

AC JONES HIGH SCHOOL

CAMPUS IMPROVEMENT PLAN

2015-2016

BEEVILLE INDEPENDENT SCHOOL DISTRICT GOALS AND OBJECTIVES

District Goal 1 All students will be exposed to a broad base of knowledge which will lead to self-empowerment.

District Objectives:

- A. The district will ensure through its curriculum that all BISD students are prepared to master or exceed the Texas Essential Knowledge and Skills (TEKS).
- B. The district will meet or exceed state performance standards on required outside assessments.
- C. The district will support instruction beyond the basics to include the fine and performing arts.
- D. The district will continue to align instructional programs and assessments in the core content areas.
- E. The district will close the achievement gap among all subpopulations.
- F. Secondary campuses will provide the opportunity for students to understand and articulate two languages.
- G. Teachers and teacher assistants will be provided training in strategies which will improve student performance, improve classroom management and take into account students' needs / individual learning styles.
- H. Campuses will address interpersonal and intrapersonal skills that will contribute to students' healthy, confident lifestyles.
- I. Student attendance will be increased by at least one percentage point.
- J. The district will continue to decrease the dropout rate annually with the ultimate goal of eliminating dropouts in B.I.S.D.

District Goal 2 The district will increase positive public relations, community involvement, and meaningful parental involvement.

District Objectives:

- A. An ongoing district level committee (District Education Improvement Council) will continue to help guide the district in the improvement of student performance for all student groups in order to attain state standards in respect to the academic excellence indicators.
- B. Each principal will ensure communication to parents regarding academic performance, attendance and discipline of students.
- C. Each campus will provide educational programs that strengthen parenting skills and help parents to provide educational assistance to their children.
- D. Parents and other members of the community will be partners in the improvement of schools.
- E. The district will provide to the media and through the website, accurate information on a timely basis.

District Goal 3 Technology and real-world experiences will be integrated into instructional activities.

District Objectives:

- A. The district will continue to install and upgrade infrastructure for technology at all campuses.
- B. The district will provide direction and support for professional development and training of staff members which will improve student performance and enhance the work environment for employees.
- C. The district will continue to integrate technology into instructional activities so that students can become proficient in real world applications.

- D. All campus principals will ensure that teacher training will be provided in appropriate instructional technology, following the district plan.
- E. The campuses will incorporate workplace/employability skills in instructional activities to include understanding financial responsibility and working with team members.
- F. The district will ensure that students graduate with skills that enable them to be responsible citizens and contributing members of society.
- G. The campuses will continue to provide a point of contact for technical support to ensure timely use of technology.

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District Goal 1 All students will be exposed to a broad base of knowledge which will lead to self-empowerment.

Activity/Strategy	Supportive Research	Preson(s) Responsible	Resources Needed/ Fund Source	Documentation (Formative Evidence)	Start/End	Special Populations	Evaluation
Special Education inclusion and computer lab access	<i>Engaging Students: The Next Level of Working on the Work</i> , Schlechty, P.C. (2011)	Principal, Asst. Principals, Counselors, Special Education department	Local, State, and Federal	Special education teachers and paraprofessionals are used as inclusion support in core classrooms. Some students are assigned to work exclusively in computer labs with special education teachers and paraprofessionals.	August 24, 2015-June 2, 2016	Special Education & 504 students	
DMAC data reporting for EOC tested subjects	<i>Leading Professional Learning</i> , Fullan, M., School Administrator, 63)10), 10-14. (2006)	Consultants, Department chairs, EOC subject teachers	Local, State, and Federal	All unit tests in US History and Algebra 1 are built using TAG and run through DMAC to track student progress on TEKS to ensure student mastery and quick response to areas of needed improvement.	August 24, 2015- June 2, 2016	All students, at-risk	
Core department planning & design sessions	<i>Engaging Students: The Next Level of Working on the Work</i> , Schlechty, P.C. (2011)	Department chairs, core teachers, consultant	Local, State, and Federal	All Math, Science, Social Studies and English teachers utilize ½ day planning periods to collaborate, design, and develop lesson plans/ learning experiences for the upcoming six weeks.	August 24, 2015 – June 2, 2016	All students	
Core department planning & design sessions	<i>Engaging Students: The Next Level of</i>	Department chairs, core	Local, State, and Federal	Core departments access TEKS Resource System for scope and sequence to	August 24, 2015 –	All students	

