Pflugerville Independent School District

Pflugerville High School

2016-2017 Comprehensive Needs Assessment

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Reading/English Language Arts
Academic Achievement in Science
Top 25% Student Progress
Top 25% Closing Performance Gaps
Postsecondary Readiness

Board Approval Date: October 6, 2016
Public Presentation Date: November 3, 2016
Mission Statement

We exist to develop responsible, respectful young adults who have courage to act on their beliefs. We emphasize total development of each student through supportive staff and challenging curriculum.

Vision

To pursue excellence by developing prepared, responsible, successful citizens of the future.
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Needs Assessment</td>
<td>2</td>
</tr>
<tr>
<td>Demographics</td>
<td>2</td>
</tr>
<tr>
<td>Student Achievement</td>
<td>7</td>
</tr>
<tr>
<td>School Culture and Climate</td>
<td>9</td>
</tr>
<tr>
<td>Staff Quality, Recruitment, and Retention</td>
<td>10</td>
</tr>
<tr>
<td>Curriculum, Instruction, and Assessment</td>
<td>11</td>
</tr>
<tr>
<td>Family and Community Involvement</td>
<td>12</td>
</tr>
<tr>
<td>School Context and Organization</td>
<td>13</td>
</tr>
<tr>
<td>Technology</td>
<td>14</td>
</tr>
</tbody>
</table>
Comprehensive Needs Assessment

Demographics

Demographics Summary

Total enrollment

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<tr>
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Eco Dis

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LEP

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AT RISK

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ETHNICITY

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<td>511</td>
<td>937</td>
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Demographics Strengths

Pflugerville High School is a very diverse population that mirrors our growing community.

Demographics Needs

School officials recognize the importance of proactively providing professional development and additional methods tailored to support the needs of our growing population of PHS has a growing number of Eco Dis, At Risk and ESL.
Student Achievement

Student Achievement Summary

Performance Index Report

Index 1 (Student Achievement) 81
Index 2 (Student Progress) 27
Index 3 (Closing Performance Gaps) 47
Index 4 (Post Secondary Readiness) 83

Distinction Designations Earned:
ELA/Reading
Science
Social Studies
Top 25 Percent Student Progress
Top 25% Closing the Performance Gap
Postsecondary Readiness

System Safeguards Number & Percentages Met
Performance Rates 28 out of 32 =88%
Participation Rates 16 out of 16 = 100%
Graduation Rates 9 out of 9 = 100%
Student Achievement Strengths

Pflugerville High School met standard for the 2016 accountability rating. Our biggest strength as a campus is our faculty members’ strength and dedication to students as well as small gains in progress among some of our struggling special populations (like ELL).

Student Achievement Needs

Based upon campus data analysis of common assessment/district assessments and Spring 2016 EOC scores, these areas of need are identified and listed in priority order:

By the end of the 2016/2017 school year, PHS school officials will work to close the achievement gap between the general population and Special Education and ELL sub populations on EOC scores in the area of reading, math and science by 5%.
School Culture and Climate

School Culture and Climate Summary

Pflugerville High School has a positive campus climate and school culture that are reflective of the campus' goal to attain the AVID Demonstration School designation. As a result, PHS has a college and career school culture and climate. The campus is committed to earning the AVID Demonstration distinction and AVID strategies are apparent campus wide.

School Culture and Climate Strengths

The campus survey shows the majority of teachers feel:

- the school culture is positive
- involved in the decision making process
- collaboration is encouraged
- feedback from supervisors is helpful
- feel safe at work
- enthusiastic about the work
- coworkers are committed to doing a quality job

School Culture and Climate Needs

The campus has committed to becoming an AVID Demonstration School. As a result, school officials will continue to promote a school culture and climate that help us to achieve our goal.
Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The teaching staff is highly qualified. Supports are in place to retain teachers. Pflugerville High School offers a new teacher mentoring program, PLC sessions for teachers who are new to the profession, and new teacher orientation. Campus instructional coaches and district support staff are available to assist teachers with improving student performance and increasing teacher effectiveness.

