

Southwest High School

Comprehensive Needs Assessment

2016-2017



Campus Mission Statement

The mission of Southwest High School is to develop and graduate students with knowledge and skills so that they may lead productive lives in our community and in society.

Campus Vision Statement

Southwest High School will provide a comprehensive high school program that addresses our student needs so that ALL students will graduate from high school.

Campus Slogan

We are Southwest!

2016-2017 Campus Improvement Team Members

Representative Title	Name
Principal	Paul Black
Assistant Principal	Alberto Garcia
Counselor	Marla Chessher
Parent Representative	Cynthia De Luna
ELL Representative	Jorge Cruz
SPED Representative	Stacy McWilliams
DIT Elected Representative	Brenda Quintero
Language Dept	Rose A. Hernandez
Science Dept	Julie Schanberger
Social Studies Dept.	Jefferson Johnston
Math Dept.	John Spana
ELAR Teacher Leader	Michelle Guajardo
9th grade counselor	Celestina Hernandez-Ucab
CTE Dept	Sherry Snooks

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

SCHOOL YEAR: 2016-2017

<p>Data Sources Reviewed:</p> <ul style="list-style-type: none"> • AEIS, Summary of Student progress, TxEIS special populations retention lists, Discipline records and referrals, teacher turnover records, SWHS parental involvement policy; district attendance student surveys, AWARE; At-risk reports; • McKinney Vento reports; TELPAS and EOC score reports; community and school demographics; Kronos; SDS 0200; dropout reports; campus school report card; SHWS HB-5 survey; PEIMS reports, etc 			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	<p>1. Population of the school continues to grow while maintaining a relatively consistent Hispanic majority.</p> <ul style="list-style-type: none"> • Hispanic 89.9% • African American 2.8% • White 5.2% • Asian .8% • Two or more Races .9% <p>2. Total student population in 2014 increased to 3,285 from the 2016 population of 3,326.</p> <p>3. Staff maintains a gender proportionate representation at 51% males and 49%</p>	<p>1. While minority student population has grown to 92%, minority staffing stands at 52%.</p> <p>Student Populations include: African American 2.8% Hispanic 89.9% White 5.2% American Indian 0.1% Asian 0.8% Pacific Islander 0.2% Two or More Races 0.9%</p> <p>2. Increase teacher knowledge and training as it pertains to working with culturally diverse and at-risk students.</p> <p>3. 94% students identified as at-risk: 12.3% of students retained at least one</p>	<p>1. Interview and Hiring practices for the campus should include a fair representation of all demographic trends that are consistent with campus demographics.</p> <p>2. SWHS Campus Professional Development Opportunities should engage current faculty in the understanding of cultural diversity as well as families whom are in economic hardship. (title 1)</p> <p>2b. Professional development in the area of working with at-risk student populations, bullying, cultural diversity and acceptance and differentiated instruction from Title I SCE and local funds</p>

