



## **Agenda of Special Meeting**

### **The Board of Trustees Beeville ISD**

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A Special Meeting of the Board of Trustees of Beeville ISD will be held October 10, 2019, beginning at 5:30 PM in the Board Room  
201 N. St. Mary's  
Beeville, TX 78102.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. Call to Order
2. Consideration and Possible Approval of District and Campus Improvement Plans 2
3. Consideration and Possible Approval of FMC Elementary Targeted Improvement Plan 26
4. Adjournment

**Beeville ISD**  
**BOARD OF TRUSTEES**

Date: October 10, 2019 Presented By: Dr. Marc Puig  
District & Campus Improvement  
Subject: Plans Related Page(s) 24

**Action**

**BACKGROUND INFORMATION:**

The District Educational Improvement Committee [DEIC] and Campus Instructional Leadership Teams [CILT] met to review data pertaining to demographics, school processes, perceptions, and student academic achievement. The District Improvement Plan [DIP] and Campus Improvement Plans for 2019-2021 including goals, performance objectives, and initiatives were developed.

**RECOMMENDATION:**

Approval

**BOARD ACTION REQUIRED**

I move the Board approve the District Improvement Plan for the 2019-2021 school years.

**EXHIBIT**

District Improvement Plan Document/ Campus Improvement Plan Documents

## Beeville ISD: District Improvement Plan

District: Beeville ISD    Org. 013901    Year: 2019-2020 to 2020-2021    Grades: PK-12

No.	District Goals	Progress RPT 1	Progress RPT 2	Final EOY	Goal Met? Y or N
1	Provide innovative and diverse learning programs, with a strong emphasis in literacy and mathematics, to maximize opportunities available in BISD.				
2	BISD will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.				
3	BISD will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.				
4	BISD will provide all students a safe, drug free, environment that is conducive to learning.				
5	BISD will collaborate with parents and community to inspire students to be bold innovative leaders.				
No.	District Initiatives	Resources	CNA Section No.	Timeline	Title Funding in Resource? Y or N
1	Deep curriculum alignment using TEKS Resource System		2,3&7/1&10	Aug to May	N
2	Professional learning communities on all campus		2&7/1,4&9	Aug to May	Y
3	Targeted professional learning opportunities related to campus goals		2&7/3&4	Aug to May	Y
4	Student engagement: computer science K-12; expand AP/DC/CTE.		2/9&10	Aug to May	Y
5	Learningwalk protocol across all campuses		2&3/2&8	Aug to May	N
6	A strong focus on literacy and mathematics will be supported by the implementation of research based programs.		1&4/6	Aug to May	Y
7	Character / counseling programs to address character development; including training related to verbal aggression, sexual harassment, bullying, suicide prevention, conflict resolution, drug awareness, to include drugs and alcohol, and dating violence.		3/2	Aug to May	Y
8	Actively invite and recruit parents to participate in decision-making committees such as District-wide Title I Parent Advisory Committee (PAC), and Campus Level Site Based Decision Making Committees (SBDM), PTO, and Task-force or Focus Groups.		2,3,&4/9&10	Aug to May	Y
9	Provide staff development on both legal requirements and best practice for situations involving bullying, harassment, cyber safety, and abuse.		3/9&10	Aug to May	Y
10	To ensure compliance and fiscal responsibility the district will manage and oversee the appropriate use of state and federal funds, ensure compliance of funds and federal and state requirements, assist, support, and coordinate efforts with all campus principals, directors and supervisors and stay current with federal, state and local law and procedures.		1&3/10	Aug to May	Y
11	To ensure financial responsibility an annual review/monitoring of the progress of each campus served under Title I, Part A will be conducted using state and federal accountability data. The results will then be coordinated with the review of the CNA.		1&3/10	Aug to May	Y
12	To ensure full compliance with grant requirements, the district will conduct full and individual initial evaluations in accordance with IDEA laws and guidelines. This will include providing parents of special education students and students suspected of a disability, the Notice of Procedural Safeguards and the Guide to the Admission Review and Dismissal Process.		2/10	Aug to May	Y

# Beeville ISD: District Improvement Plan

## Comprehensive Needs Assessment Narrative Summary

### Demographic Summary

The Beeville Independent School District serves students in Beeville, Texas. The local high school, A.C. Jones, houses students in grades 9<sup>th</sup> through 12<sup>th</sup>. Jones High school houses The Health Professions Magnet Academy which currently serves 41 students. Moreno Junior High and the Barnhart Academy serve 6<sup>th</sup> through 8<sup>th</sup> grade students. The academy is home to students that are challenged to achieve their highest potential through the use of rigorous and relevant activities. R.A. Hall and Fadden-McKeown-Chambliss Elementary Schools are 1<sup>st</sup> through 5<sup>th</sup> grade campuses, while Hampton-Moreno-Dugat Early Childhood Center houses the district's 3-year old program, Prekindergarten and Kindergarten. Student enrollment at Beeville ISD has fluctuated slightly over the past three years, with 3,335 students in 2017, 3,291 students in 2018, and 3,300 students in 2019.

### School Process Summary

At Beeville ISD high expectations are established for all students, whose number totals just over 3,300. From our preschool programs through our wide array of high school programs, Beeville schools offer a well-rounded, challenging curriculum for students. There is a strong emphasis on ensuring all students have the academic preparedness and soft skills so that our student are successful.

In order to ensure that all students master the Texas Essential Knowledge and Skills, the staff at BISD adjusts instruction processes that will support the students' needs. Through these modifications, which include academic support, our students are given the necessary tools and skills. We work hard to assert our instructional time is protected. Our staff and students are not pulled out of class unnecessarily. Professional Learning Communities [PLC] are a cornerstone of our instructional foundation. Time is allotted for teachers in elementary, middle, and high school so that planning, data disaggregation, and professional development is continual and most importantly, a priority. Learning walks are conducted monthly by a team of teachers and administrators. The data obtained through these walks assists campus staff with improving instruction and providing targeted professional development opportunities for staff.

### Student Academic Achievement Summary

A comparison of STAAR scores at the ALL student level show that the 2018 and 2019 scores increased in 4 of the 5 subjects. The largest change is in social studies with a 14% gain.

ALL GRADE LEVELS	2018	2019
READING	60	64
MATH	71	72
WRITING	65	66
SCIENCE	69	66
SOCIAL STUDIES	61	75

### Perception Data

BISD conducted a staff survey in the spring and in the fall of 2019. The survey questions included the following core values: positivity, attitude, leadership and high expectations. The survey consisted of 10 questions and that was sent to all staff. The result of the survey was disaggregated by question, and a comparison from spring 2018 to fall 2019 was made. Increases in all areas of staff services, preparation, support, and resources was noted.

