher(s)	Ongoing	(L)Local	Use of technology in classrooms
6. Ensure that all P-AP teachers have the mandated 30 hours of GT training and the annual 6 hour training. (Title I SW: 3,4) (Target Group: All, GT) (NCLB: 3,4)	Instructional Facilitators	Ongoing	(L)Local	Lessons plans; P-AP instructional strategies
7. Participate in District curriculum initiatives including vertical alignment and quarterly department head meetings. (Title I SW: 1,2,4,8) (Target Group: All) (NCLB: 3,5)	Instructional Facilitators, Principal, Teacher(s)	8/22/2011-5/25/2012	(L)Local	Minutes from District meetings.

# VERNON MIDDLE

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

**Objective 1.** Demonstrate success on all measurable outcomes.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize the District year at a glance to guide curriculum implementation. (Title I SW: 1,8,10) (Target Group: All) (NCLB: 1,2)	Assistant Principal(s), Instructional Facilitators, Principal, Teachers for Core Subjects	8/22/2011-5/25/2012	(S)Local Funds	100% alignment to District curriculum.
2. Utilize DMAC to monitor student progress on District Common Assessments. (Title I SW: 1,8,9,10) (Target Group: All) (NCLB: 1,2,5)	Assistant Principal(s), Instructional Facilitators, Principal, Teachers for Core Subjects	8/22/2011-5/25/2012	(L)Local	100% monitoring of students.

# VERNON MIDDLE

**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. Identify power standards per content area that emphasize the need for students to be able to read, write, and talk about what they are learning. (Title I SW: 1,2,9) (Target Group: All) (NCLB: 1,2,5)	Principal, Teachers for Core Subjects	8/22/2011-5/25/2012	(L)Local	Power standards will be implemented
2. Foster and monitor adequate writing skills through the use of student portfolios. (Title I SW: 1,2,9) (Target Group: All) (NCLB: 1,2,5)	Assistant Principal(s), Campus Staff, Principal, Teacher(s)	8/22/2011-5/25/2012	(L)Local	All students will be able to write with fluency.
3. Teach the utilization of self-expression and point of view in the writing process. (Title I SW: 1) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Department Heads, Instructional Facilitators, Principal, Teacher(s)	8/22/2011-5/25/2012	(O)Local Districts	Lesson plans indicate the use of literary genre vocabulary as daily warm-up activities
4. Expand literary awareness by demonstrating confidence in communication. (Title I SW: 1,10) (Target Group: All) (NCLB: 1,5)	Department Heads, Instructional Facilitators, Principal, Teacher(s)	8/22/2011-5/25/2012	(O)Local Districts	Lesson plans indicate expanding awareness of literary works
5. Students will be able to solve real world problems involving percents by emphasizing the grade level math TEKS (Title I SW: 1,2,8,9,10) (Target Group: All) (NCLB: 1,2,5)	Principal, Teacher(s)	8/22/2011-5/25/2012	(L)Local	100% of students will be able to fully comprehend the application of fractions to real world activities.
6. Master the skill of Cornell Notes and use the Costa's Level of questions to summarize their notes. (Title I SW: 1,2) (Target Group: All) (NCLB: 1,2,5)	AVID Teacher(s), Instructional Facilitators, Principal, Teacher(s)	8/22/2011-5/25/2012	(L)Local	100% of students will use Cornell Note format.
7. Produce and utilize a uniform science lab report template across all grade levels. (Title I SW: 1,2) (Target Group: All) (NCLB: 3)	Assistant Principal(s), Principal, Teacher(s)	8/22/2011-5/25/2012	(L)Local	100% consistency in science lab notes.
8. Student will begin narrowing their vision of their future expectations by providing them opportunities to research career options. (Title I SW: 2,10) (Target Group: All) (NCLB: 3,5)	Assistant Principal(s), CTE Counselors , Principal, Teacher(s)	8/22/2011-5/25/2012	(L)Local	Kuder Assessment