	<p>females.</p> <p>While the population of the school continues to grow so too does the population of teachers and staff and there has been a marked increase in minority staffing over the past three years.</p> <ul style="list-style-type: none"> • Hispanic % • African American % • White % <ul style="list-style-type: none"> • English Language Learners 4.4% lower than the state avg. 17.5% <p>4. Teacher to student ratio is 1:24.</p> <p>5. 6.5% of students are identified GT, which is nearing state average.</p>	<p>year prior to entering High School.</p> <ul style="list-style-type: none"> • 9% DAEP • 4.4% LEP <p>4. Mobility rate (14.6%) is lower than state average (17.1%) and slightly higher than the district (19.1).</p> <p>5. Economically Disadvantaged 81.3% compared to the state 60.2% Special Education 9.8% which is higher than the state avg. 8.5%</p>	<p>3. Decrease DAEP Referrals from 170 in 2014 to 129 in 2016 (local)</p> <p>4. Help ESL with SIOP strategies, teacher training, and resources Title I, SCE</p>
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Student Achievement	<p>The number of students retained ...</p> <p>2. Overall student group and most subpopulations increased in Biology and US History performance with a range of 85 to 90%.</p> <p>3. Student Achievement 69 with a target of 55</p> <ul style="list-style-type: none"> 68 in closing performance gaps with target of 55, and 86 in post-secondary readiness of 75 and student progress of 21 with target 17. <p>4. SWHS provides students opportunities to gain college credit hours through Dual Credit Courses offered at the High School Campus. Dual Credit Courses are offered in the following areas:</p> <ul style="list-style-type: none"> Mathematics Information Technology Aerospace Science 	<p>1.</p> <table border="1" data-bbox="877 431 1236 634"> <thead> <tr> <th>EOC reading</th> <th>2013</th> <th>2014</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>All ST</td> <td>70%</td> <td>58%</td> <td></td> </tr> <tr> <td>ELL</td> <td>25%</td> <td>22%</td> <td></td> </tr> <tr> <td>SPED</td> <td>33%</td> <td>24%</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="877 753 1236 989"> <thead> <tr> <th>TELPAS</th> <th>2013</th> <th>2014</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>TOTAL</td> <td>153</td> <td>176</td> <td></td> </tr> <tr> <td>BEG</td> <td>19</td> <td>15</td> <td></td> </tr> <tr> <td>INTM</td> <td>25</td> <td>36</td> <td></td> </tr> <tr> <td>ADV</td> <td>49</td> <td>62</td> <td></td> </tr> <tr> <td>ADV H</td> <td>21</td> <td>113</td> <td></td> </tr> <tr> <td>EXITED</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>1st time testers 2016</p> <table border="1" data-bbox="877 1094 1362 1390"> <thead> <tr> <th></th> <th>Passed</th> <th>Failed</th> <th>%pass</th> </tr> </thead> <tbody> <tr> <td>Eng 1</td> <td>551</td> <td>433</td> <td>55%</td> </tr> <tr> <td>Alg 1</td> <td>425</td> <td>291</td> <td>59%</td> </tr> <tr> <td>Biology</td> <td>733</td> <td>62</td> <td>92%</td> </tr> <tr> <td>Eng 2</td> <td>509</td> <td>343</td> <td>59%</td> </tr> </tbody> </table>	EOC reading	2013	2014	2016	All ST	70%	58%		ELL	25%	22%		SPED	33%	24%						TELPAS	2013	2014	2016	TOTAL	153	176		BEG	19	15		INTM	25	36		ADV	49	62		ADV H	21	113		EXITED					Passed	Failed	%pass	Eng 1	551	433	55%	Alg 1	425	291	59%	Biology	733	62	92%	Eng 2	509	343	59%	<p>1. Provide appropriate professional development to the campus staff in instructional delivery in all content areas through researched based strategies such as SIOP, Differentiated Instruction, ELPS, etc. (SCE, local)</p> <p>2. Continue to implement the district adopted guaranteed viable curriculum for all content areas to meet the academic needs of SWISD student populations as well as look at other avenues for supporting the curriculum.</p> <p>3. SWHS needs to continue to address retention rates as a campus by addressing high failure rates of individual teachers. A retention process and guidelines will be adhere to by the entire staff which will include:</p> <ol style="list-style-type: none"> Administration will perform a review of IDEA requirements as well as board policy requirements regarding failing students to ensure that campus level teachers are providing feedback to students and parents. Title 1 Communication with students and parents a comprehensive evaluation of grading policies and practices should be completed to address individual teacher and individual student concerns. (title1)
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	<ul style="list-style-type: none"> • Health Science • Manufacturing • U.S. History • Government • English <p>5. SWHS offers opportunities for students to earn college credit hours through Advanced Placement exams in the following areas:</p> <ul style="list-style-type: none"> • U.S. History • World History • Psychology • Biology • Chemistry • Spanish • English <p>6. SWHS met standard in all areas of student achievement, student progress, closing performance gaps, and post-secondary readiness</p>	<table border="1"> <tr> <td>US History</td> <td>681</td> <td>81</td> <td>89%</td> </tr> </table>	US History	681	81	89%	<ol style="list-style-type: none"> 3. Feedback and professional learning opportunities to teachers whom need additional support and/or guidance on retention practices. (title 1) 4. Increase staff development in English and Alg. I EOC strategies (SCE) 5. Work with our future seniors that still need at least one EOC. 6. Work with junior and seniors on strategies to increase SAT/ACT exams. (allotment) 7. Work on a school based program that can help tutoring chances in all grade levels and departments to help increase English EOC scores.(title1) 8. Increase flexible credit recovery program, access to Southwest Academy and other enrollment options database, prevention measures for those in danger of dropping out McKinney Vento students, and poor attendance. (SCE, Tile I) 9. Provide supplemental staffing (12 FTE's Title I; 12 FTEs SCE) 																	
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School Culture and Climate	<ol style="list-style-type: none"> SWHS creates opportunities for student belonging through many traditional programs: Athletics (1,200 Students), Band and Color Guard (Students), Spirit Groups (Students), Fine Arts (Students), NHS (Students), Student Council Advisory (Students), UIL Academics (Students) and ROTC (Students). SWHS also embraces creating opportunities for student belonging that are non-traditional through clubs and organizations on campus: Best Buddies (Students), Texas Association of Future Educators (Students), STEM All Girls Club (Students), NTHS (Students), Criminal Justice Skills USA (Students), Cosmetology (Students), Dragon News (Students), HOSA (Students), FCCLA (Students), Photography Club (Students), Art Club (Students), Welding Club (Students, Entrepreneurial Connections (Students), BPA (Students), STEM Rocket Cub (Students), Police Explorers (Students), and Film Club (50 students) SWHS participates in the Lighthouse Mentoring program which provides mentors for approximately students. 	<ol style="list-style-type: none"> Programs/options are needed to obtain high school credits or recover high school credits such as HSEP, OFSDP, and E2020. There is a need for flexible extended day opportunities that provide transportation for students and needs for students who participate in the IVY program. SWHS should offer more diversified Fine Arts courses to meet the needs of different interests. Coordinated Health curriculum that stresses fitness and self-care Continual poor attendance in PTSA and ELL parent meetings More GT nominations presentation and training as well as planned activities, resources and field trips Increase membership in clubs and organizations by students who typically do not participate in these school functions Decrease in discipline referrals especially at the 9th grade campus. 	<ol style="list-style-type: none"> SWHS will coordinate with the District level Spirit Initiatives to identify and highlight total programs to include athletics, band, fine arts, spirit groups, ROTC, and CTE programs. District level funds provided upfront costs and the additional updates will be funding through clubs and organizations. (local) SWHS will continue to offer Success Program for Acceleration and Recovery of Credit. Credit by Exam, (E2020) as well as On Time Graduation (OTG) to help students meet not only credit requirements but also mandated exit level test requirements. (SCE) Transportation resources or program will need to be investigated for extended day tutorials and recovery of credit opportunities. (local) Suicide and bullying prevention info. Sessions (Title 1) Regular ELL parent and GT meetings (title I) SWHS will hire a restorative discipline interventionist to lend support to students and decrease referrals and discipline reports (SCE)

