

**Division of Program Monitoring and Interventions
1st Year Academically Unacceptable Campuses
2006-2007**

**Campus Intervention Team (CIT)
Evaluation, Needs Assessment, and Recommendations**

District/Charter Name: Manor ISD County-District #: 227-907
Campus Name: Manor High School
CIT Members: Dr. Rubin Olivarez, Lucy Cochran

Instructions: Please click in gray shaded box below and enter requested information.

In compliance with the following requirements of the TEC §39.1323, provide information regarding findings and causal factors identified in conducting the comprehensive on-site evaluation and needs assessment, and the recommendations of the team related to those findings.

CIT ACTIVITIES TEC §39.1323 (a)(2)	FINDINGS From On-Site Evaluation	RECOMMENDED ACTIONS FOR IMPROVEMENT PLANNING
1. Reallocation of Resources and Technical Assistance	<ul style="list-style-type: none"> No central office staff for direct support Faulty processes in place; no true district system 	<ul style="list-style-type: none"> We now have an ARD facilitator, but needs to change to Program facilitator We still need a 1 LSSP We still need 1 additional SPED FTE due to class loads
2. Changes in School Procedures or Operations	<ul style="list-style-type: none"> Systematically a lack of instruction Faulty state assessment decision making process and procedure Philosophy of remediation rather than of acceleration No current or historic data analysis Modified "Fish Camp" for freshmen orientation 	<ul style="list-style-type: none"> Decisions are based on student performance data Decisions are based on current and historic data analysis SPED teachers utilizing performance data via Edusoft Continued to refine "Fish Camp" for freshmen orientation with a focus on SPED and at-risk students

3. Staff Development for Instructional and Administrative Staff	<ul style="list-style-type: none"> We had no plan Teacher directed rather than leadership directed Staff Development was reactionary Information was not shared 	<ul style="list-style-type: none"> Leadership will develop a data driven plan Information will be shared Teacher based needs assessment to target those needs through Staff Development
4. Interventions for Individual Administrators or Teachers	<ul style="list-style-type: none"> Teacher philosophy was remediation rather than acceleration Teacher expectations were undefined No data driven decisions Administration had responded to instructional ineffectiveness to some extent Student failures were not tracked 	<ul style="list-style-type: none"> Leadership is tracking individual teachers and performance Administrative review on data analysis of benchmarks with teachers Reassigned and/or replaced staff with open-minded effective staff Student failures are now being tracked per teacher
5. Waivers from State Statute or Rule	<ul style="list-style-type: none"> Administrative Leadership and instructional staff unaware of exemption had been applied for Spring 05 	<ul style="list-style-type: none"> Taking proactive ownership of our state assessment accountability ratings
6. Other Actions Considered Appropriate	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
CIT ACTIVITIES TEC §39.1323 (b)(1)-(11)	FINDINGS From On-Site Needs Assessment	RECOMMENDED ACTIONS FOR IMPROVEMENT PLANNING
7. Assessment of the staff to determine: <ul style="list-style-type: none"> the percentage of certified teachers who are teaching in their field the number of teachers with less than 3 years experience teacher turnover rates 	<ul style="list-style-type: none"> 100% 54% 45% 	<ul style="list-style-type: none"> 100% 54% n/a
8. <ul style="list-style-type: none"> Compliance with class-size rules Number of class-size waivers received 	<ul style="list-style-type: none"> n/a n/a 	<ul style="list-style-type: none"> n/a n/a

<p>9.</p> <ul style="list-style-type: none"> Assessment of the quality, quantity, and appropriateness of instructional materials Availability of technology-based instructional materials 	<ul style="list-style-type: none"> No research based intervention plan associated with core academics We added computers in the SPED classroom 	<ul style="list-style-type: none"> Analyze needs and implement research based intervention plans to support core academics Analyze technology needs Research and implement current software options to aide core academics Research the “Grand Central Station” concept for regular ed and SPED student support
<p>10.</p> <ul style="list-style-type: none"> Report on parental involvement strategies Assessment of effectiveness of strategies 	<ul style="list-style-type: none"> Provided annual meeting for parents of students receiving special education support. Provided brochures advising parents of services available through special education 	<ul style="list-style-type: none"> Needs assessments survey that leads to ongoing parental involvement Survey teachers as to needs assessment for parental training Survey students for parental support after initial parental training <p>Track parent support at ARD meetings</p>
<p>11. Assessment of the extent and quality of the mentoring program for new teachers</p>	<ul style="list-style-type: none"> Informal mentoring program 	<ul style="list-style-type: none"> Formal district/campus mentor program (<i>Manor Teacher Induction Program</i>); includes training mentors/mentees, stipends, and regular meetings
<p>12. Assessment of the type and quality of the professional development program for staff</p>	<ul style="list-style-type: none"> No program to evaluate 	<ul style="list-style-type: none"> Analysis system embedded in a newly implemented district wide staff development program
<p>13. Demographic analysis of the student population, including:</p> <ul style="list-style-type: none"> Student demographics At-risk populations Special education percentages 	<ul style="list-style-type: none"> N/A 0.2 Asian 1.5 Black 25.7 Hispanic 45.2 White 27.3 At-risk 48.9 Sp Ed 15.5 	<ul style="list-style-type: none"> Asian 0.8 Black 30.2 Hispanic 49.0 White 20.1 At-risk 389 Total Sp Ed 180 Total
<p>14.</p> <ul style="list-style-type: none"> Report of disciplinary incidents 	<ul style="list-style-type: none"> 6.8 % of All students with MAP (alternative school) placements 70 students with discipline reports (ISS/MAP placements) 	<ul style="list-style-type: none"> All students with MAP (alternative school) placement 28 students with 3 or more referrals _____ students sent to MAP

<ul style="list-style-type: none"> School Safety information 	<ul style="list-style-type: none"> Immediate interventions with students Implemented Anncom (student support/intervention program) and Peer Mediation 	<ul style="list-style-type: none"> Concerns for and training of current new teacher in Emotional Disturbed unit Exploring the implementation of "The Ranch" concept (<i>patterned after Hays Consolidated.</i>) More student training on Anncom (student support/intervention program)
15. Financial and accounting practices	<ul style="list-style-type: none"> Did not have enough staff Campuses had a bulk of the SPED monies in 04-05 	<ul style="list-style-type: none"> new staff 05-06 SPED monies were sent back to SPED department and no additional funding was provided by central office
16. <ul style="list-style-type: none"> Assessment of curriculum Teaching practices 	<ul style="list-style-type: none"> Walk-throughs and PDAS Weak attempt to implement TESA 	<ul style="list-style-type: none"> Administering benchmarks and analyzing data, formal walk-through evaluation process Implementing TESA, CHAMPS Using data to inform instruction
17. Other research-based data obtained to assist team in recommending an action <u>or</u> executing a school improvement	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

Due Date: November 17, 2006

Submit to:

Texas Education Agency
Division of Program Monitoring and Interventions at:
pmidivision@tea.state.tx.us

Additional Contact Information:

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