Site-Based Decision Making Committees

Region One Education Service Center
Office of School Improvement, Accountability and Compliance
Agenda

• Review context and legislation regarding Site-Based Decision Making
• Study the function of District and Campus SBDMs
• Apply collaborative strategies for the implementation of SBDMs
Legislation

• Sec. 11.251. PLANNING AND DECISION-MAKING PROCESS.
• Sec. 11.252. DISTRICT-LEVEL PLANNING AND DECISION-MAKING
• Sec. 11.253. CAMPUS PLANNING AND SITE-BASED DECISION-MAKING.
What is Important?

Site-based decision making is a process for decentralizing decisions to improve the educational outcomes at every school campus through a collaborative effort by which principals, teachers, campus staff, district staff, parents, and community representatives assess educational outcomes of all students, determine goals and strategies, and ensure that strategies are implemented and adjusted to improve student achievement.
Make Decisions

Collaborate

Set Goals

Determine Goals

Monitor

Adjust
Effective planning for the purpose of improved student performance

Increased staff productivity and satisfaction

Coordination of “regular” and special program or service components

Improved Community Involvement, communication and information in the school improvement process

Increased staff productivity and satisfaction

Pervasive and long-range commitment to implementation

Clearly established accountability parameters for student performance

Increased flexibility at the campus level in the allocation and use of both human and fiscal resources

Consensus-based decision making
Responsibilities
DIPs/CIPs are developed, reviewed, and revised annually
Annually approve plans
Plans support state goals and objectives
There is a policy to establish district-wide and campus-level planning that involves stakeholders
School Boards

Shall Establish...

- A procedure under which meetings are held regularly
- An administrative procedure is established to define the respective roles and responsibilities of stakeholders
- **Adopt a procedure**, for the professional staff to **nominate and elect** the professional staff who will meet with the board or designee
Board Policies

- Procedures for:
  - Nomination and Election of Teachers
  - Selection of parents
  - Selection of community members and business representatives
  - Federal planning requirements are addressed
District/Superintendents

Shall Have...

- A district improvement plan that is developed, evaluated and revised annually
- A plan that includes a CNA, measurable district performance objectives and is disaggregated by student groups including students in special education programs
- Strategies for improvement of student performance
- A regular consultation with district-level committee in planning, operation, supervision, and evaluation of the district educational plans
District Improvement Plans

District Improvement Plan
Hillsboro School District
2017-2018

Purpose – Guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards.
District Improvement Plans

Comprehensive Needs Assessment

Academic Excellence Indicators

Other Appropriate Measures

Ethnicity

SE Status

Sex

Special Programs Populations

Special Education Students
District Improvement Plans

Instructional methods addressing Needs of student populations not Meeting their full potential
District Improvement Plans

Address the needs of students for special programs
E.g.
Suicide Prevention
Conflict Resolution
Violence Prevention
Dyslexia Treatment Programs
District Improvement Plans

Dropout Reduction
District Improvement Plans

Integration of Technology
District Improvement Plans

Discipline Management
District Improvement Plans

Staff Development

TRAINING
TEACHING
KNOWLEDGE
SKILLS
COACHING
LEARN
DEVELOPMENT
District Improvement Plans

Career Education

ready for tomorrow
District Improvement Plans

Accelerated Education
District Improvement Plans

Secondary Schools

Higher education admissions and financial aid opportunities

TEXAS Grant Program and Teach for Texas grant program

The need for students to make informed curriculum choices to be successful beyond high school

Sources of information on higher education admissions and financial aid
District Improvement Plans

Secondary Schools

- Higher education admissions and financial aid opportunities
- TEXAS Grant Program and Teach for Texas grant program
- The need for students to make informed curriculum choices to be successful beyond high school
- Sources of information on higher education admissions and financial aid

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District Improvement Plans

One campus districts can have one plan

Resources

Plan must be made available upon request

Staff responsible for ensuring the accomplishment of each strategy

Formative evaluation criteria for determining intended improvement

Timelines for ongoing monitoring of the implementation of each improvement strategy

District Improvement Plan
Hillsboro School District
2017-2018

Date of School Board Approval
At least every two years, each district shall evaluate:

- Decision-making and Planning Policies
- Procedures
- Staff Development Activities
Improvement Committees

Composition of Committee

- Community Member
- Parent
- Business
- Sped. Teacher if Possible
- 2/3rds Teachers
- Representative Professional Staff (Teachers)
Improvement Committees

Parent

1. A person who stands in parental relation to a student is considered a parent.
2. A parent who is an employee of the District is not considered a parent representative on the committee.
3. A parent is not considered a representative of community members on the committee.