## Beeville ISD: District Improvement Plan

Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the district, including how federal and state program funds will be used?
<ol style="list-style-type: none"> <li>1. Empowered, future-ready students willing to engage in digital learning experiences.</li> <li>2. Professional development for teachers including ambassador training, learning walk protocol, professional learning communities, ASDC Math Academy, and fundamental five.</li> <li>3. Strong teacher-administrator connections, very relational.</li> <li>4. Staff working together to achieve the district's goals and objectives.</li> <li>5. Student readiness for challenging / rigorous work.</li> </ol>	<ol style="list-style-type: none"> <li>1. Systematic curriculum alignment implementation and monitoring, evidence the taught curriculum is clearly linked to TEKS.</li> <li>2. Evidence of processes for monitoring, evaluating, and ensuring mastery of TEKS/SEs.</li> <li>3. Campus leadership focused on developing effective, rigorous instruction.</li> <li>4. Provide staff resources and tools.[emphasis on technology]</li> <li>5. Systemic process to monitor student attendance.</li> <li>6. Distributed individual instructional coaching.</li> <li>7. Loss in enrollment to private and charter schools.</li> </ol>	<ol style="list-style-type: none"> <li>1. Execute a guaranteed and viable curriculum every day for every child; state/local funds will support TEKS Resource System implementation and tools.</li> <li>2. Execute instructional systems that ensure highest impact on instructional quality (e.g., Professional Learning Community, Student Mastery Trackers).</li> <li>3. Execute innovative curricula aligned to the TEKS to enhance student engagement and prepare students for a global economy.</li> </ol>

No.	Component documented in Title I campus-level planning minutes	Action Executed
1	Effective Schools Framework/Comprehensive needs assessment	May 2019
2	Schoolwide reform strategies	Ongoing
3	Highly qualified teachers	Ongoing
4	High quality, ongoing professional development	Ongoing
9	Activities to ensure effective additional student assistance	Ongoing
10	Coordination of other federal, state, and local programs	Ongoing

No.	CNA Section / Area of Focus
1	Demographics
2	School Process Data
3	Student Learning Data
4	Perception Data

Has a meeting been held to conduct a comprehensive needs assessment that includes a parent and other staff members?

Y or N	Y
Y or N	Y
Y or N	Y

Has this meeting been documented with signatures, an agenda, and minutes?

The district has a system to document evidence of DIP implementation and impact?

Reviewer: \_\_\_\_\_

Verifier: \_\_\_\_\_

# Hampton Moreno Dugat: Campus Improvement Plan

Hampton Moreno Dugat    Org. 0913901-105    2019-2020    Grades: Pre-K - Kinder

No.	Campus Goals	Progress RPT 1	Progress RPT 2	Final EOY	Goal Met? Y or N
1	GOAL 1: Provide innovative and diverse learning programs, with a strong emphasis in literacy and mathematics, to maximize opportunities available in H.M.D.				
2	GOAL 2: H.M.D. will recruit, retain and reward effective teachers, principals, and other instructional staff.				
3	GOAL 3: H.M.D. will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.				
4	GOAL 4: H.M.D. will provide all students a safe, drug free, environment that is conducive to learning.				
5	GOAL 5: H.M.D. will collaborate with parents and community to inspire students to be bold innovative leaders.				
No.	Campus Initiatives	Resources	CNA Section No.	Timeline	Title Funding in Resource? Y or N
1	Produce student artifacts that are relevant to the math, reading and writing TEKS to improve the foundation leading to an increase in reading, math and writing literacy.	Schoolwide	2,3,4	Aug to June	Y
2	Continue Progress Monitoring system for grade level Performance Assessments to track student growth.	Schoolwide	2,3,4,5	Jan to June	Y
3	Engage in conversations on student progress displayed in Data Room once a Reporting Period and provide instructional support in order to close gaps in learning while updating RtI.	Schoolwide	2,3,4,5	Aug to June	Y
4	Model campus led Professional Development, staff meetings, coach teachers through grade level meetings, Professional Learning Communities, and individual teacher meetings to guide student centered instruction and the use of TEKS resource.	Schoolwide	2,3,4,5	Aug to June	Y
5	Book studies will be led and conducted to increase staff learning resulting in positive impact on student achievement and diverse learning.	Schoolwide	2,3,4,5	Aug to June	Y
6	Create in order to provide a Mobile Science Lab to be used once a week by Kindergarten classrooms; to set a foundation to increase science scores in upcoming grades.	Schoolwide	2,3,8	Aug to June	Y
7	Teachers will include coding instruction weekly as well as reading instruction through the RAZ computer program.	Schoolwide	2,3,8	Aug to June	Y
8	Teachers will incorporate the use of STEM in the classroom twice weekly.	Schoolwide	2,3,8	Aug to June	Y
9	Parental involvement activities increased to once every nine weeks to promote positive school parent relationships.	Schoolwide	3,6	Aug to June	Y
10	Increase student attendance from 92.21% to 95% by having weekly attendance incentives and a Reporting Period Party with the Principal	Schoolwide	3,6	Aug to June	Y

## Comprehensive Needs Assessment

### Demographic Summary

Hampton Dugat Early Childhood Center is an elementary school in Beeville, Texas, in the Beeville ISD. The school received a met standard rating and is paired with R.A. Hall for accountability purposes. H.M.D. has an enrollment of 370 students, of which 2.7% African American, 84.9% Hispanic, 11.6% White, and .08% Two or More Races. 91.1% of HMD students are Economically Disadvantaged, 2.4% are English Language Learners, 15.1% of students receive Special Education Services.

### School Process Summary

Hampton Moreno Dugat proudly offers a comprehensive program in all academic areas. With a focus on inquiry and experiential learning, students are encouraged to explore the world around them and to learn by doing. Classroom spaces and learning experiences are carefully structured by our teachers, teaching assistants, and administrators, facilitating a transdisciplinary approach to learning that allows students to apply knowledge and skills from a variety of academic areas.

## Hampton Moreno Dugat: Campus Improvement Plan

We are dedicated to the balanced development of all children at H.M.D, with a belief that in addition to fostering strong academic achievement, we must also provide strong opportunities for positive social and emotional development. We strive daily to offer an active, engaging, and positive learning environment for all students in order to empower them to embrace opportunities, pursue passions, and contribute thoughtfully to the world.

### Student Academic Achievement Summary

Hampton Moreno Dugat Elementary was rated as "Met Standard" by the Texas Education Agency and is paired with R.A. Hall for accountability purposes.

### Perception Data

Hampton Moreno Dugat Elementary is known as a family friendly environment that is welcoming to all. The school is known to encourage academic growth in all students and provides innovative learning opportunities including coding and high expectations for all learners. Parents, students, and staff view the school as an inviting place to learn and grow together through the students early childhood years.

Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the district, including how federal and state program funds will be used?
Curriculum Instructional Leadership Team met and walked classrooms, increasing instruction across the campus. RTI continues to be a strength as tracking, beginning of the year, middle of the year, and end of the year assessment displays growth and correlates to recorded DATA. Collaboration amongst and between grade levels is apparent increasing reading levels and mathematic composing and decomposing of sums and differences. DATA collection of Science and Social Studies TEKS achievement in the 90 percentile.	HMD is in need of continued alignment to track student growth and increase academic levels. We are implementing teacher learning through book studies, learning walks, adding CLI Engage for Kinder, TEKS resource sight words, and meeting with our feeder schools to continue K-2 alignment. We will set new HARD goals and implement continued formative assessment strategies.	The goal for BISD are to provide innovative and diverse learning programs, with a strong emphasis in literacy and mathematics, to maximize opportunities available in B.I.S.D. The priorities for BISD are to have horizontal and vertical alignment of curriculum using TEKS resource to guide instruction and campus alignment meetings among the teachers, increase student engagement using high yield strategies and digital instruction and coding, increase professional learning through learning walks, and establish strong professional learning communities. State and federal funds will be used to support the initiatives set out by BISD and the goals set by HMD. All funds will be spent to further increase student learning and provide the best student centered instruction.