	<i>Working on the Work</i> , Schlechty, P.C. (2011)	teachers, consultant		develop plans. Multiple sources for online curriculum are available including STCC FIGs.	June 2, 2016		
Instructional Walkthroughs	<i>Engaging Students: The Next Level of Working on the Work</i> , Schlechty, P.C. (2011)	Principal, Assistant Principals, Consultant, Math Specialist	Local, State, and Federal	Campus administrators will conduct walkthroughs and other observations of classrooms regularly to observe teachers and students.	August 24, 2015 – June 2, 2016	All students	
Workshops, Trainings, Professional Development, and other Learning Opportunities	<i>Engaging Students: The Next Level of Working on the Work</i> , Schlechty, P.C. (2011)	Principal, Assistant Principals, Consultant, Department Chairs, Teachers	Local, State, and Federal	Teachers have increased access to content-specific and focused workshops. As weak areas are identified, workshops and other trainings are made available in a timely manner.	August 24, 2015 – June 2, 2016	All students	
Professional Development	<i>Engaging Students: The Next Level of Working on the Work</i> , Schlechty, P.C. (2011)	Consultant	Local, State, and Federal	Professional development is created in a more meaningful process, targeting three levels of development: individual teachers, departments, and whole campus	August 24, 2015 – June 2, 2016	All students	
Teacher Supplies	<i>Engaging Students: The Next Level of Working on the Work</i> , Schlechty, P.C. (2011)	Principal, Consultant, Department Chairs	Local, State, and Federal	Teachers are supplied with additional school supplies for students who are at-risk or are low SES, in an effort to bridge the gap between students who don't have or can't afford supplies.	August 24, 2015 – June 2, 2016	At-Risk, Low SES students	

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Activity/Strategy	Supportive Research	Person(s) Responsible	Resources Needed/ Fund Source	Documentation (Formative Evidence)	Start/End	Special Populations	Evaluation
Family and Community Outreach and Support	<i>Engaging Students: The Next Level of Working on the Work</i> , Schlechty, P.C. (2011)	Principal, Assistant Principals, Consultant	Local, State, and Federal	Campus administration will utilize the School Messenger system to email, text, and voice mail parents. Administration will also better utilize Parent Portal, BISD website, and other social media outlets. Several parent events will be held throughout the school year including open house, extravaganza, symphony, and fine arts mixer.	August 24, 2015 – June 2, 2016	All students	
Student Discipline, Behavior	<i>Engaging Students: The Next Level of Working on the Work</i> , Schlechty, P.C. (2011)	Principal, Assistant Principals	Local, State, and Federal	Administrators focus on changing behavior rather than using punitive discipline measures like ISS and DAEP. Administrators use counseling and mediation techniques to address student behavior.	August 24, 2015 – June 2, 2016	All students	
Campus Beautification	<i>Engaging Students: The Next Level of Working on the Work</i> , Schlechty, P.C. (2011)	All Staff	Local, State, and Federal	Campus beautification efforts include painting hallways and classrooms, cleaning up messy/dilapidated areas, adding more picnic tables outside, cleaning and re-planting flowerbeds.	August 24, 2015 – June 2, 2016	All students	

Parent, Community, and Business Involvement	<i>Engaging Students: The Next Level of Working on the Work</i> , Schlechty, P.C. (2011)	Principal, Assistant Principal, Consultant	Local, State, and Federal	Campus administration seeks to involve more parents, community members, and business professionals in advisory councils and booster clubs.	August 24, 2015 – June 2, 2016	All students	
Drug Education	<i>Engaging Students: The Next Level of Working on the Work</i> , Schlechty, P.C. (2011)	Principal, Assistant Principal, Consultant	Local, State, and Federal	Campus administration encourages drug education including Red Ribbon week, random drug testing, guest speakers, and other avenues.	August 24, 2015 – June 2, 2016	All students	

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