Select
Improvement Committees

Students

Where appropriate (Secondary Schools)

Select
Community members must reside in the District and must be at least 18 years of age.
Committee must include business representatives without regard to whether a representative resides in the District or whether the business the person represents is located in the District.
Improvement Committees

Professional Staff

Representative professional staff, including, if practicable, at least one representative with the primary responsibility for educating students with disabilities 2/3rds Teachers

Nominate and Elect
District Improvement Committees

Will Hold at Least One Public Meeting a Year After Annual District Performance Report

“Let’s discuss the Performance of the district.”

“Let’s provide recommendations!”

“Let’s consult with the superintendent.”

“Let’s get community, parent, and staff input!”

“Let’s Discuss the District’s Performance Objectives.”

“Let’s provide information to stakeholders.”

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Improvement Committees

Possible Offices on SBDM Committees

Chair – prepares committee meeting agenda’s with the assistance of the principal, guide meetings and encourage input from all members

Vice-Chair – performs Chair’s duties in his/her absence; serves as chair of the Evaluation and Modification Committee

Scribe/Recorder – prepare and maintain minutes of committee meetings, committee membership roster and bylaws

Facilitator/Timekeeper – monitors committees energy and interaction, keeps committee on track and ensures activities are completed in a timely manner
Improvement Committees

Documentation

- Standard Application System (SAS) Consultation Meetings
- SAS Budget Review Meetings
- Annual Title I Meeting
- Coordination Meetings with Head Start, Even Start, etc.
- Parent Involvement, Joint Policy Development, School-Parent Compact, and Other Parent Meetings
- Comprehensive Needs Assessment/Data Review Meetings

- Campus Improvement Plan Development and Review Meetings
- Private Non-Profit School Participation and Consultation Meetings
- Program Evaluation Meetings
- Parent Advisory Council (PAC) Meetings
- Safe and Drug-Free Schools and Communities Consultation and Advisory Meetings
- Performance-Based Monitoring Team Meetings for Each Stage, as Appropriate

Adequate Documentation
- Announcement and/or invitation
- Agenda with date, time, and location
- Sign-in sheet
  - Title of meeting
  - Date, time, location
  - Participants with role noted
- Meeting minutes/summary with date
- Copy of distributed materials
- Presentation materials, i.e., PowerPoint, handouts, etc.

Value Added Documentation
- List of invitees and/or required participants
- Announcement methods: Email, newsletter, notices, flyer, public posting, television, etc.
- Varied meeting dates, times, and locations
- Meeting evaluations
- Posting of PowerPoint and/or materials on website
- Evidence of follow-up meetings and/or trainings
- Electronic and work paper copies of documentation in a central location (one official file)
- Comments/quotes from participants
- Follow-up with parents unable to attend
Improvement Committees

Planning Cycle

Development
Evaluation
Site-Based Decision Making
Planning Lifecycle
Planning and Action
Training
Analysis
Site-based decision making should begin with research of state rules and laws pertaining to SBDM. Successful models used by a variety of school districts, publications and seminars provided by TEA and other organizations are available to aid schools in the development process. Roles and responsibilities should be defined for all responsible parties, from teachers and community members to the board of trustees. All planning and development activities should support the school district’s mission.
Training begins with the district level committee introducing site-based decision making policies, procedures and activities to campus level committee members and staff. Special attention should be given to group dynamics. Efforts to improve skills in consensus building and conflict resolution should result in more effective meetings.
Campus improvement teams analyze data on campus performance on identify performance gaps and assess campus needs.
Planning and action phases place priorities on needs and execute the action steps developed in the campus improvement plan. Strategies with the objective of attaining student and campus goals are implemented.
Evaluation of site-based policies, procedures and activities is the final phase in the cycle. Criteria should be established to measure results of actions taken to improve campus effectiveness. The campus’ success in meeting its objectives can be measured by comparing actual student achievement to the goals established through the district- and campus-level committees and the district’s site-based decision making policies and procedures. The data produced in the analysis phase of the site-based decision making planning lifecycle can provide valuable information for improving the site-based decision making in the future.
Improvement Committees

Areas that are Addressed

- Planning
- Budgeting
- Curriculum
- Staffing patterns
- Staff development
- School organization
Students who are at risk of dropping out of school under the criteria
How students are entered into the SCE program;
How students are exited from the SCE program;
The methodologies involving calculation of 110% satisfactory performance on all assessment instruments, in accordance with Section 29.081, TEC
The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.
“Let’s discuss the Performance of the campus.”
“Let’s provide recommendations!”
“Let’s consult with the principal.”
“Let’s get community, parent, and staff input!”
“Let’s Discuss the campus’s Performance Objectives.”
“Let’s provide information to stakeholders.”
Campus-Level Committees

Shall...

