

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 Data 2009-10 & 2010-2011

- AEIS Report 2009-10

- AYP Report 2009-10

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- _____

- _____

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

- Special Education Programs

- SAP committee in place

- Reading, ELA, Social Studies Testing

- Improvement in Math

- Teacher to student ratio

- GT students identified

- ESL students received some service

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Needs

- GT Program Structure

- ESL Program

- Special Ed. Testing Areas

- LEP Testing Areas

- programs for Economically Disadvantaged families

- Secondary Science

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Summary of Needs

- Design and Implement GT Program

- Service ESL students through a program offered at school

- More Special Ed. Staff to service identified students

- 71% of our students are Economically Disadvantaged; programs to benefit are needed

- HS Science Composite for Secondary Science

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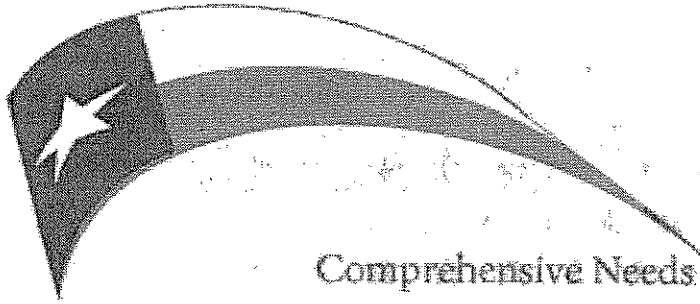
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Comprehensive Needs Assessment

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.

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|--|---|
| <ul style="list-style-type: none"> ● Master Schedule <hr/> ● Duty Roster <hr/> ● School Map & Physical Environment <hr/> ● Library Schedule <hr/> ● Sports Schedule <hr/> | <ul style="list-style-type: none"> ● Fire Drill Evacuation Route <hr/> ● <hr/> ● <hr/> ● <hr/> ● <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." -

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Strengths

- DEIC Parent Rep.

- DEIC MS Representation

- Employee of the Month System

- Teaching Teams per campus

- DEIC

- Master Schedule

- Fire Drill Evacuation Route

- UIL activities are made available

- Buckner Service Counseling for at risk students

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Needs

- DEIC (more commitment from business rep.)

- DEIC - more HS reps

- DEIC - more student reps

- more staff to coach UIL

- afterschool programs (transportation)

- crisis intervention training

- emergency mgmt plan

- Library Program

- counseling schedule with time allotted for students

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Summary of Needs

- crisis intervention training

- DEIC- more representatives from HS (students and staff)

- more time from the counselor for students

- more incentive for staff to coach UIL events

- afterschool programs

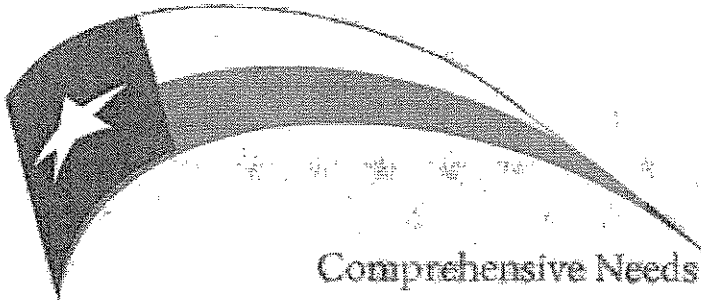
- emergency mgmt plan

- DEIC- business representative

- library program

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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.

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|--|--------------------------------------|
| ● Job Applications | ● Special Program Qualifications |
| ● Teacher Certification/Qualification Data | ● Professional Development Data |
| ● Paraprofessionals & Other Staff Qualifications | ● Teacher to Student Ratios |
| ● Staff Mobility/Stability | ● Recruitment & Retention Strategies |
| | |

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

Findings/Analysis

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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

- teacher to student ratio

- stipends paid for hard to staff areas/and they're advertised on school website

- low turn over

- maintenance of website to accurately reflect personnel needs

- administrative support of mentor program

- majority of staff hold multiple certifications

- reassignments made to serve areas of need

- one app consortium

- DEIC- make recommendations for professional development according to

- Fine Arts Teacher

Needs

- staff attendance rate

- same conference for Mentor & ACP candidate

- Special Education Staff

- remote rural area

- HS Science Composite Cert.

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Summary of Needs

- staff attendance rate (possibly increasing stipend for perfect attendance)

- same conference for Mentor & ACP candidate

- Special Education Staff

- HS Science Composite Cert.

- remote rural area

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Student Achievement

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

Potential Data Sources:

- State Assessment Data
- TELPAS 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.