No.	Component documented in Title I campus-level planning minutes	Action Executed
1	Comprehensive needs assessment	August 15, 2019
2	Schoolwide reform strategies	Ongoing
3	Highly qualified teachers	Ongoing
4	High quality, ongoing professional development	Ongoing
5	Strategies to attract quality teachers	Ongoing
6	Strategies to increase parent involvement	Ongoing
7	Transition from early childhood programs	Ongoing
8	Involvement of teachers in assessment/instructional decisions	Ongoing
9	Activities to ensure effective additional student assistance	Ongoing
10	Coordination of other federal, state, and local programs	Ongoing

No.	CNA Section / Area of Focus
1	Demographics
2	School Process Data
3	Student Learning Data
4	Perception Data
5	
6	
7	
8	

Has a meeting been held to conduct a comprehensive needs assessment that includes a parent and other staff members?	Y or N	Y
Has this meeting been documented with signatures, an agenda, and minutes?	Y or N	Y
<b>The campus has a system to document evidence of CIP implementation and impact?</b>	Y or N	Y

Reviewer: \_\_\_\_\_

Verifier: \_\_\_\_\_

## Campus Improvement Plan For: FMC Elementary 2019-20

School: Fadden-Mckeown-Chambliss Elementary Org. 0913901-102 Year: 2019-20 Grades: 1<sup>st</sup>-5<sup>th</sup>

No	Campus Goals	Progress RPT 1	Progress RPT 2	Final EOY	Goal Met? Y or N
1	Provide innovative and diverse learning programs, with a strong emphasis in literacy and mathematics, to maximize opportunities available at FMC.				
2	FMC will recruit, retain and reward effective teachers, principals, and other instructional staff.				
3	FMC will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.				
4	FMC will provide all students a safe, drug free, environment that is conducive to learning.				
5	FMC will collaborate with parents and community to inspire students to be bold, innovative leaders.				

No	Campus Initiatives	Resources	CNA Section No.	Timeline	Title Funding in Resource? Y or N
1	Positive School Campus Climate and Culture FMC will create a positive campus climate by engaging in several professional development activities that directly impact teachers and will be provide accountability for campus climate.				N
2	FMC will create campus committees that will meet at least once a month to focus on ways to improve attendance, teacher/student motivation, discipline, hospitality, extended learning opportunities, student ambassador opportunities, accelerated reader, etc. They will document their meetings and minutes using an online form. Committees will create activities that promote a positive campus culture.				Y
3	FMC Administration will schedule positive praise days into their Outlook calendar and make time to send thank you notes, Kudos for staff, and honor Teacher/Staff members of the month. Celebrating student academic success, progress, and campus milestones by offering reward days, incentives for students.				Y
4	FMC will uphold the vision of the campus "Fostering student success by Maximizing learning opportunities and Celebrating partnerships". Hold parent and family meetings and activities to increase the partnership.				Y
5	Providing purposeful instructional camps each quarter addressing readiness standards shown to be in need by the previous assessment cycle.				Y
3	FMC will build capacity in teachers by: FMC teachers will create engaging, rigorous, and quality lesson plans that address the various levels of their students with Intervention and Enrichment opportunities for students. Teachers will participate in professional development topics, such as; lesson planning, formative assessment, intervention for all, technology/innovation, and curriculum alignment.				Y
4	FMC Administration will conduct weekly audits of lesson plan quality and provide feedback and coaching to teachers in the area of instructional planning.				N
5	FMC will host Literacy Night, Math/Science Night as innovative family nights that will allow for collaboration of inspiring bold, innovative, leaders.				Y

## Campus Improvement Plan For: FMC Elementary 2019-20

No	Campus Goals	Progress RPT 1	Progress RPT 2	Final EOY	Goal Met? Y or N
6	FMC students will celebrate Red Ribbon Week activities that foster awareness of the benefits of being drug free.				
7	FMC will use the FISH! Philosophy curriculum for character development in school-wide classroom guidance lessons to allow students to take an active role in creating an appropriate campus culture and safe environment.				

### Comprehensive Needs Assessment Narrative Summary

#### Demographic Summary

Fadden-McKeown-Chambliss Elementary is a 1<sup>st</sup>-5<sup>th</sup> grade campus that serves students in the Beeville Independent School District, located in Beeville, Texas. According to the TEA's txschools.gov the campus has an enrollment of 579, of which 2.9% African American, 85.7% Hispanic, and 9.8% White. 89.3% of FMC students are Economically Disadvantaged, 2.4% are English Language Learners, 9.7% of students receive Special Education Services, and 56.2% of FMC students are considered AT-Risk, and the mobility rate is 15.8% Attendance rate is 94%.

#### School Process Summary

Fadden-McKeown-Chambliss Elementary offers a well-rounded, challenging curriculum for school by providing innovative programs such as elementary world language for all students, elementary mariachi program, and coding in all grade levels. Professional Learning Communities are employed for planning, data disaggregation, and continuous professional development are a shared priority for the campus and district alike. The campus vision of "Fostering student success by maximizing learning opportunities and celebrating partnerships" integrates a shared ownership for campus goals and objectives. The campus uses technology to support the instructional delivery, student's products. The importance of technology usage is modeled by the administrative team as they have provided professional development and use Google Applications or Microsoft Office 365 applications to provide timely feedback on Learning Walks, Lesson Plan Audits, Operational Forms and Surveys, and created a hub for information for campus staff using Sharepoint.

#### Student Academic Achievement Summary

Fadden-McKeown-Chambliss Elementary was rated as "Improvement Required" by the Texas Education Agency and labeled as a "Comprehensive Campus" in August of 2018. The principal was replaced and the campus added 5<sup>th</sup> grade students and teachers. After the 2018-19 school year, the campus was rated "Met Standard" by TEA and elevated to "Comprehensive Progress" in August of 2019. All tested areas increased except 4<sup>th</sup> grade Writing. The campus' overall numeric total increased 20 accountability points from a 48 to a 68. The campus met all targets in math in all sub-groups as rated in Domain 3 – Closing the Gap.

#### Perception Data

Fadden-McKeown-Chambliss Elementary has had many changes over the last three years regarding leadership and grade level alignment. Being rated "Improvement Required" had a negative effect on campus culture but staff understood the need to implement new practices to move the campus into a new direction. They were successful with that task, as evident by their dramatic increase in overall accountability score. A faculty advisory committee led the charge to create a positive campus culture by engaging in a summer reading project, which was the predecessor for upcoming professional development at the beginning of the 2019-20 school year. Overall, students are excited about being a part of the FMC campus and parents are kept informed of weekly events and updates to operational practices.