		<p>9. Need for more social services to our students</p> <p>10. Need for a visiting teacher to make homevisits (residence verification, attendance, etc.) and help with attendance tracking of students</p> <p>11. Need for more discipline support</p>	<p>7. SWHS will incorporate two social workers to provide social work personnel to meet the needs of students, parents, and the community; provide resources and referrals to outside agencies and provide anti-bullying and anti-harassment training</p>
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Staff Quality/ Professional Development	<p>1. SWHS continues to retain or hire experienced (5+ years) teachers.</p> <p>2. Salaries of teachers in the district/campus remain above state average and competitive in the surrounding area of San Antonio.</p> <p>2. Professional Development opportunities have been provided to administrators, teachers, and staff in an effort to keep up with the ever-changing needs of our students. Examples of Professional Development provided include EOC/STAAR training, Coordinate Health program, bullying and suicide/child abuse prevention, parental involvement, transitions for our upcoming</p>	<p>1. Teachers indicate that campus and district professional development for instructional delivery needs to meet the needs of the individual development of the teacher and offer more help with student populations.</p> <p>2. More staff development and training in campus/district initiatives including: Sp. Ed inclusion and differentiation, SIOP, Bullying prevention, retention prevention, suicide and child abuse prevention/training, parental involvement, GT and more transitional activities for our upcoming 9th graders and our 9th grade going to 10th.</p>	<p>1. Provide opportunities for staff development to meet the needs of all teacher groups: experienced, non-experienced, proficient, highly effective as well as those in need of assistance. (SCE)</p> <p>2. Professional development for administrators to provide quality and constructive feedback to instructors based on campus and district level goals (Title 1)</p> <p>3. Professional development on the new T-TESS evaluation system (Title 1)</p> <p>4. Differentiated instruction and planning sessions</p> <p>5. More training on classroom management (Title 1)</p> <p>6. Retaining of new staff under 5 years (Title I)</p>

