



# Dr. Leonides G. Cigarroa High School

2600 Zacatecas Street, Laredo, TX 78046



## CAMPUS DEMOGRAPHICS

Grade Levels	<b>9th - 12th</b>
Vertical Team	<b>Toro Team</b>
Trustee District 7	<b>Jose R. Perez</b>
Enrollment	<b>1539</b>

## CAMPUS ADMINISTRATION TEAM

### Laura Flores, Principal

Alfredo G. Perez, Director of Saba Perez School for Engineering & Technology Education

Armando Molina, Career Academic Dean  
Matias Ydrogo, III, Assistant Principal  
Amy C. Casares, Assistant Principal  
Miguel Chapa, Assistant Principal

## CAMPUS VISION/MISSION

### Mission Statement

In partnership with the parents of our students and with other community members, CHS will provide our students optimal opportunities to allow for academic, career/technical, and personal/social development, thus enabling them to fulfill their academic potential and Learn for Life.

### Vision

Dr. Leo G. Cigarroa High School will graduate all students with the academic readiness for post-secondary education, the workforce, or civic life.

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CaSE COMPONENTS		RATINGS
Fine Arts		EXEMPLARY
Wellness & Physical Education		EXEMPLARY
Community & Parental Involvement		EXEMPLARY
21st Century Workforce Development Program		EXEMPLARY
Second Language Acquisition Program		EXEMPLARY
Digital Learning Environment		EXEMPLARY
Dropout Prevention Strategies		EXEMPLARY
Educational Programs for Gifted & Talented Students		EXEMPLARY
<b>OVERALL PERFORMANCE</b>		<b>EXEMPLARY</b>

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CaSE COMPONENTS	
1) Community and Parental Involvement	
2) Educational Program GT Students	
3) Digital Learning Environment	

This rating system is required by House Bill 5 (see TEC 39.0545 for details about the law. It allows each campus to showcase the opportunities they provided to students, families and the community in areas other than standardized testing. Details about the law and rating system can be found at [www.laredoisd.org](http://www.laredoisd.org)






## digital LEARNING

### Digital Learning Environment

#### 21st Century Learning Experiences

Classrooms are student-centered learning environments where technology is seamlessly used to solve real-world problems, to bring critical thinking & questioning, student engagement and allow for daily informative assessments using technology tools.

**Exemplary** ► 90-100% of teachers use digital resources for student engagement (i.e. Edmodo, O365 Tools including One note/Yammer/Forms, Technology LEAD Companion, Kahoot, Smores, Nearpod, ThingLink, Popplet and others).

#### Digital Learning Tools For Classroom Use

Campuses have access to digital resources that allow application of technology across all subject areas as evidenced through interactive learning and application of technology.

**Exemplary** ► 90-100% of classrooms have digital tools as identified by Texas STAAR Chart (i.e. projectors, document readers, interactive board technology, laptop, tablet, computers).

#### Educator Technology Professional Development

Teachers participate in multiple technology professional development opportunities to support student-centered learning and Future Ready skills by attaining 12 or more hours of technology professional development on an annual basis.

**Exemplary** ► 90-100% of teachers earn 12 hours or more of technology professional development annually.

#### Educator Technology Preparedness

All teachers show evidence of planning, organizing, delivering and evaluating instruction for all students that incorporates the effective use of technology integration into the curriculum.

**Exemplary** ► 90-100% of teachers utilize digital tools (i.e. Staff Notebooks for planning and/or Technology LEAD Resources).

#### Leadership and Vision for Digital Learning Environments

Campus leadership promotes a shared vision that encourages innovation with technology evidenced in a Technology Implementation Plan that is aligned to the District's Technology Plan.

**Exemplary** ► 90-100% of annual Technology Implementation Plan accomplished.



### Community & Parental Involvement

**Conduct parent sessions with emphasis on all content areas and provide strategies to prepare students for the state assessment.**

**Exemplary** ► 5 or more Parent Sessions per semester to prepare students for the state assessment

**Provide parent meetings relevant to District Programs and Services.**

**Exemplary** ► 5 or more Parent Sessions per semester

**Provide parents the opportunity to participate in campus decision making committees to provide input about preparations methods for state assessment**

**Exemplary** ► 5 or more Consistent evidence of parent participation in SBDM (100% of the time)

**Tutoring Programs that Support Students taking State Assessments**

Academic / Assessment Tutorials

**Exemplary** ► 5 or more Attendance to academic tutorials are taking place for targeted student population (100% attendance)

**Opportunities for Students to Participate in Community Service Projects**

Campus Based Community Service Projects

**Exemplary** ► 5 or more

**Parental Engagement (Number of Parent & Community Volunteers)**

**Exemplary** ► Over 50 Volunteers/Community Service projects per year

**Parental Engagement (Total Number of Volunteer Hours Recorded)**

**Exemplary** ► Increase by 15% total # of volunteer hours from previous year.



### Educational Programs for Gifted & Talented Students

**Student Assessment** K-12 grade students are eligible for nomination, and once nominated, an overview of the assessment process is offered to parents.

**Exemplary** ► Families/staff are made aware of nomination process via timeline, campus webpage, and school announcements in a language and form that families understand literacy projects)

**Program Design** Program options enable gifted/talented students to work together as a group, and work independently during the school day as well as the entire school year.

**Exemplary** ► Services for GT students are comprehensive, structured, sequenced, and appropriately challenging, (4) foundation curricular areas, arts, leadership, and creativity and is evident through the TPSP Showcase (i.e. science fair )

**Curriculum and Instruction** Students at all grade levels are involved in experiences that result in the development of sophisticated products and/or performances. Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research.

**Exemplary** ► Curriculum options in intellectual, creative and/or artistic areas; leadership; and specific academic fields are provided for gifted/talented students (i.e. Prufrock)

**Professional Development** Teachers who provide instruction and services that are a part of the program for gifted students have a minimum of thirty (30) hours of GT training and; Teachers who provide instruction and services to gifted and talented students receive a minimum of six (6) hours annually of professional development in gifted education.

**Exemplary** ► Administrators and counselors who have authority for gifted/talented service decisions receive a minimum of six (6) hours annually of professional development in GT education.

#### Family/Community Involvement

Parents are informed of all gifted/talented services and opportunities. The campus provides orientation and updates for parents of students identified and served in gifted programs through parent meetings.

**Exemplary** ► Information is shared and meetings are held annually requesting parent and community recommendations regarding students who may need gifted/talented services.