Staff Quality, Recruitment, and Retention Strengths

At Pflugerville High School, all instructional paraprofessionals are highly qualified. The TTESS observation instrument, campus walkthroughs and the Pflugerville 5 have been well received and give the campus a common language regarding best practices. These resources provide teachers with meaningful feedback and engage teachers in their own development. The two master coaches are a valuable resource and contribute expertise and feedback to the teachers on a weekly basis. Our master coaches lend support across the curriculum by offering campus wide embedded professional development. If teachers are in need of additional support, opportunities for peer observations of their colleagues are available. In addition, weekly PLC meetings afford teachers the opportunity to use data to strengthen classroom curriculum, engage in discussions regarding best practices and support new teachers to the profession.

Staff Quality, Recruitment, and Retention Needs

Pflugerville High School has an annual goal to recruit more quality staff that mirror the ethnicity of our student population. To ensure staff are able to meet the needs of our students, campus wide professional development that focuses on instructional strategies for delivering quality instruction to English language learners and special education students is needed.
Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

PFISD and PHS have access to disaggregate data through common assessments and Euphoria. PHS teachers have access to curriculum that is refined and written by teachers. The curriculum encompasses scope and sequence along with a guide for lessons and Tier 2 and Tier 3 interventions.

Teachers have access to vertical curriculum and historical data as it pertains to SEs in the core curriculum that they teach. Teacher leaders and Administrators participate in curriculum meetings through the year that drive district teaching initiatives in PLC, for example, Pflugerville Five.

Curriculum, Instruction, and Assessment Strengths

Teachers are an integral part of the curriculum development process, several PHS teacher leaders have written curriculum for core content areas at the district level.

Teachers and PLC's find that the bundles are easy to use and that the scope and sequence fits the timeline for district and state assessments.

PLCs are scheduled times for teachers to collaborate, plan common assessments, and participate in data talks.

Curriculum, Instruction, and Assessment Needs

PHS has been operating with our curriculum documents, building common assessments, and dissecting data over the last few years. Teachers should streamline their intervention process during the year in preparation for afterschool intervention as time gets closer to state assessments in the spring for Algebra 1, English I, English II, Biology, and World History.

Teachers will be given time during the school year to solidify which SEs are in need of the most remediation and which students need intervention beyond 0 hour intervention that is happening during the school day, all year long. Teachers will have intervention twice a week after school two months prior to their test. Teachers should seek out activities and pedagogical processes that have proven success with ELL and students enrolled in SPED.

In addition, 0 hour study hall/intervention has been in place on our campus for two years. Students should move intervention 0 hour more than once a semester. A student in Algebra 1 may also need a 0 hour in English or Biology. 0 hour can be organized based on state assessments from the previous year to maximize student success on multiple SEs in multiple core content.
Family and Community Involvement

Family and Community Involvement Summary

Family partnerships are key to successful students. Parents are always welcome to come speak to their student's counselor or grade level principal when concerns arise. Principal Blog sends out weekly information to parents more frequently, if needed. Counseling staff will send out grade level information about registration. We also use the school attendance automated system to send out reminders about upcoming tests and events. All communication is generated in languages that meet the parent's needs. Office staff are also bilingual to help support and interpret for parents. Our bilingual school social worker is available to offer family support in time of need.

Family and Community Involvement Strengths

Historically speaking we have always had a very strong CAAC committee that is well attended by staff and community members. Many great ideas have been generated during these meetings that have become part of the PHS heritage. Some of the great events that take place during the school year are: Open house night in September, Panther Pride Breakfasts that occur 4 times a year, adopt-a-child, coats for kids drive, PSAT breakfast that honors our 10th grade students that have performed well on the test, FAFSA Saturdays, academic awards program and a multitude of fine arts and athletic events are well attended by family and friends. PHS will also participate in the Big Event along with other campus within the district. Community businesses are always ready to pitch in and donate food and prizes for events. They are very supportive of all the athletic events.

Family and Community Involvement Needs

PHS is aware of the need to find ways to improve the home/school connection and various ways parents can support their children academically. As a result, parent sessions need to be offered in English and Spanish four times a year to discuss topics related to the tool and resources that are essential to students' academic success.
School Context and Organization

School Context and Organization Summary

PHS has been on the A/B block schedule for several years and teachers and students enjoy the 90 minute classes. The extended time is very beneficial for any classes that perform labs and project based learning. Fewer class changes means time is not lost with passing periods.