# VERNON MIDDLE

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

**Objective 3.** Increase the support services for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Early identification of students At-Risk to provide academic or counseling services using INOVA data (Title I SW: 1,2,8,9,10) (Target Group: AtRisk) (NCLB: 3,4,5)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Ongoing	(F)IDEA Special Education - ARRA, (L)Local, (O)Outside Community Resources	At Risk Lists; Counseling documentation
2. Provide services for identified dyslexic students. (Title I SW: 1,2,6,8,9,10) (Target Group: AtRisk) (NCLB: 4,5)	Assistant Principal(s), Campus 504 Coordinator, Principal, Teacher(s)	Ongoing	(F)IDEA Special Education - ARRA, (L)Local	Fast ForWord Class Lists; Improved reading scores
3. Provide tutorials, homework assistance, academic enrichment to all students. (Title I SW: 1,2,5,9,10) (Target Group: All) (NCLB: 4,5)	Assistant Principal(s), Principal, Teacher(s)	Ongoing	(F)Title I	Improved TAKS scores, Low retention rate
5. Plan educational field trips for all students. (Title I SW: 1,2,10) (Target Group: All) (NCLB: 4,5)	Campus Staff, Team Leaders	8/22/2011 - 5/25/2012	(L)Local	Improved TAKS scores, Relevant learning
6. Honor/Celebrate student achievement such as Team Celebration Day and GT Banquet (Title I SW: 6,9,10) (Target Group: All) (NCLB: 4)	Principal, Team Leaders	Quarterly	(L)Local	Improved attendance, Decrease in disciplinary referrals
7. Honor students who excel in all courses, have good attendance, and in general all-around good students via Mustang Power Day. (Title I SW: 2,9,10) (Target Group: All) (NCLB: 4,5)	Instructional Facilitators, Principal, Teacher(s)	Quarterly	(L)Local	Decrease in disciplinary referrals, Improved attendance, Improved benchmark results
8. Provide assistance to identified Gifted and Talented students on their required projects to meet the Texas Performance Standards Project. (Title I SW: 9) (Target Group: GT)	Instructional Staff, Teacher - GT / AP	8/22/2011- 5/25/2012	(L)Local	100% participation in the TPSP.

# VERNON MIDDLE

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

**Objective 4.** Seek additional resources for campus needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Work with grant writer to actively seek out grant opportunities (Title I SW: 2,9,10) (Target Group: All) (NCLB: 4)	District Grant Writer, Principal, Teacher(s)	Ongoing	(L)Local	Increase of grant applications
2. Collaborate with P.T.A. to encourage fund raising for specific campus needs. (Title I SW: 6,9) (Target Group: All) (NCLB: 4)	Principal, PTA	Ongoing	(L)Local	Increase in funds for student activities
3. Establish campus-based staff fundraisers to target campus and community needs. (Title I SW: 1,2,10) (Target Group: All) (NCLB: 4)	Campus Committees, Campus Staff	8/22/2011-5/25/2012	(L)Local	Increase in funds for student and community activities

# VERNON MIDDLE

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

**Objective 5.** Maximize successful inclusion strategies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Special Program staff will provide learning strategies to all students. (Title I SW: 2,10) (Target Group: ESL, LEP, SPED) (NCLB: 1,2,4,5)	Paraprofessionals, Teacher(s), Teachers - ESL, Teachers, Special Ed	Ongoing	(F)IDEA Special Education, (F)Title III Bilingual / ESL, (L)Local	Improved grades
2. Increase collaboration between regular education and special education teachers to implement student IEPs. (Title I SW: 2,9,10) (Target Group: SPED) (NCLB: 5)	Teacher(s), Teachers, Special Ed	Ongoing	(L)Local	Improved delivery of instruction to special education students

# VERNON MIDDLE

**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. Plan college visits and/or job site visits via AVID and/or CTE (Title I SW: 1,10) (Target Group: All) (NCLB: 4,5)	Campus Career Counselor, Teacher(s)	08/22/2011-05/25/2012	(L)Local, (O)AVID Grant	Low retention rate
2. Include advisory focus lessons on careers and colleges. (Title I SW: 1) (Target Group: All) (NCLB: 5)	Teacher(s)	8/22/2011 - 5/25/2012	(L)Local	100% of students will have an opportunity to research potential post-secondary activities.
3. Continued use of community resources as part of career awareness program. (Title I SW: 6,10) (Target Group: All) (NCLB: 5)	Campus Career Counselor, Community Agencies, Counselor(s)	8/22/2011 - 5/25/2012	(L)Local	20% increase in community involvement

# VERNON MIDDLE

**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. Invite colleges to present on specific programs that target varied careers such as the Physics Circus. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 5)	CTE Counselors	8/22/2011-5/25/2012	(L)Local	Feedback on Presentations
2. Continue to have community business members from the Texas Scholars Program present to students on the economic need to graduate career and college ready. (Title I SW: 1,2,10) (Target Group: All)	CTE Counselors , Instructional Facilitators	01/10/2012 - 3/31/2012	(O)Outside Community Resources	Feedback on presentation



## Comprehensive Needs Assessment

### Demographics

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

Potential Data Sources:

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

### Data Sources Reviewed

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

List the actual data sources reviewed below.