	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the district, including how federal and state program funds will be used?
Demographics Data	<ul style="list-style-type: none"> <li>Demographic rates have stayed consistent from year to year.</li> </ul>	<ul style="list-style-type: none"> <li>Increase in the number of special education students requiring additional personnel.</li> <li>Attendance Rate was below 95%</li> </ul>	<ul style="list-style-type: none"> <li>Promote awareness of the importance of attendance by celebrating students and offering incentives.</li> </ul>
School Process Data	<ul style="list-style-type: none"> <li>Weekly, documented PLCs</li> <li>Documented Learning Walks with immediate feedback</li> <li>Technology integration for instruction and operations</li> <li>Positive Behavioral Support</li> </ul>	<ul style="list-style-type: none"> <li>Additional Training in PLC with shared responsibilities and norms.</li> <li>Updated technology to support the increase and usage of staff and students.</li> </ul>	<ul style="list-style-type: none"> <li>Purchase updated computers for students and staff that supports the applications and specifications needed.</li> <li>Professional development for teachers and administration in the area of Professional Learning Communities.</li> </ul>
Student Academic Achievement Data	<ul style="list-style-type: none"> <li>Increase in % passing rates on all assessments, but one.</li> <li>Increase teacher understanding of Depth of Knowledge and Levels of Rigor</li> </ul>	<ul style="list-style-type: none"> <li>Continuous student data monitoring and create action plans to address student gaps in the learning.</li> <li>Continuously monitor teacher data and quality of lesson plans and instructional delivery through learning walks and lesson plan audits.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use data room to engage in data talks to create action plans and monitor implementation of those plan.</li> <li>Create student tracking systems by student, class, sub-group.</li> </ul>
9 Perception Data	<ul style="list-style-type: none"> <li>FMC offers various innovative after school programs including Learners to Leaders, Instructional Camps, and Family Nights</li> <li>Clear expectations for staff, students, and parents are posted and reviewed frequently.</li> <li>The FISH! Philosophy and Business Chemistry trainings</li> </ul>	<ul style="list-style-type: none"> <li>Continuous reflection and monitoring of the implementation of the FISH! Philosophy.</li> <li>Updated calendar of events and weekly school reach message to parents to ensure timely communication of events.</li> <li>Additional training in RTI Behavioral strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Character curriculum using the FISH Philosophy for schools to be implemented by our counselor and teachers to students.</li> <li>Incentives and recognition for students and staff that display positive behaviors and successes.</li> </ul>

## Campus Improvement Plan For: FMC Elementary 2019-20

	provided to the staff have had a direct impact in the increase of a positive campus climate. <ul style="list-style-type: none"> <li>• Discipline is thoroughly documented using a Pre-referral tracking, online submission of referrals.</li> </ul>		
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No.	Component documented in Title I campus-level planning minutes	Action Executed
1	Effective Schools Framework/Comprehensive needs assessment	May 2019
2	Schoolwide reform strategies	Ongoing
3	Highly qualified teachers	Ongoing
4	High quality, ongoing professional development	Ongoing
5	Strategies to attract quality teachers	Ongoing
6	Strategies to increase parent involvement	Ongoing
7	Transition from early childhood programs	Ongoing
8	Involvement of teachers in assessment/instructional decisions	Ongoing
9	Activities to ensure effective additional student assistance	Ongoing
10	Coordination of other federal, state, and local programs	Ongoing

No.	CNA Section / Area of Focus
1	Demographics
2	School Process Data
3	Student Learning Data
4	Perception Data

Has a meeting been held to conduct a comprehensive needs assessment that includes a parent and other staff members?

Y or N

Y
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Has this meeting been documented with signatures, an agenda, and minutes?

Y or N

Y
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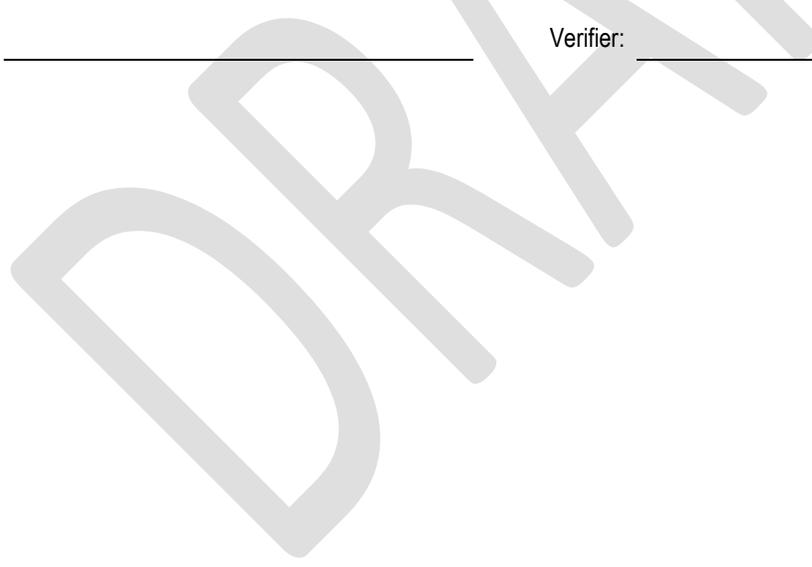
**The campus has a system to document evidence of CIP implementation and impact?**

Y or N

Y
Y

Reviewer: \_\_\_\_\_

Verifier: \_\_\_\_\_



## R. A. Hall Elementary: Campus Improvement Plan

School: R. A. Hall Elementary Org. 0913901-101 Year: 2019 - 2020 Grades: 1-5

No.	Campus Goals	Progress RPT 1	Progress RPT 2	Final EOY	Goal Met? Y or N
1	Provide innovative and diverse learning programs including technology, with a strong emphasis in literacy and mathematics, to maximize opportunities available in R.A. Hall.				
2	R.A. Hall will recruit, retain and reward effective teachers, principals, and other instructional staff.				
3	R.A. Hall will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary education or career paths.				
4	R.A. Hall will provide all students a safe, drug free environment that is conducive to learning through training including anti-bullying, sexual & child abuse, crisis prevention and a school wide discipline plan.				
5	R.A. Hall will collaborate with parents and community to inspire students to be bold, innovative leaders.				