PHS incorporated a "0" and "12" hour class at the beginning of the day Mon-Thur. This 30 minute class is used for intervention and study hall. During this time, study hall teachers will assist students and phone parents to provide updates about academic progress. During intervention, teachers will be paired with students based on needs identified in their CSR.

Pflugerville High School's teachers meet with their content PLC five weekly in order to focus on instruction. This organization allows purposeful conversations about best practices, common and district assessments, lesson plans and progress monitoring.

Teachers also attend embedded professional development monthly. The instructional coaches offer sessions over topics such as Pflugerville 5, T-TESS, classroom management, instructional technology and best practices.

School Context and Organization Strengths

The Professional Learning Communities (PLC) structure contributes greatly to the effectiveness of instructional practices and the academic success of our students. This organization allows purposeful conversations about best practices, common and district assessments, lesson plans and progress monitoring. Teachers work collaboratively to identify root causes of deficits and effectively create a plan to address those concerns.

School Context and Organization Needs

Pflugerville High School will continue to implement campus systems and review how they best support student achievement with special attention to our Sped, Eco Dis, and At Risk students. Additional training for instructional coaches will be needed in order to provide new embedded professional development sessions in order to continue improving the quality of instruction. In addition a need to offer more content specific PD exists.
Technology

Technology Summary

Technology is an essential aspect to the learning of high school students. The expectation is that high school students are literate in the ability to use technology to research, create, and problem solve. Teachers at Pflugerville High School support learning with technology in Career and Technology courses, projects (research and creative), calculators in mathematics and science courses, and in a few classrooms, teachers are using Google Classroom.

The online instructional materials most used by our school are curriculum based materials that were evaluated by the textbook committee and made available through our online textbooks. Other instructional materials have been vetted by our library science department and made available to students.

On the campus, the technology available includes:

- Lenovo laptop carts – available for usage by English classes (1 cart per grade level)
- Apple (Mac) Labs – Two labs currently open for CTE courses
- 3D printer for CTE

The technology available for all students includes:

- Computer Labs (some are used for classroom usage – i.e. Credit Recovery and AP Computer Science throughout the day)
- Calculators in all math classes and in a few science classes
- WiFi throughout the building
- Computers in the library – accessible during some mornings and afternoons and during lunch

There is technology support available for teachers such as:

- The district helpdesk where teachers can call and get assistance and troubleshooting support
- Instructional Technology support through Kathryn Ives
- The embedded support through the “Tools” option on the desktop computer
- Back up support through Efiles
- Digital Literacy experts on each campus

Technology is limited for student usage before and after school and is based upon the school library hours. There are no computer labs that remain open after school hours or before school begins. Technology is not available to parents on our campus.

Technology upgrades known of at Pflugerville High School include a new Mac lab for usage by the CTE program and interactive smart boards in each classroom on campus.

Teachers have the opportunity to attend district professional development in August for teachers registered in technology training. There is no known upcoming technology training on campus at this time.

Pflugerville faces some barriers that reduce the use of technology on campus. As a campus, we possess a lack of resources for all students. If students are not part of the CTE program, there are a limited number of laboratories a teacher and/or student can access. If labs are occupied, there are no carts available for the school to use or check out to take to their classrooms save English rooms. Outside of the school day, there are limited hours of usage as computer labs are not open and library hours are not extended. Teachers on campus have limited training on technology which causes further limitations on how technology is incorporated into the classroom.

Increasing the number of computer labs requires space and money which is limited. At this time, when teachers need to use technology within their classrooms, they are often limited to using the cell phones, owned by some students, within their room.

**TechnologyStrengths**

Pflugerville High School Technology Strengths

Pflugerville High School’s technology strengths lie within the CTE program. In this department you will find people who understand programming and implementation of technology into their curriculum. You will also find a number of computer lab settings used for learning as well as 3D printers and robotics programs.
Technology Needs

All Pflugerville High School students and classrooms should have a method to access technology for learning. Without access to labs, tablet or Chrome book carts would make research available within classrooms. Document cameras and mobile presentation devices would allow teachers to present away from their boards, and training would increase the creativity and options in which teachers manage curriculum and methods of teaching in their classroom. Calculators are limited to most math classes and could be used in upper level science as well. Students need a space to work before and after school, so increasing hours of access appears to be a need as well.
Table of Contents

Goal 1: Each student will be fully prepared to reach his/her potential. .......................................................... 2
Goal 2: PfISD Learning Communities will provide a safe and nurturing school environment. .................................................. 6
Goal 3: PfISD will attract, develop, and retain world class educators committed to serving each student. ................................. 6
Goal 4: PfISD will develop and promote positive community relations through effective communication, the involvement of stakeholders, and the establishment of business and community partnerships. .......................................................... 6
Goal 5: PfISD will support the District's vision and mission by supporting operations that are effective, efficient, and accountable. .................. 6
Goal 1: Each student will be fully prepared to reach his/her potential.