	<p>9th graders, 9th to 10th and 12th to graduation, and special populations to include Sp. Ed inclusion and differentiation, GT, migrant, and homeless students (Mckinney Vento) and Campus Improvement Committee recommendations on opportunities for readying for Year 1, dyslexia intervention program, motivating reluctant students at region 20, Convention for the Advancement of Science teaching, Abydos STAAR training, TAIS training, ESL/LPAC training, CESD conference, classroom management that saves your sanity, Law related education conference, positive responses to challenging behavior, convention for advancement of science teaching, Gretchen Bernabels' STAAR writing workshop, American Council on the Teaching of Foreign language, STAAR writing workshop, etc. .</p> <p>3. 2/3 of campus staff have (5+yrs) experience.</p>	<p>3. SWHS needs to have SIOP and ELPS professional development to address special populations as well as look for bilingual curriculum and resources. In turn, SWHS administration needs to monitor that these instructional strategies are being delivered effectively and consistently in ALL classrooms.</p> <p>4. Resources and training in GT nominations, working with homeless students and providing migrant services</p>	
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Curriculum, Instruction, Assessment	<ol style="list-style-type: none"> 1. SWHS continues to participate in district level designing of scope and sequences for all tested content areas. SWISD has hired content area curriculum specialists to assist the teachers and campuses in this endeavor. 2. SWHS has purchased the Springboard curriculum for Math and ELA, and TCI curriculum for Social Studies. Science curriculum was developed locally by campus teachers and district specialists from a variety of sources to help meet the needs of our students. All core area curriculum is aligned to state standards 3. All teachers have access to student testing data via Eduphoria/Aware system. 4. SWHS has been working with local colleges and universities to participate and promote a district wide STEM initiative and activities 	<ol style="list-style-type: none"> 1. SWHS needs to increase access to a flexible credit recovery program. 2. SWHS needs to have continued professional development in instructional pedagogy and delivery of instruction that is a non-negotiable for all to attend and implement. 3. Common assessments are not implemented systemically due to limited access for all teachers to upload tests and data in a timely manner. 4. SWHS needs a curriculum for World Languages Department. 	<ol style="list-style-type: none"> 1. Continue to implement the GVC. Local, state and federal funding sources can be utilized. 2. Provide professional development in instructional strategies as well as specialized instructional strategies to meet the needs of diverse learners to include technology embedded instructional strategies. Local, state and federal funding sources can be utilized. 3. Provide district level guidance on monitoring instructional strategies as well as curriculum content. Local, state and federal funding sources can be utilized. 4. Teachers need access to upload data for more effective analysis of multi-assessments. (Title 1)