No.	Campus Initiatives	Resources	CNA Section No.	Timeline	Title Funding in Resource? Y or N
1	Increase independent reading by continuing the Accelerated Reading program and providing incentives.	Awards & Incentives, I Station, Star Renaissance		Aug to May	Y
1	Increase Math proficiency by continuing Education Galaxy.	Awards & Incentives, Education Galaxy		Aug to May	Y
1	Desegregate STAAR, unit and benchmark assessments data and search for strengths and weaknesses to improve.	DMAC		Aug to May	Y
1	Students will attend tutorials to improve academic progress and mastery of skills.	Tutorial sign-in sheets, Think it Up, STAAR Master		Aug to May	Y
2	Actively recruit certified teachers.	BISD website, ESC2, college visits		Aug to May	Y
2	Ensure students have certified teachers and paraprofessionals.	BISD website, ESC2, college visits		Aug to May	Y
2	Provide staff development to current, new and reassigned teachers and paraprofessionals using research based strategies to improve academic performance.	Conferences, ESC2 workshops, Lead4Ward, Campus PD		Aug to May	Y
3	Experience rigorous lessons and assessments that are aligned to the TEKS so that students will show academic progress.	Learning Walks, Lesson Plan Review, PLCs		Aug to May	Y
3	Increase attendance rates for students and staff so students will maximize their opportunities to learn.	Incentives, Reward Days, Recognition, Parent Contact		Aug to May	Y
3	Teachers will be increasing rigor and teaching to the depth and complexity needed for post-secondary readiness.	Learning Walks, Lesson Plan Review, PLCs		Aug to May	Y
3	Identify and service students that are eligible for special programs including ESL, Dyslexia, Special Education, GT, 504, At Risk and RTI.	Inclusion, Resource, and other pullout programs, RTI form and identification criteria		Aug to May	Y

## R. A. Hall Elementary: Campus Improvement Plan

No.	Campus Goals	Progress RPT 1	Progress RPT 2	Final EOY	Goal Met? Y or N
4	Students will participate in fire, lockdown and weather drills as well as Red Ribbon Week lessons and activities.	Group Guidance lessons, RRW activities, safety drills, police officer		Aug to May	Y
5	R.A. Hall will provide opportunities for students to extend their learning through Coding, Spanish, Mandarin, UIL and Learners to Leaders. Students will have the opportunity to apply their content knowledge to areas of specific interests to them.	UIL materials, Science Fair materials, GVC, LtoL		Aug to May	Y
5	Campus transition plan for 5 <sup>th</sup> grade to tour Moreno Junior High and HMD Kindergartners to tour RA Hall.	Transportation, HMD & MJH counselors		Aug to May	Y

### Comprehensive Needs Assessment Narrative Summary

#### Demographic Summary

R.A. Hall Elementary is a 1<sup>st</sup>-5<sup>th</sup> grade campus that serves students in the Beeville Independent School District located in Beeville, Texas. According to TEA's TSDS PEIMS Disaggregation of PEIMS Student Data for the 2018-2019 school year, the campus enrollment was 516, of which 2.91% African American, 85.27% Hispanic, 11.43% White and 0.39% 2 or more. 85.08% of R.A. Hall students are Economically Disadvantaged, 2.91% are English Language Learners and 9.69% of students receive Special Education services. 54.46% of R.A. Hall students are considered At-Risk, 2.71% Gifted and Talented,

#### School Process Summary

R.A. Hall Elementary offers a well-rounded, challenging curriculum for school by providing innovative programs such as elementary world language and coding in all grade levels as well as mandarin classes for 3<sup>rd</sup>-5<sup>th</sup> grade. Professional Learning Communities are employed for planning, data disaggregation, and continuous professional development. Universal Screeners are utilized to identify students who are needed extra support in order to be successful. The campus utilizes technology to support instructional delivery. Learning walks and coaching sessions were implemented to ensure lesson rigor

#### Student Academic Achievement Summary

R.A. Hall Elementary was rated as "Met Standard" by the Texas Education Agency in the 2018-2019 school year. The campus received designations in the following areas: Academic Achievement in English Language Arts/Reading and Comparative Closing the Gaps.

#### Perception Data

R.A. Hall Elementary has had changes over the last few years in terms of grades serviced and grade level alignment. An overall gain of 19-22 points were seen in the district climate survey of Fall 2019. A 22 point gain question #7, staff sees a clear link between their work and the districts goals/objectives. There was a 20 point gain question #10, I would refer someone to work for BISD. Ambassador Training at convocation in August, September, October, November. Teachers are reflecting on why BISD is the best place to be and how to improve our district image. The Ambassador training will be executed on campuses and throughout the district. Overall, students are excited about being a part of R.A. Hall campus and parents are informed of all events by our monthly calendar, school reach and updates to operational practices.

	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the district, including how federal and state program funds will be used?
	<ul style="list-style-type: none"> <li>Weekly learning walks &amp; talks</li> <li>Weekly PLC's</li> <li>Data analysis to inform planning and instruction</li> <li>Reading Intervention: Universal Screener using Beginning, Middle, and End of Year data</li> </ul>	<ul style="list-style-type: none"> <li>Alignment with scope &amp; sequence, detailed lesson planning and curriculum</li> <li>Special Education staff</li> <li>Technology</li> <li>Parent Involvement</li> <li>Math &amp; Phonics curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Attendance</li> <li>Rigorous Formative Assessments</li> <li>Training New Teachers</li> <li>Detailed lesson plans</li> <li>More rigorous lesson delivery &amp; assessments</li> <li>Professional development on higher order questioning</li> </ul>

No.	Component documented in Title I campus-level planning minutes	Action Executed
1	Comprehensive needs assessment	Ongoing
2	Schoolwide reform strategies	Ongoing
3	Highly qualified teachers	Ongoing
4	High quality, ongoing professional development	Ongoing

No.	CNA Section / Area of Focus
1	Demographics
2	School Process Data
3	Student Learning Data
4	Perception Data

## R. A. Hall Elementary: Campus Improvement Plan

No.	Component documented in Title I campus-level planning minutes	Action Executed
5	Strategies to attract quality teachers	Ongoing
6	Strategies to increase parent involvement	Ongoing
7	Transition from early childhood programs	Ongoing
8	Involvement of teachers in assessment/instructional decisions	Ongoing
9	Activities to ensure effective additional student assistance	Ongoing
10	Coordination of other federal, state, and local programs	Ongoing

No.	CNA Section / Area of Focus
5	
6	
7	
8	

Has a meeting been held to conduct a comprehensive needs assessment that includes a parent and other staff members?

Y or N

Has this meeting been documented with signatures, an agenda, and minutes?

Y or N

The campus has a system to document evidence of CIP implementation and impact?

Y or N

Reviewer: \_\_\_\_\_

Verifier: \_\_\_\_\_

# Moreno Junior High Campus Improvement Plan

School: Moreno Junior High Org. 0913901-041 Year: 2019 - 2020 Grades: 6-7-8

No.	Campus Goals	Progress RPT 1	Progress RPT 2	Final EOY	Goal Met? Y or N
1	Provide innovative and diverse learning programs, with a strong emphasis in literacy and mathematics, to maximize opportunities available at MJH				
2	MJH will recruit, retain, and reward effective teachers, principals and other instructional staff.				
3	MJH will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.				
4	MJH will provide all students a safe, drug free learning environment that is conducive to learning.				
5	MJH will collaborate with parents and community to inspire students to be bold, innovative leaders.				