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| <ul style="list-style-type: none"> ● State Assessment Data <hr/> <ul style="list-style-type: none"> ● TELPAS <hr/> <ul style="list-style-type: none"> ● TPRI (PK-2nd) <hr/> <ul style="list-style-type: none"> ● Dual Enrollment <hr/> <ul style="list-style-type: none"> ● Student Report Cards <hr/> | <ul style="list-style-type: none"> ● Classroom & Program Assessments <hr/> <ul style="list-style-type: none"> ● SAT/ACT/PSAT Results <hr/> <ul style="list-style-type: none"> ● <hr/> <ul style="list-style-type: none"> ● <hr/> <ul style="list-style-type: none"> ● <hr/> |
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See page 8 of the guide for probing questions related to Student Achievement.

Findings/Analysis

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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

- Opportunities for Dual Enrollment

- Implementation of Mock Testing

- Opportunities for Student Tutorials

- PSAT/SAT/ACT

- Education 20/20 for credit recovery

- AR/English in a Flash

- StudyIsland

- Waterford (Elementary)

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Needs

- Additional Tutorials to improve State Assessments

- Create a plan for immediate intervention for students not succeeding such as ELL's & Special Education Students

- Develop a strategic plan to track student achievement

- College Readiness

- Dual Enrollment-Texas Virtual School Network

- Didn't meet State requirements on TAKS

Summary of Needs

- Develop plan to meet the needs of HS Students wanting to attend College.

- Strategic plan to help all students be successful in passing State Assessments.

- PSAT reports demonstrate a need to improve student scores.

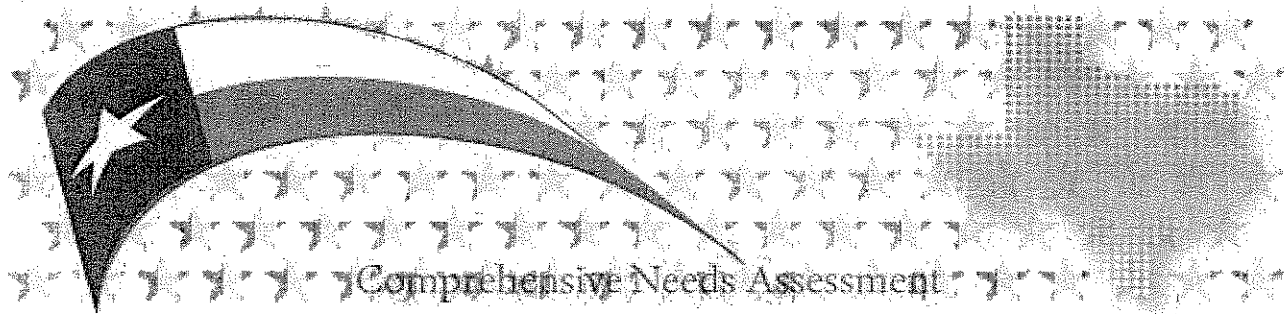
- Inconsistent intervention programs makes determining student benefit difficult.

- More strategies to help struggling ELL's & Special Education students.

- District didn't meet state requirements on TAKS (15% commended to achieve Recognize & 25% commended to achieve Exemplary)

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Curriculum, Instruction and Assessment

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- TAKS Results (3rd - 11th grade)

- TPRI Results (PK - 2nd grade)

- TELPAS Reports

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See page 11 of the guide for probing questions related to Curriculum, Instruction and Assessment.

Findings/Analysis

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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

- CSCOPE

- On-line Resources via Region One

- Foundation Course-Class materials

- Technology (in the classroom)

- Accelerated Reading

- StudyIsland

- Waterford (Elementary)

- Education 20/20

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Needs

- All Certified Teachers need to be trained

- in the new State Adoption Curriculum

- for ELP's, ESL, & College readiness.

- GT Curriculum

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Summary of Needs

- Develop plan to meet the needs of HS Students wanting to attend College.

- Teachers to be trained in the new curriculum on State Adoption.

- GT Curriculum for students identified through NNAT & COGAT.

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Technology

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

Potential Data Sources:

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

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

List the actual data sources reviewed below.

- STAR Chart (100% teachers participated) ● _____
- _____ Technology Plan (Jan./2010) ● _____
- _____ CIP (each campus) ● _____
- _____ District Improvement Plan ● _____
- _____ On-Site Technology- Mr. Rey Garza ● _____

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." -

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Strengths

School Messenger System

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● Access to Computers

● All classrooms equipped with Smartboard, Projector & laptops

● Curriculum - On-Line Textbooks

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Needs

● netStartClass Web for Teachers to manage their own web page

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● Web-cam for Distance learning

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● Community access to Internet usage

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● On-going training for usage of technology in the classroom, i.e. Smartboard training

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● Announcements done by way of classroom TV's/Monitors by students

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Summary of Needs

● SPMS was unable to fulfill commitment of providing 3 Distance Learning sessions with the NASA Middle School Scholars Program during the 2009/2010 school year.