Be Involved in Decisions:
- Planning
- Budgeting
- Curriculum
- Staffing Patterns
- Staff Development
- School Organization

Hold at least one meeting a Year

Approve portions of the campus plan pertaining to staff development needs
Develop, review and revise the Campus Improvement Plan.
Campus Improvement Plans

- Assess academic achievement for each student
- Set campus performance objectives
- Identify how the campus goals will be met for each student
- Determine the resources needed to implement the plan
- Identify staff needed to implement the plan
- Set timelines for reaching goals
Measure progress towards performance objectives
Include goals and methods for violence prevention and intervention
Provide for a program to encourage parental involvement at the campus
Elementary, Middle or Junior High Schools set goals and objectives for the coordinated health program
Campus Improvement Plans

- student academic performance data;
- student attendance rates;
- the percentage of students who are educationally disadvantaged;
- the use and success of any method to ensure that students participate in moderate to vigorous physical activity
- any other indicator recommended by the local school health advisory council.
Comprehensive Needs Assessment

WHY TEAMS?

• The work is hard and teams, not individuals, are best suited to make adaptive change.

• Teams create practice space where new behaviors and skills can be learned.

• Teams take on collective responsibility for improving outcomes for a specific group of struggling learners.
Comprehensive Needs Assessment

WHY TEAMS?

• Requires a data savvy person to lead the work.
• Goes against the traditional ways schools have addressed learning gaps.
• Teams often require a nudge to continue inquiry.
• New behaviors must be supported.
Comprehensive Needs Assessment

Let’s look at multiple sets of data and determine the priority, needs and direction of the school!

CNA Committees:
1. Parents
2. Community members
3. Teachers
4. Principals
5. Administrators
6. Other School Staff
I wonder how many times we will meet to assess our campus needs.

I could really use some binders for my AVID kids.

I hope I get put in charge of a committee!

Who is on duty?
Comprehensive Needs Assessment

EVENT
Comprehensive Needs Assessment

Demographics

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

1. What do enrollment numbers indicate?
2. What is the breakdown by ethnicity, gender, or other category?
3. How has the enrollment changed over the past three years?
4. What is the number of students in each special program? How do these program numbers look broken up by ethnicity, gender, or other category? Are we over- or underrepresented in certain groups? Why?
5. What is the data for special programs over time?
6. What does the data reflect regarding students who exit from special programs? How many? Who are they? What trend or pattern do we see?
7. Who are our at-risk students? What is their at-risk category?
8. Who are our Migrant students?
9. What is the mobility rate for this campus? What is the stability rate? How are these numbers represented for Migrant students?
10. What area of the community do these students come from?
11. What are the staff demographics?
12. What are the teacher/student ratios? How do these ratios compare to performance?
Each area of the CNA tool is noted below, along with probing questions to facilitate dialogue about the data; determine strengths and needs; and develop priority and summary statements for each area. There may be other critical district-and campus-specific questions which are not reflected below. Committee members may generate a list of additional questions based on ‘what do we want to know,’ ‘why do we want to know’ and ‘what data do we have or need to address the questions’? “
Comprehensive Needs Assessment

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Student Achievement

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

1. How is student achievement data disaggregated?
2. How does student achievement data compare from one data source to another?
3. What does the data indicate when disaggregated by ethnicity, gender, socioeconomic status, special program, or other category?
4. In which areas are we showing growth? At what rate? Compared to which standard of achievement?
5. Which students are making progress? Why?
6. What impact are Intervention programs having on student achievement? Which students are benefiting or not? Why?
7. What does the longitudinal student achievement data indicate?
8. What does the data reflect within and among content areas?
9. What does the date indicate when disaggregated at various levels of depth?
10. Which students are making annual progress? Which ones are making projected growth? Who are these students? How does this data compare across programs, content areas, subgroups, etc.?
Comprehensive Needs Assessment

School Culture and Climate

Culure is the underground stream of norms, values, beliefs, traditions, and rituals that builds 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

1. How do students describe the school climate? How does this compare to staff?

2. What evidence is there that students and staff are collectively aligned with the vision and mission of the school?

3. How do students and staff describe attitudes, respect, relationships, belonging, support, etc.? How does this data compare across groups? Which groups respond in which manner?

4. What does the data reflect regarding student behaviors, discipline, etc.?

5. To what degree do students and staff feel physically safe?

6. What do students and staff indicate about expectations: academic, behavioral, social, extracurricular, etc.?

7. Which students are most satisfied with the school's culture and climate? How does this compare to the students' attendance, tardies, and other behaviors?

