

**Splendor Independent School District**  
**Splendor High School**  
**2024-2025 Campus Improvement Plan**



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# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

#### **Support Systems and Other Data**





- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# Pillars

## Pillar 1: Student Learning & Progress

**Key Question 1:** To what degree are all students demonstrating growth?

**Initial Status:** Major Change

System Response (Goal) 1 Details	Reviews			
<p><b>System Response (Goal) 1:</b> Goal: All students will know the vocabulary and goals of each unit of study.  <b>Evidence of Success:</b> Students will use vocabulary with writing to learn paragraphs in all classes at least once a week.  <b>Staff Responsible:</b> all instructional staff</p>	Formative			Summative
	Oct	Jan	Mar	June
	On Track			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Strategy 1:** Professional development for teachers using the common instructional framework.

**Intended Audience:** Teachers

**Provider / Presenter / Person Responsible:** Dean of instruction and instructional coaches.

**Date(s) / Timeframe:** 24 - 25 school year.

**Collaborating Departments:** All departments on the campus.

**Delivery Method:** Tool kit Tuesdays and teacher observations.





**Staff Responsible:** All teachers

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools  
 - Targeted Support Strategy - Additional Targeted Support Strategy

**Pillar 1: Student Learning & Progress**

**Key Question 2:** To what degree are we using the data and developing a personalized learning environment to impact instruction for all students?

System Response (Goal) 1 Details	Reviews			
<b>System Response (Goal) 1:</b> We are determining content- TEKs, tracking those target standards, and planning action for change. <b>Evidence of Success:</b> None <b>Staff Responsible:</b> None	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Pillar 2: Student Readiness**

**Key Question 1:** To what degree are we identifying and utilizing students' strengths and talents to fulfill their hopes and dreams?



**Pillar 2: Student Readiness**

**Key Question 2:** To what degree are we preparing students for life readiness?

**Pillar 3:** Engaged, Well-Rounded Students





**Key Question 1:** To what degree do students demonstrate noble actions?

**Pillar 3:** Engaged, Well-Rounded Students

**Key Question 2:** To what degree do students utilize opportunities provided by the district to take initiative and advance personal growth?

**Pillar 4:** Community Engagement & Partnerships

**Key Question 1:** To what degree does our community have opportunities to partner with the school district?

System Response (Goal) 1 Details	Reviews			
<p><b>System Response (Goal) 1:</b> Communication with all stakeholders will be timely, clear &amp; precise regarding campuswide events and happenings.</p> <p><b>Evidence of Success:</b> Communication through Parent Square and provides timely notification of upcoming events.</p> <p><b>Staff Responsible:</b> Administrative team and support staff.</p>	Formative			Summative
	Oct	Jan	Mar	June
	On Track			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Strategy 1:** Creation of Parental Advisory Committee.

**Intended Audience:** Parents and committee

**Provider / Presenter / Person Responsible:** Principal

**Date(s) / Timeframe:** March 2024

**Collaborating Departments:** All departments.

**Delivery Method:** Email and in-person meeting.

**Staff Responsible:** Principal/ Administrative team.

**Pillar 4:** Community Engagement & Partnerships

**Key Question 2:** To what degree are stakeholders adequately informed and able to interact with SISD personnel?

**Pillar 5:** Professional Learning & Quality Staff

**Key Question 1:** To what degree do our recruitment and retention strategies align with the district's strategic plan?

**Pillar 5:** Professional Learning & Quality Staff

**Key Question 2:** To what degree are we inducting new employees into our learning organization?

**Pillar 5:** Professional Learning & Quality Staff

**Key Question 3:** To what degree do we provide personalized professional learning that promotes reflection, enhances instructional quality, and builds staff capacity?



**Pillar 6:** Fiscal & Operational Systems





**Key Question 1:** To what degree are all facilities well-maintained and conducive to learning?

**Pillar 6: Fiscal & Operational Systems**

**Key Question 2:** To what degree do staff have access to resources necessary to fulfill the strategic plan?

**Pillar 7: Safety & Well-Being**

**Key Question 1:** To what degree do our students and staff feel safe at school?

System Response (Goal) 1 Details	Reviews			
<p><b>System Response (Goal) 1:</b> Provide a safe secure campus.  <b>Evidence of Success:</b> Door checks and safety walks. Ensure each student and staff wears IDs Implementation of CKH and CHAMPS campus-wide.  <b>Staff Responsible:</b> Teachers and Staff</p>	Formative			Summative
	Oct	Jan	Mar	June
	On Track			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Strategy 1:** We will continue weekly door checks and all safety requirements required by TEA. During WIN, we will continue social-emotional lessons as well as motivational lessons for our students.

**Intended Audience:** Students and Staff

**Provider / Presenter / Person Responsible:** CKH, counselors, and admin staff.

**Date(s) / Timeframe:** 2024-2025 school year during WIN

**Collaborating Departments:** All departments

**Delivery Method:** Teachers lessons.

**Staff Responsible:** All staff

**TEA Priorities:**

Connect high school to career and college, Improve low-performing schools

- Targeted Support Strategy - Additional Targeted Support Strategy

**Pillar 7: Safety & Well-Being**

**Key Question 2:** To what degree do we ensure social well-being for all students?

**Pillar 7: Safety & Well-Being**

**Key Question 3:** To what degree do we ensure social well-being for all staff?