No.	Campus Initiatives	Resources	CNA Section No.	Timeline	Title Funding in Resource? Y or N
1	<b>Student Achievement:</b> Innovative Instructional Camps focusing on Weak Student Expectations, Implementation of 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> Grade Intervention courses for students that were not successful on the previous year's Reading and Math STAAR Assessments, and Web Based Interventions for Reading and Math, a well communicated tutoring schedule that will provide a minimum of 3 opportunities per week for students to receive help from their classroom teacher.			Aug to June	Y
2	<b>Curriculum, Alignment, Instruction, Data &amp; Assessment:</b> Professional Development on Accountability and Creation of Assessments, Walk-throughs, Instructional Coaching, PLCs, Data Disaggregation and Data Talks, Monitoring of Quality Lesson Plans.			Aug to June	Y
3	<b>School Culture and Climate:</b> Positive Office Referrals, Reward Night, Staff Recognition for Positive Work Ethic and Positive Attitude, Celebration at Staff Meetings, Mentor Program for New Hires, Frequent Student Praise, and Academic Camps, staff luncheons, and staff committees			Aug to June	Y
4	<b>Parent and Community Involvement:</b> Active PTO, Parent Academic Nights, Student Performance Nights, Athletic Sporting Events, Coding Class Exhibition Night, Art participation in county show, MJH Facebook page, dance showcase, theatre performance			Aug to June	Y
5	<b>School Safety and Security:</b> parents required to show IDs to gain entry to building, new visitor screening system, new vestibule to restrict access to building, staff and student training on visitor procedures, security camera improvements,			Aug to June	Y

## Comprehensive Needs Assessment Narrative Survey

### Demographic Summary

Moreno Jr. High School is a 6<sup>th</sup> – 8<sup>th</sup> Grade campus that serves students in Beeville Independent School District, located in Beeville, Texas. According to TEA's txschools.gov the campus has a total enrollment of 701, of which 1.9% of students are African American, 85.47% are Hispanic, and 11.6% are White. 86.3% of MJH students are Economically Disadvantaged, 2.7% are English Language Learners, and 10.6% of students receive Special Education services. 75.3% of MJH students are considered at-risk, and the mobility rate is 12.6%. The attendance rate at Moreno Jr. High for the 2018-2019 school year was a 92.71%

### School Process Summary

Moreno Jr. High school offers a well-rounded, guaranteed, and viable core curriculum that focuses on student success and engagement. MJH offers a multitude of elective courses that are designed to peak the interests of all students, such as Spanish, Coding, Band, Choir, Dance, Art, Teen Leadership, Theatre Arts, and Debate. MJH also offers courses that will allow students to obtain high school credit while in Jr. High, and has now extended Career and Technical Education Courses into the Jr. High with Business Management and Finance. Professional Learning Communities are utilized for planning, data disaggregation, and teacher collaboration. Ongoing, targeted professional development that is based on specific teacher needs that are observed through data walks is a campus priority. MJH utilizes technology to support the delivery of instruction, as well as to increase student engagement. The Administrative team has modeled the importance of technology integration through utilizing google forms in place of paper forms. The campus utilizes restorative discipline practices to address negative student behaviors, as well as many methods of positive reinforcement such as attendance incentives, reward night, field trips, and positive office referrals. MJH utilizes DMAC to monitor student data to purposefully plan reviews and instructional camps based on specific student needs. The campus vision of "Love them today to empower

## Moreno Junior High Campus Improvement Plan

them tomorrow" reflects the practices that have been put into place to encourage positive relationships, and mentoring that will in turn inspire our students to become bold and innovative leaders.

### Student Academic Achievement

Moreno Jr. High School was rated as "Met Standard" for the 2018-2019 school year by the Texas Education Agency with an overall campus performance rating of a 'D.' This was a decrease from the 2017-2018 school year where our campus performance rating was a 'B.' The campus administration has disaggregated the data to determine the source of the decline, and through data it has been determined that the 6<sup>th</sup> grade students had significant decreases in their reading and math scores from the previous year which resulted in our Academic Growth score declining from an 84 to a 59. MJH showed an increase in the number of students reaching Approaches in 7<sup>th</sup> Grade Reading, 7<sup>th</sup> Grade Math, and 7<sup>th</sup> Grade Writing, as well as in 8<sup>th</sup> Grade Social Studies. The campus' overall numeric total decreased from 81 in 2018 to a 65 in 2019. With the area of concern being identified as student growth, we will carefully monitor the growth of our 6<sup>th</sup> and 7<sup>th</sup> grade population as that is the target group for overall accountability improvement.

### Perception Data

Moreno Jr. High School has had many changes in the last three years with the introduction of a completely new administrative team in the 2017-2018 school year, as well as the major change of adding 6<sup>th</sup> grade to our campus during the 2018-2019 school year. There were several new practices put into place to assist the campus in moving forward and aligning with the district's mission and values. Initially, some of those practices were viewed as unfavorable by a large number of the staff, particularly those that involved restorative discipline and student relationships. The administrative team worked with the staff through professional development, coaching and modeling to help all members of the team gain a better understanding of the benefits of the methods being utilized. The end of the current administration's first year on campus resulted in an overall accountability rating of a 'B.' The success felt by the campus led to greater staff "buy-in" of the methods and processes being implemented. The 2018-2019 school year brought the inaugural year of Moreno Jr. High having 6<sup>th</sup> graders as part of the campus, this led to many challenges as discipline numbers increased and student achievement began to decrease. At the end of the 2018-2019 school year 15 staff members either retired or resigned, although this was a challenge, it was also an opportunity for new staff whose values aligned with the mission and vision of the campus. The addition of new staff, as well as a plans that were developed to be proactive in handling the challenges that were faced the previous year has led to a positive start to the 2019-2020 school year. A survey of the MJH staff that was conducted in October of 2020 shows that 92% of staff members are proud to be a member of the MJH team, 77.8% noted that Moreno Jr High is a positive and inviting campus, and 81% stated they feel supported by their campus administrative team. Retaining staff has been a priority so staff incentives and rewards such as Friday treats, Dash passes, handwritten notes, and celebrations have been implemented to show all staff that they are appreciated. The current percentage of staff that says they feel appreciated is 74.6%, we have a goal of increasing that number to 95%. Students have shown to be excited to be at Moreno Jr. High, and positive relationships have been established. Parents are engaged in events and information through apps such as remind, as well as through our campus Facebook page.

	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the district including how federal and state funds will be used?
Demographic Data	<ul style="list-style-type: none"> <li>Sub-pop percentages have remained consistent from year to year</li> </ul>	<ul style="list-style-type: none"> <li>Increase in the number of special education students requiring additional personnel.</li> <li>Increase in enrollment due to addition of grade level</li> <li>Attendance rate below 95%</li> </ul>	<ul style="list-style-type: none"> <li>Communicate the importance of attendance through parent education and communication and attendance incentives.</li> <li>Improve tier I instruction with the goal of decreasing students who are tested for Special Education.</li> </ul>
School Process Data	<ul style="list-style-type: none"> <li>Regularly held PLC meetings</li> <li>Documented learning walks with feedback</li> <li>Coaching conversations</li> <li>Integrating technology</li> <li>Restorative discipline practices</li> </ul>	<ul style="list-style-type: none"> <li>Update and provide more technology for student use.</li> <li>Decrease in the number of discipline referrals.</li> </ul>	<ul style="list-style-type: none"> <li>Purchase mimios</li> <li>Purchase additional computer carts</li> <li>Professional development for teachers to target areas of need that are identified through learning walks</li> </ul>
Student Academic Achievement 15 Data	<ul style="list-style-type: none"> <li>Increase in 7<sup>th</sup> grade passing rates</li> </ul>	<ul style="list-style-type: none"> <li>Continuous data monitoring and subsequent action</li> </ul>	<ul style="list-style-type: none"> <li>Data room meetings to systematically look at</li> </ul>