8. What does the data indicate regarding classroom management and organization? How does this compare to classroom student achievement data?

9. What does the data reflect regarding gang, substance abuse, weapons, and other safe schools areas? Who are the students involved? What do we know about these students? What services have these students received?

10. What students are involved in extracurricular activities, clubs, and other areas? Who are these students? What does student achievement reflect about these students versus others who are not involved?

11. What are the students' and staff's perceptions of facilities and the physical environments? What is the impact of the facilities on culture and climate?

Staff Quality, Recruitment and Retention

(Note confidentiality requirements regarding specific teacher appraisal and observation data)

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

1. What are the teacher qualifications, certifications, etc. Paraprofessionals?

2. What does the general data reflect regarding teacher quality on the campus?

3. How are follow-up data regarding teacher performance provided to teachers?

4. How are we recruiting highly qualified and effective staff?

5. What is our staff attendance rate? Retention rate? Turnover rate?

6. How is highly effective staff assigned to work with the highest need students?

7. What is the impact/effect of our teacher mentor program?

8. How is new staff supported? What feedback do they provide?

9. What systems are in place to build capacity and support the notion of continuous improvement?

10. How are we using data to determine professional development for staff?

11. How are collective and individual decisions regarding professional development determined?

12. What types of professional development has staff attended? How is implementation monitored? What impact has it had on performance? What is the follow-up?
Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

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

1. What evidence exists to determine that the curriculum is clearly linked to the TEKS and other standards for student learning?
2. How is data used to inform curriculum, instruction, and assessment decisions?
3. What does the data reflect about how curriculum, instruction, and assessment are aligned? How are they focused on supporting and challenging all students?
4. How are curriculum, instruction, and assessment aligned with 21st Century Learning Skills?
5. What evidence is there that there is a process for monitoring, evaluating and renewing the curriculum to meet the needs of all learners?
6. How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement? How consistent is this across the district/school? What is the impact on specific student groups?
7. What evidence supports the implementation of high impact/high yield additional interventions for students who need assistance beyond primary classroom instruction? Which students need this type of instruction? What has the effect been over time?
8. How does instructional design and delivery maximize student engagement, a positive learning climate, higher order thinking skills, problem solving, critical thinking, etc.?
9. Is there evidence that assessments are aligned with clearly specified and appropriate achievement expectations? How are they developed and linked to measure the effect of curriculum and instruction?
10. How do we know assessments are designed, developed, and used in a fair and equitable manner that eliminates biases? How do students perceive these assessments?
11. How does the scope of assessments provide a comprehensive and representative sampling of student performance that allows for confident conclusions about achievement?

Family and Community Involvement

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

1. What evidence exists that families and community members are involved in meaningful activities that support students' learning? What are the activities? Which parents and community members are involved? What trends and patterns do we observe?
2. How are families and the community members involved in school decisions?
3. What types of services are available to support families, community members, and students to encourage healthy family relationships?
4. If families speak languages other than English, what are these languages? How does the school communicate in those languages?
5. What types of services are available to support students in special programs? What are the results?
6. What types of community partnerships exist to support families and students?
Comprehensive Needs Assessment

Technology

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 adapt to the world they will encounter. Superintendent

1. What technology do we have?
2. What is the technology proficiency for staff and students?
3. How does staff feel about technology?
4. What are some barriers that potentially prevent effective use of technology? When it’s working, why is that so? When it’s not working, why not?
5. What types of technology professional development have we provided? What was the impact for staff and students?
6. In which content areas are we using technology and how? What is the effect?
7. How does the design of the network provide for the users it supports?
8. How is technology utilized to support curriculum, instruction, and assessment integration and implementation?

Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: _____________________

1. Given the goals and outcomes of the CNA process, what was beneficial and why?
2. What might we improve and how?
3. How is our organization better as a result of this process?

Committee Areas:
- Demographics
- Student Achievement
- School Culture and Climate
- Staff Quality, Recruitment, and Retention
- Curriculum, Instruction, and Assessment
- Family and Community Involvement
- School Context and Organization
- Technology

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Comprehensive Needs Assessment

School Culture and Climate

School culture refers to the organization’s values, beliefs, transitions, 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.
- _________________________
- _________________________
- _________________________
- _________________________
- _________________________

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
- _________________________
- _________________________
- _________________________
- _________________________
- _________________________

Needs
- _________________________
- _________________________
- _________________________
- _________________________
- _________________________

Summary of Needs
- _________________________
- _________________________
- _________________________
- _________________________
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 succeed in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below.