Performance Objective 1: Improve US History EOC performance for all student groups.

Performance Objective 2: Improve Algebra I EOC performance for all student groups.

Performance Objective 3: PHS will meet Math System Safeguard performance measures for all student groups in 2016-17.

Performance Objective 4: Improve Biology I EOC performance for all student groups.

Performance Objective 5: Improve English I EOC and English II EOC performance for all student groups.

Performance Objective 6: During the 2016-2017 school year, the AVID Site team will ensure that at minimum 10% of the PHS student population is enrolled in AVID classes.

Performance Objective 7: PHS departments commit to implementing an AVID strategy.

Performance Objective 8: The 2017 seniors will increase their "Apply Texas" completion rate from 90% to 100% by promoting the process in classrooms and class meetings.

Performance Objective 9: PHS will improve its college readiness indicators as measured by PSAT and ACT during the 2016-17 year.

Performance Objective 10: PHS will maintain or increase student participation and performance on AP exams.

Performance Objective 11: PHS will create a master schedule with embedded intervention time to better meet the academic needs of students.

Performance Objective 12: Teachers will offer tutorials outside of the school day.

Performance Objective 13: PHS will continue to offer intervention classes such as Practical Writing, Strategic Learning and 9th grade reading classes to close the ELL and eco dis performance gap by at least 10%.

Performance Objective 14: At midyear, credits earned in 9th and 10th grades will increase to 90% with the help of an RTI process where teachers call parents during study hall and send information home via the student.

Performance Objective 15: PHS will hold intervention classes that include the ESL Interventionist in collaboration with a EOC teacher to assist our ELL population with academic vocabulary acquisition in an effort to close the performance gap between ELL and all students on the EOC by 10% during the 2016-2017 school year.
Goal 2: PfISD Learning Communities will provide a safe and nurturing school environment.

Performance Objective 1: PHS will promote methods addressing violence prevention and intervention.

Performance Objective 2: Pflugerville HS will meet the social/emotional/physical needs of its students through a coordinated guidance and safety plan.

Goal 3: PfISD will attract, develop, and retain world class educators committed to serving each student.

Performance Objective 1: PHS will focus on hiring staff members that mirror student population and mentor new teachers and staff by meeting with them weekly in and out of PLC to support their success in school procedures as well as teaching practices.

Performance Objective 2: Teacher appreciation will be shown for our teachers and educational assistants as well as our custodial staff through various events.

Performance Objective 3: During the 2016/17 school year, PLC leads will support each member in the PLC by supplying them with timely informational data on individual student areas of need, after every common assessment.

Goal 4: PfISD will develop and promote positive community relations through effective communication, the involvement of stakeholders, and the establishment of business and community partnerships.

Performance Objective 1: All math teachers will use technology to inform parents of assignments, tests and any updates.

Performance Objective 2: AVID students will complete 10 or more community service hours by May of 2017.

Performance Objective 3: PHS CAAC committee will design and implement campus culture improvement projects during the 2016/2017 school year. This project will include teacher morale boosters.

Performance Objective 4: During the Fall 2016 semester, PHS will host a parent orientation for non English speaking parents (in the target language) regarding grade book access.

Performance Objective 5: Establish new relationships and maintain current partnerships with local businesses and other community stakeholders.

Goal 5: PfISD will support the District's vision and mission by supporting operations that are effective, efficient, and accountable.

Performance Objective 1: Pflugerville High School administrators will continue to support PLC's in all academic, LOTE, CATE and Elective areas by
holding weekly scheduled meetings that will support the curriculums in each of the subject areas.

**Performance Objective 2:** Teachers implement the Pflugerville 5.

**Performance Objective 3:** Teachers will utilize new and existing technology to enhance student learning.