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Family and Community Involvement	<ol style="list-style-type: none"> 1. Campus information for parents is done in both English and Spanish. A variety of mediums are used to disseminate information. Parents are contacted via mail outs, phone calls through our call out system, information on the campus or district websites, or through the utilization of social media outlets (Facebook, Twitter, etc) 2. SWHS has multiple opportunities for parents to participate in meetings throughout the school year to include: orientation nights, Open House, Pre-Registration Meetings, Senior Meetings, booster clubs, social clubs, etc. 3. Parents are also encouraged to attend all functions that their child is part of at SWHS to include but not limited to: athletic competitions, band events, ROTC functions, etc. 4. Parents have multiple venues for accessing information on their child: Online grade book to check grades and attendance, teacher web pages, campus web pages, parent portal, etc. 	<ol style="list-style-type: none"> 1. Parental involvement in student education plans and post high school plans are limited. 2. Teachers to continuously monitor the progress of those at risk factors that inhibit students from passing such attendance and grades. 3. Continuous updates of parental information in the data bank: phone numbers, addresses, need to be updated monthly as many cell phones are disconnected 4. Lack of teacher parent communication and phone accessibility for all teachers. 5. Need for family or community center to all stakeholders to feel welcomed. 6. Need for better and more effective communication within district on information provided to parents and community. 7. Working with ELL, ESL, Migrant, Sp. Ed, and GT parental meetings regularly for all stakeholders. 	<ol style="list-style-type: none"> 1. Accessibility of parents to SWHS to increase awareness of high school graduation requirements: transcripts, attendance, credits, and test scores. Local, state and federal funding sources can be utilized. 2. Improved communication on transition expectations. Local, state and federal funding sources can be utilized. 3. Need for more access for parents to be involved in transition communication. For example, family/community meeting that provide a localized meeting place or transportation; on site child care. 4. Teachers need better access (telephones in every room) to communicate on a consistent basis with parents about concerns of those students at risk of failing, dropping out, etc. Local, state and federal funding sources can be utilized. 5. Need for system to provide information to parents and community via text message. 6. Need for a system to provide language translation for parents during campus events. <p>Title 1</p>

	<p>5. Parent-Teacher-Student Association (PTSA) has been organized in SWHS. The purpose of the PTSA is to facilitate parental participation in a school.</p> <p>6. Several Parent led booster clubs are currently organized at SWHS. These include the Athletics Booster Club, Band Booster Club, and ROTC Booster Club. These organizations serve as liaisons between the school organizations and the community.</p>		
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School Context and Organization	<ol style="list-style-type: none"> 1. SWHS has done an excellent job in creating short term solutions to problems that exist on our campus with regards to students earning credits and graduating on time. It is through the work of ROC, Math Camp, Pull Outs, after school tutorials, E-2020 online curriculum, etc. 2. SWHS has made it a priority to provide professional development for all teachers in the areas of SIOP, ELPS, as well as curricular and technology training. 3. 9th grade center is set up logistically in an Academic Teaming structure modeled after the Early College High School Program. 4. SWHS received 6 out of 9 recognized ratings in the Campus HB5 Community Engagement Ratings. 	<ol style="list-style-type: none"> 1. Highly qualified, content specific, inclusion instructors for the main campus. 2. Need to improve usage of communication between campus administration and campus staffing from main campus and 9th grade campus. 	<ol style="list-style-type: none"> 1. Structured communication (First Class) between campus administration and campus staffs from 9th grade center and main campus utilizing Web 2.0 tools (Blogs, Wikis, etc.) (Title, local) 2. Highly qualified inclusion support for all special education students in all core specific. (sp. Ed dept, local) 3. SWHS needs to continue to utilize the Organizational Health Instrument in an effort to continue to improve and eventually reach the Interdependence level, as dictated by the instrument, between campus staff and administration. (local, Title)