● Middle School Teachers will be attending the NASA training again & will need to commit to 3 distant learning sessions for the 2011/2012 school year.

● Journalism class to provide exposure & experience by way of announcements through TV's/Monitors.

● Software to monitor student activities while on computers (in the classroom).

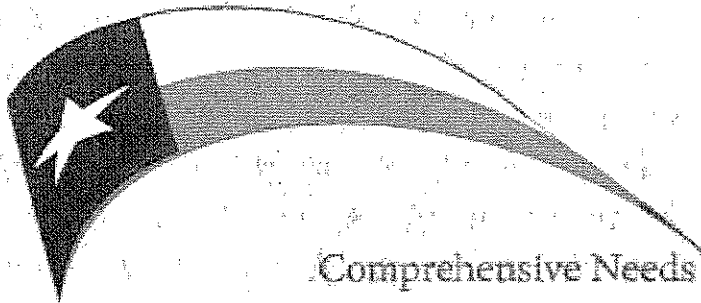
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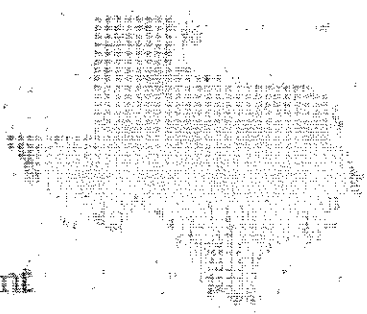
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Comprehensive Needs Assessment



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.

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|--------------------------------------|------------------------|
| ● PTO Sign-In Sheets | ● Demographic Data |
| ● Open House Sign In Sheets | ● Migrant Pac Meetings |
| ● Family and Community Participation | ● |
| ● Counts on Scheduled Activities | ● |
| ● Monthly Calendar | ● |

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

Findings/Analysis

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

Strengths

- Parent Communication in Eng/Spanish

- Scheduled Events during the year for

- parents/teacher and community.

- Parent/Teacher Conferences

- Marquee for announcements

- School website

- Partnership with different agencies(Wil-Cam)

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Needs

- Increased parental participation on

- activities and meetings.

- Increased parental knowledge of

- strategies used on academic areas.

- More programs to address the needs

- in the community, (ESL, GED,

- parenting skills, etc)

- weekly academic/behavior reports

- to parents

- more advanced notice on events

- School website in Spanish

Summary of Needs

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- Based on the sign in sheets we have a need for increased parental

- participation on activities and meetings.

- We also have a need for increased parental knowledge of strategies used

- on academic areas.

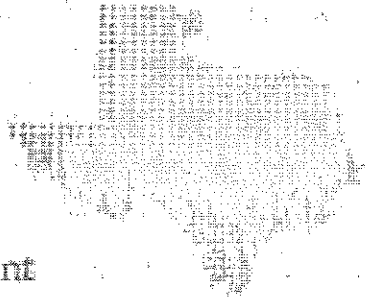
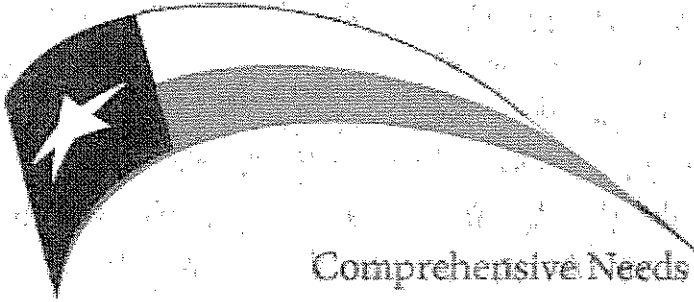
- Based on demographic data, more programs are needed to address the needs

- in the community.

- Weekly academic/behavior report sent to parents

- More advanced notice on events

- School website in Spanish



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.

- AIS Report ● _____
- school code of conduct ● _____
- parent conferences/meetings ● _____
- Dual Enrollment ● _____
- Special program participation ● _____

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

- Teacher to student ratio

- code of conduct

- parent meetings

- Stems(Robotics)

- Annual History/Science Fair

- GT Identification completed

- DEIC

- DAEP

- parent/student participation in sports (tournament)

- ESL students received some service during the year

Needs

- increased participation in academic

- extra curricular activities (UIL)

- ESL program

- GT program

- update emergency management plan (Fire drills)

- Saturday Academies

- Parent notification(liability)

- School mission reviewed

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Summary of Needs

- Based on data we need increased participation in extracurricular activities.

- We also have a need to update the emergency management plan (fire drills, tornado)

- We need school mission reviewed.

- further work on the ESL and GT programs.

- Further clarification on whether or not school is liable for students after school hours.

- Time for tutoring.

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