## Moreno Junior High Campus Improvement Plan

	<ul style="list-style-type: none"> <li>• Increase in Social Studies scores</li> <li>• Increase in teacher understanding of the accountability system through use of the color tracking system</li> </ul>	<p>plans to address areas of student need</p> <ul style="list-style-type: none"> <li>• Monitor teacher lesson plans and quality of instruction through learning walks and lesson plan audits.</li> <li>• Monitor the growth of the current 6<sup>th</sup> and 7<sup>th</sup> grade class.</li> </ul>	<p>data to create targeted action plans</p> <ul style="list-style-type: none"> <li>• Instructional coaching</li> <li>• Professional Development</li> <li>• Instructional Camps</li> </ul>
Perception Data	<ul style="list-style-type: none"> <li>• Extra-curricular activities such as athletics, band, choir, art club, coding club, student council, and National Jr. Honor Society are offered to provide student opportunities based on interest.</li> <li>• Clear expectations for students were communicated early in the year and have been consistently followed</li> <li>• Communicating staff appreciation has been a focus area</li> </ul>	<ul style="list-style-type: none"> <li>• Increase number of school reach messages to communicate with parents</li> <li>• Clear communication of upcoming events to staff</li> </ul>	<ul style="list-style-type: none"> <li>• Staff incentives</li> <li>• Student incentives</li> </ul>

No.	Component documented in Title I campus-level planning minutes	Action Executed
1	Comprehensive needs assessment	Sch. October 2019
2	Schoolwide reform strategies	Ongoing
3	State Certified Teachers	Ongoing
4	High quality, ongoing professional development	Ongoing
9	Activities to ensure effective additional student assistance	Ongoing
10	Coordination of other federal, state, and local programs	Ongoing

No.	CNA Section / Area of Focus
1	Demographics
2	School Process Data
3	Student Learning Data
4	Perception Data

Has a meeting been held to conduct a comprehensive needs assessment that includes a parent and other staff members? Y or N

Has this meeting been documented with signatures, an agenda, and minutes? Y or N

The campus has a system to document evidence of CIP implementation and impact? Y or N

Y
Y
Y

Reviewer: \_\_\_\_\_

Verifier: \_\_\_\_\_

# The Joe Barnhart Academy Campus Improvement Plan

School: The Joe Barnhart Academy Org. 0913901-042 Year: 2019-20 Grades: 6-8

No	Campus Goals	Progress RPT 1	Progress RPT 2	Final EOY	Goal Met? Y or N
1	Provide innovative and diverse learning programs, with a strong emphasis in literacy and mathematics, to maximize opportunities available at TJBA.				
2	TJBA will recruit, retain and reward effective teachers, principals, and other instructional staff.				
3	TJBA will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.				
4	TJBA will provide all students a safe, drug free, environment that is conducive to learning.				
5	TJBA will collaborate with parents and community to inspire students to be bold, innovative leaders.				

No	Campus Initiatives	Resources	CNA Section No.	Timeline	Title Funding in Resource? Y or N
1	<b>Student Achievement:</b> TJBA Teachers and Administrators will provide Innovative Instructional Camps focusing on areas of growth within the Student Expectations, Educational Excursions, Web Based Interventions for Reading and Math, Focused Writing instruction and Focused tutorial time.				
2	<b>Student Achievement:</b> TJBA Teachers and Administrators will celebrate students' academic success with student incentives for completing Literacy goals, displaying appropriate student behaviors, and having student work showcases that promote creativity and learning.				
3	<b>Curriculum, Alignment, Instruction:</b> TJBA Teachers will provide Project-based learning, monitored through Walk-throughs, Instructional Coaching, and weekly planning meetings.				
4	<b>Curriculum, Alignment, Instruction:</b> TJBA Administration will conduct weekly audits of lesson plan quality and provide feedback and coaching as needed in the areas of instructional rigor and planning and focused PLC's.				
5	<b>Data &amp; Assessment:</b> TJBA Administration will provide quality Professional Development focused on Accountability and Creation of Assessments, and Formative Assessments.				
6	<b>Data &amp; Assessment:</b> TJBA Administration and Teachers will work together on Data Disaggregation and address issues reflected in the data to guide instruction.				
7	<b>School Culture and Climate:</b> TJBA Teachers and Administrators will promote sense of community through Positive Office Referrals, Reward Nights, Frequent Student Praise, and recognition of clubs and activities. TJBA students and staff will participate in Homecoming spirit week, Red Ribbon week, and Lessons on Dating Violence to foster a sense of school community, and create an awareness of safety and benefits to staying drug free.				

## The Joe Barnhart Academy Campus Improvement Plan

No	Campus Goals	Progress RPT 1	Progress RPT 2	Final EOY	Goal Met? Y or N
8	<b>School Culture and Climate:</b> TJBA Administration will schedule positive praise days on Friday's including appreciation gifts, dash passes, and Thank you notes for teachers and staff. Including, Staff Recognition for Positive Work Ethic and Positive Attitude, Celebration at Staff Meetings, and Mentor Program for New Hires This will promote a positive work environment and recognition of our staff for their commitment to student success.				
9	<b>Parent and Community Involvement:</b> TJBA students and staff will participate in Give back to Beeville, Athletic Sporting Events, and Academic Family Nights.				
10	<b>Parent and Community Involvement:</b> TJBA will have Meet the Teacher and TJBA expectation night, Student Performance Nights, and an active PTO.				

### Comprehensive Needs Assessment Narrative Summary

#### Demographic Summary

The Joe Barnhart Academy is a 6<sup>th</sup>-8<sup>th</sup> grade campus that serves students in the Beeville Independent School District, located in Beeville, Texas. According to the TEA's [txschools.gov](http://txschools.gov), the campus has an enrollment of 112, of which 4.5% African American, 67% Hispanic, and 25% White. 58.9% of TJBA students are Economically Disadvantaged, 0% are English Language Learners, 1.8 % of students receive Special Education Services, and 6.4% of TJBA students are considered At-Risk, and the mobility rate is 0% Attendance rate is 97%.

#### School Process Summary

The Joe Barnhart Academy offers a well-rounded, challenging curriculum for school by providing innovative programs such as Mandarin for all students, Project Lead the Way curriculum, and hands on learning in all grade levels. Professional Learning Communities are used for planning, data disaggregation, and continuous professional development are a shared priority for TJBA and BISD. The campus vision of "Inspiring and Developing the Next Generation of Leaders" integrates a shared ownership for campus goals and objectives. The campus uses technology to support the instructional delivery and student's products. The importance of technology usage is modeled by the administrative team as they have provided professional development and use Google Applications to provide timely feedback on Learning Walks, Lesson Plan Audits, Operational Forms and Surveys, and used SharePoint for lesson planning and nine weeks goal setting.