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Technology	<ol style="list-style-type: none"> 1. Southwest High School provides a technology rich environment with computer access in multiple formats: labs, classroom computers, Computers on Wheels (COWs), Classroom sets of iPADS and itouches, video projectors and SMART boards in classrooms. 2. SWHS is 100% wireless. 3. Professional Development opportunities are provided to administrators, teachers and staff on the use of the latest available technologies. 4. All 9th graders are offered the opportunity for a tablet. 	<ol style="list-style-type: none"> 1. Instructional delivery that utilizes Web 2.0 for student engagement. 2. SWHS does not meet the district standard of having 100% of all core content classrooms utilizing instructional technology hardware. 3. More media/technology tools requested by teachers on survey for implementation of instruction. <ul style="list-style-type: none"> • Document cameras • CPS response systems • iPads • iTouches • Various instructional technology hardware and software • Consumable supplies 	<ol style="list-style-type: none"> 1. Increase student engagement of learning through technology in the hands of the student. (title1) 2. Instructional technology hardware in 100% of Core content classrooms. (title1) 3. Increase enrollment in integrated career and technology programs that lead to certifications (title1) 4. Increase academic support for CTE student sub population so that CTE scores on state assessments equals that for entire school; targeted tutoring for CTE students (title1)

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Transitions	<p>SWHS provides transition support for critical transition years such as :</p> <ul style="list-style-type: none"> • Students entering the 9th grade, • 9th grade annex to 10th grade main campus, • Support for students entering a non-traditional setting (accelerated instruction) and leaving the 12th grade through orientation, • PSAT practice tests done through advisory and visits from Universities, military recruiters • Credit by Examination and Acceleration for students entering college; • College and career counseling for after school life transition through counselors and Café College 	<ol style="list-style-type: none"> 1. More critical transitioning from middle school to 9th grade stressing the importance of attendance, grades, behavior, and participation. 2. More career counseling for those students not seeking to attend college 3. More transitioning from annex to main campus including more orientations and follow-up 	<ol style="list-style-type: none"> 1. SWHS will offer more orientations and parent nights to stress importance of starting their secondary student life the right way (title1) 2. SWHS will continue to use café college but also invites businesses to participate and speak with our students on careers (allotment) 3. Counselors will involve students in their choosing of career or college path as per HB5. (allotment)

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Assistance for Struggling Students AND Decisions on Academic Assessments	<ol style="list-style-type: none"> 1. Southwest high school purchases laptop computers, tablets, software licenses and computer air cards that allow students without Internet access at home, the opportunity to work on and complete their credit recovery at home. 2. 100% of SWHS staff is trained and can apply the tenets in McKinney Vento Act 3. Students are supported with alternative means of achieving credit through E20/20 and be provided after School tutorials (if necessary) to promote achievement. 4. Student are exposed to Café college and receive information on scholarships and college programs. 5. Teachers provide Power Hour tutorials after school, before school and 4th period to help students achieve on grade level and state-assessments. 6. All students will have an active & evolving 4 year plan towards graduation and college career readiness. 	<ul style="list-style-type: none"> • More technology is needed in the classrooms to support struggling students. • Student populations are still below the state average in student achievement • Over 90% of SWHS are at-risk • Need for more SIOP and Sp.ed. inclusion support, planning and training for teachers • Need for more choices offered to students who are not planning on attending college • More in school tutoring to help our struggling students in their grades, comprehension and student achievement in EOC state testing. 	<ul style="list-style-type: none"> • SWHS will utilize the Alamo Community College for the Gateway to College program for 16-21 year old SWISD students. (allotment) • SWHS will offer tutoring sessions by department during school and after school hours (SCE) • Professional development will be geared on addressing the needs of our sp. Populations and struggling students (title 1) • SWHS will offer more inclusion and ESL support (Title, SCE)

Title I, Part A

Schoolwide Components:

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.