- |   |       |
|---|-------|
| ● PEIMS                                 | ●     |
| _____                                   | _____ |
| ● AEIS Reports                          | ●     |
| _____                                   | _____ |
| ● E-School Enrollment Reports           | ●     |
| _____                                   | _____ |
| ● Cognos Report on current Demographics | ●     |
| _____                                   | _____ |
| ●                                       | ●     |
| _____                                   | _____ |

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





## Comprehensive Needs Assessment

### Student Achievement

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

Potential Data Sources:

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

### Data Sources Reviewed

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

List the actual data sources reviewed below.

- |                             |         |
|-----------------------------|---------|
| ● State Assessment Data     | ● _____ |
| ● _____                     | ● _____ |
| ● DMAC                      | ● _____ |
| ● _____                     | ● _____ |
| ● INOVA                     | ● _____ |
| ● _____                     | ● _____ |
| ● Course/Class grades       | ● _____ |
| ● _____                     | ● _____ |
| ● Promotion/retention Rates | ● _____ |
| ● _____                     | ● _____ |

See page 8 of the guide for probing questions related to Student Achievement.





## 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.

- |                               |   |       |
|-------------------------------|---|-------|
| ● Student Survey              | ● | _____ |
| ● Staff Survey                | ● | _____ |
| ● Discipline Committee Matrix | ● | _____ |
| ● Attendance Report           | ● | _____ |
| ●                             | ● | _____ |

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

- 91% of staff agree on opportunities for professional learning
- 83% of staff feel that supplies and resources are sufficient
- 96% of staff feel safe at work
- 90 % of students feel a sense of value and importance
- 92% of students feel that the student body has school pride and spirit.
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## Needs

- Increase faculty morale
- Increase sense personal value among staff
- Decrease disciplinary referrals
- Increase student attendance
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# Summary of Needs

- Increase faculty morale
- Decrease disciplinary referrals
- Increase student attendance
- Increase sense of personal value among staff
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## Comprehensive Needs Assessment

### Staff Quality, Recruitment and Retention

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

Potential Data Sources:

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

### Data Sources Reviewed

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

List the actual data sources reviewed below.

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>● AESOP</li> <hr/> <li>● AEIS Reports</li> <hr/> <li>● Annual Survey Teachers HQ</li> <hr/> <li>● Eduphoria - Workshop &amp; PDAS</li> <hr/> <li>●</li> <hr/> </ul> | <ul style="list-style-type: none"> <li>● SBDM Minutes</li> <hr/> <li>●</li> <hr/> <li>●</li> <hr/> <li>●</li> <hr/> <li>●</li> <hr/> </ul> |
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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
- 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.

- |                              |   |       |
|------------------------------|---|-------|
| ● Eduphoria                  | ● | _____ |
| ● INOVA                      | ● | _____ |
| ● DMAC                       | ● | _____ |
| ● Department representatives | ● | _____ |
| ● Curriculum Survey          | ● | _____ |

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

- Monthly department meetings

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- Highly qualified and experienced teachers

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- Weekly grade level team meetings to address clearly specified and appropriate achievement expectations for all learners

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- Weekly academic team meetings to address specific student needs beyond primary classroom instruction

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- Weekly grade level department meeting to develop and align weekly lessons with TEKS

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- Flexibility in regards to TEKS aligned lesson delivery

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- Use of technology for delivery of instruction

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## Needs

- Increased professional development in the areas such as: special education, ESL.

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- Increased availability of technological equipment.

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- Additional supplemental materials and manipulatives for all subjects.

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- Updated materials for all subjects

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# Summary of Needs

- Increased professional development to address all special populations.

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- Supplemental materials and manipulatives to enhance delivery instruction

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- and assist with differentiated instruction

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- Increased technology to deliver lessons effectively for 21st century learning skills.

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- Updated materials for all courses.

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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.

- |                        |   |  |
|------------------------|---|--|
| ● Staff Survey         | ● |  |
| ● Parental Involvement | ● |  |
| ●                      | ● |  |
| ●                      | ● |  |
| ●                      | ● |  |

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

- Parental communication

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- Parental Involvement meeting

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- School Academic Events

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- School Extracurricular events

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- New Horizons

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- ACE

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## Needs

- Parental participation in academics

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- Parental participation in discipline

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- Accurate demographics (phone numbers)

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- More Community Involvement

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# Summary of Needs

- Parental participation in academics and discipline.