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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.”

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Strengths

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Needs

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Summary of Needs

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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.

Findings/Analysis
"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -
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Summary of Needs

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

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

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

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

List the actual data sources reviewed below.

Findings/Analysis
“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”
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Needs

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Summary of Needs

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

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Family and 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.
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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
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Needs
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Summary of Needs
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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 Allocation
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

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

List the actual data sources reviewed below.

1. 
2. 
3. 
4. 
5. 

See page x 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.

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Summary of Needs

1. 
2. 
3. 
4. 
5. 
6. 

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A Checklist for Creating a School Profile

- Decide what you want to measure and report.
- Determine who will be responsible for organizing, developing, and updating the profile.
- Develop a management system for collecting and organizing the data in the profile.
- Be selective about the type and amount of data to collect.
- Take a baseline assessment of the data available in each area of focus.
- Determine any additional information that is needed and the procedures for collecting it.
- Write a narrative to support the story the data present; use varied formats for illustrating the narrative with charts, graphs, and tables.

Source: Victoria L. Bernhardt
S.M.A.R.T. Goals

- Aligned with the mission, vision and beliefs
- Address priority needs
- Based on Data
S.M.A.R.T. Goals

Guiding Questions
1. What should the organization strive to become?
2. How do the goals support the organization’s mission and vision?
3. How do the goals create a vision for change?
4. How do the goals support the intended outcomes for student achievement?
5. What is the alignment between the goals and federal/state expectations for student performance?
6. Is the goal lofty enough to inspire, yet attainable?
7. What will the organization look like once the goals are obtained?
8. To what degree do the goals address the priority needs?
## S.M.A.R.T. Goals

### Specific

- Well Defined; the outcome is clear
- Clear to anyone
- Provides enough detail so there is clarity of action

<table>
<thead>
<tr>
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<th>Better Example</th>
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<tr>
<td>I will lose weight</td>
<td>I will lose 10 pounds by January 8 by reducing my caloric intake by 500 calories a day and exercising at least 20 minutes a day, 4 times a week</td>
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S.M.A.R.T. Goals

Measurable

- Know if the goal is obtainable
- Know when it has been achieved
- Identify the measurement data
- Able to determine if it has been achieved

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## S.M.A.R.T. Goals

### Attainable

- Agreement with all stakeholders on what the goal should be
- Goal may be a stretch, but it is possible with team and resources
- Clearly defined steps

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Results Oriented/Relevant

- Who is responsible?
- Who are the support people?
- What are the urgent needs?
- The goal is aligned with the results expected and the direction provided by the CIP and DIP

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**S.M.A.R.T. Goals**

**Time-bound**

- A specific date has been set for achieving the goal
- Time is appropriate for keeping goal performance focused and on target

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</tr>
<tr>
<td>Activity/Strategy</td>
<td>Person(s) Responsible</td>
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<tr>
<td>-------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Provide tutorial times after school twice weekly for students who are at risk of failure in core subject areas</td>
<td>Core subject teachers (insert names), principal (insert name)</td>
</tr>
<tr>
<td>Teachers meet by grade level 1 hour weekly to review student data, identify students in need, and plan appropriate lessons and assessments to meet student needs</td>
<td>Core subject teachers, principal</td>
</tr>
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</table>
Principals and CIPs

- Consult the campus-level committee in:
  - Planning
  - Operation
  - Supervision
  - And Evaluation

- Each school year, with campus-level committee, shall develop, review, and revise the CIP
Schoolwide Costs

Costs on a Schoolwide Program are generally allowable as long as the LEA assures that the following requirements are met.

Activities and/or resources are:
✓ Identified in the Comprehensive Needs Assessments;
✓ Included in the Campus Improvement Plan;
✓ Reasonable;
✓ Necessary to carry out the intent and purpose of the Title I, Part A program;
✓ Allocable;
✓ The Campus Improvement Plan addresses how the activity/resource identify will be evaluated; and
✓ The needs of students at risk of not meeting State Standards are being met.
✓ In addition, the LEA assures that the expenditure(s) meet all EDGAR requirements.
I would like to buy........

Is it reasonable and necessary to carry out the intent and purpose of the program?

What need in our CNA does this address?

From the CIP, can you describe program, activity, or strategy addressed by this expenditure?

As we are a schoolwide campus, how will this upgrade the entire educational program?

How is the expenditure supplemental to other nonfederal programs?

How will the expenditure be evaluated to measure a positive impact on student achievement?
Expenses

Ok never mind.

Have a great day!
Expenses

The students will love these books!

They’re so colorful and new!

Glad they’re in the Campus Improvement Plan!
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