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- Accurate parent/guardian contact information.

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- More community involvement.

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## Comprehensive Needs Assessment

### School Context and Organization

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

Potential Data Sources:

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

### Data Sources Reviewed

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

List the actual data sources reviewed below.

● Master Schedule	●	
_____	●	_____
● Staff Survey	●	
_____	●	_____
● Probing Questions	●	
_____	●	_____
● _____	●	
_____	●	_____
● _____	●	
_____	●	_____

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





## Comprehensive Needs Assessment

### Technology

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

Potential Data Sources:

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

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

List the actual data sources reviewed below.

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>● Staff survey</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● List of software programs</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Technology hardware</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Leadership and administrative support structures for technology implementation</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Technology procedures and trainings</li> </ul> <hr/> | <ul style="list-style-type: none"> <li>● Location of resources and availability</li> </ul> <hr/> <ul style="list-style-type: none"> <li>●</li> </ul> <hr/> <ul style="list-style-type: none"> <li>●</li> </ul> <hr/> <ul style="list-style-type: none"> <li>●</li> </ul> <hr/> <ul style="list-style-type: none"> <li>●</li> </ul> <hr/> |
|---|--|

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



## Demographics

- Support for increased number of special education students
- Support for LEP students who historically have not met the LEP exit criteria
- Support for high mobility population
- Support for increased number of recent immigrants

Our current demographics indicate an increase in special populations. Our total current enrollment is 776 with 12% special education and 8% LEP population. Historically our mobility rate is about 18%. In addition, the situation in Mexico has caused an increase in recent immigrants.

## Student Achievement

- Increase passing rates for LEP students in all areas.
- Lower the student:teacher ratio
- Increase learning time.

At this time, there is a great deal of unknown as to what the STAAR test will actually look like. But based on what is known and in what are results from the TAKS test we can identify that our LEP population will continue to struggle. There is a need to increase the learning time for all of our students by either reducing the student: teacher ratio or extending the day.

## School Culture and Climate

- Increase faculty morale
- Decrease disciplinary referrals
- Increase student attendance
- Increase sense of personal value among staff

Overall, the staff agrees that they feel safe, acknowledged, and able to continue to learn. They feel that they students feel valued and therefore feel pride of their school. We continue to fine tune this area in seeking ways to decrease the student referrals and increase student attendance. Although our attendance was at 94%, we need to improve to at minimum 96%.

## Teacher Quality

- Implementation of instructional coaching
- Time for mentors to meet with their proteges

We continue to meet the highly qualified requirement of NCLB. There is a need to maintain teacher learning communities. We also need to designate a time during the workday during which staff can meet and assist their protégés.

## Curriculum, Instruction and Assessment

Increased professional development to address all special populations.  
and assist with differentiated instruction  
Supplemental materials and manipulatives to enhance delivery instruction  
and assist with differentiated instruction  
Increased technology to deliver lessons effectively for 21st century learning skills.  
Updated materials for all courses.

Because our demographics have increased in the higher needs category, it is important that we are up to date with any materials that are needed to deliver instruction in a manner that will help comprehension. Additional resource material is needed to enrich current curriculum.

## Family & Community Involvement

Parental participation in academics and discipline.  
Accurate parent/guardian contact information.  
More community involvement.

Our strengths include communication with parents through a variety of resources including Parental Involvement. We need to continue improving communication and reaching beyond our school community to the Harlingen community. In order to accomplish this, we need to make sure that we maintain accurate contact information.

## School Context & Organization

Additional committees to gain input from all staff including paraprofessionals.  
Importance of elective course.

Feedback from staff indicates that we operate an effective campus. Campus committees do exist but more of them would enable the campus to get specific feedback from a variety of groups. The elective teachers at times feel that their courses do not matter since they are not tested.

## Technology

Anchoring projectors to ceiling.  
Permission to use social networking applications to communicate with students and parents  
Provide a District email address for students.  
Enable staff to bypass blocks for educational sites.

A strength in this area is that staff all the technology needed to operate a class in this century including projectors and document cameras. The need is to have this technology setup in a manner that would facilitate there use. At times the teacher would like to use a video but the District's filtering system blocks the site.