#### Student Academic Achievement Summary

The Joe Barnhart Academy was rated as "Met Standard" by Texas Education Agency in August of 2018 and received a "B" rating overall of 89. After the 2018-2019 school year, TJBA was rated "Met Standard" and received an "A" rating overall of 91 by the Texas Education Agency in August of 2019. TJBA students had a score of 77 in Academic student growth of one year.

#### Perception Data

The Joe Barnhart Academy has had a few changes from its inception in the 2017 school year to the current 2019 school year. In the 2018 school year The Joe Barnhart Academy, added 6<sup>th</sup> grade students and changed Coordinators. TJBA is a school within a school and has the perception of higher performing students but along with that comes a greater need for overall academic growth leading to hands-on instruction and a project based learning. TJBA teachers receive Professional Development in areas of hands on learning and book studies including Teach like a Champion. Overall, TJBA students and staff are excited about being a part of the TJBA campus and parents receive information of weekly events and updates through Remind App, Facebook, and emails.

	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
Demographic Data	<ul style="list-style-type: none"> <li>Hard working, fun loving staff who are willing to implement new initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>Structured Data talks and continuation of a Data room to track student growth over time</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to build the environment where teachers want to lead the learning</li> </ul>
School Process Data	<ul style="list-style-type: none"> <li>Extra-curricular activities – UIL, Student Council, NJHS, Choir, Band, Cheer, Sports</li> </ul>	<ul style="list-style-type: none"> <li>Providing consistent feedback to students and staff to help make improvements in needed areas</li> <li>New teacher support system with mentor teachers and Administrators</li> </ul>	<ul style="list-style-type: none"> <li>Data analysis to guide teacher practice (ongoing and nine weeks)</li> <li>Accountability for detailed lesson plans</li> <li>Plan for the Mentor/New Teacher conversations</li> </ul>

## The Joe Barnhart Academy Campus Improvement Plan

Student Academic Achievement Data	<ul style="list-style-type: none"> <li>• TEKS Resource</li> <li>• Afterschool tutorials</li> <li>• Collaboration within depts. and grade levels</li> <li>• Monitor student year growth data and use the data to implement strategies for student growth</li> </ul>	<ul style="list-style-type: none"> <li>• Continue looking at the whole student and use planning to build quality lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>• Product focus /student engagement including PLTW</li> <li>• Increase Project Lead the Way support using the grant and structured purchases as well as trainings</li> <li>• Implementation of Student Growth in the District Appraisal System</li> </ul>
Perception Data	<ul style="list-style-type: none"> <li>• Positive working relationship between all stakeholders</li> <li>• Staff is flexible</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to work towards building positive relationships with parent and community and improve safety and security</li> <li>• Incentives for student literacy achievement &amp; attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Involvement through an Active PTO</li> <li>• Increase student attendance</li> </ul>

No.	Component documented in Title I campus-level planning minutes	Action Executed
1	Comprehensive needs assessment	May 2019
2	Schoolwide reform strategies	Ongoing
3	Highly qualified teachers	Ongoing
4	High quality, ongoing professional development	Ongoing
5	Strategies to attract quality teachers	Ongoing
6	Strategies to increase parent involvement	Ongoing
7	Transition from early childhood programs	Ongoing
8	Involvement of teachers in assessment/instructional decisions	Ongoing
9	Activities to ensure effective additional student assistance	Ongoing
10	Coordination of other federal, state, and local programs	Ongoing

No.	CNA Section / Area of Focus
1	Demographics
2	School Process Data
3	Student Learning Data
4	Perception Data

Has a meeting been held to conduct a comprehensive needs assessment that includes a parent and other staff members? Y or N

y

Has this meeting been documented with signatures, an agenda, and minutes? Y or N

y

**The campus has a system to document evidence of CIP implementation and impact?** Y or N

Reviewer: \_\_\_\_\_

Verifier: \_\_\_\_\_

## Campus Improvement Plan For: AC Jones High School 2019-20

School: AC Jones High School Org. 013-901-001 Year: 2019-20 Grades: 9 - 12

No	Campus Goals	Progress RPT 1	Progress RPT 2	Final EOY	Goal Met? Y or N
1	Provide innovative and diverse learning programs, with a strong emphasis in literacy and mathematics, to maximize opportunities available at AC Jones HS.				
2	AC Jones HS will recruit, retain and reward effective teachers, principals, and other instructional staff.				
3	AC Jones HS will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.				
4	AC Jones HS will provide all students a safe, drug free, environment that is conducive to learning.				
5	AC Jones HS will collaborate with parents and community to inspire students to be bold, innovative leaders.				

No	Campus Initiatives	Resources	CNA Section No.	Timeline	Title Funding in Resource? Y or N
1	AC Jones HS will use Professional Learning Communities (PLCs) to build instructional capacity in teachers focused on creating engaging, rigorous, and relevant lesson plans that maximize student learning. Teachers will continue to participate in professional development on formative assessment, questioning for critical thinking, small-group purposeful talk, and critical writing.		3, 4		Y
1	AC Jones HS administration will conduct weekly audits of lesson plan quality and provide feedback and coaching to teachers in the area of instructional planning. Lesson plans should reflect imbedded intervention for at-risk students, enrichment for gifted students, technology integration, and curriculum alignment that supports post-secondary success.		2, 3		Y
1	AC Jones HS will conduct learning walks with CILT members to identify instructional trends, areas of strength, and areas that continue to provide challenges. All teachers will be invited to participate in learning walks to learn about the non-evaluative process. Trends identified in learning walks will be used to drive real-time professional development.		2, 3		Y
2	AC Jones HS will identify, praise, and celebrate staff members who live by our motto - Be InSpireD. We will celebrate student academic success and/or progress, promotion of campus vision/mission, instructional innovation, and signs of over-delivering on the district core values and theory of action.		4		N
3	AC Jones HS will continue to collaborate with higher education institutions and The Joe Barnhart Scholarship Program to provide parents and students with information on post-secondary education. Counselors will meet individually with students to discuss career paths and identify appropriate courses of study.		1, 2		Y
3	AC Jones HS will continue to offer PSAT and ASVAB testing. We will become a TSI and ACT testing site and increase student participation. We will evaluate and improve academic rigor in Advanced Placement (AP) courses to positively impact student success. We will continue to evaluate workforce trends and provide students with innovative courses that support industry certification and future employment.		1, 2, 3		Y
20	AC Jones HS will improve student attendance, increase student motivation, and provide additional support and		2, 4		Y

## Campus Improvement Plan For: AC Jones High School 2019-20

	resources for social emotional learning opportunities. We will identify and address trends in student discipline, including student mental health. We will continue to collaborate with BISD PD to ensure safety and security for all students.				
5	AC Jones HS will continue to host our CTE Showcase annually. We will continue our CTE tours with current 8 <sup>th</sup> grade students prior to course selections and pathways. We will continue to collaborate with The Joe Barnhart Scholarship Program to offer college fairs, career fairs, FASFA nights, and monthly Pick-a-Cluster events. Recruitment for CBCs TRIO Upward Bound program will continue in English 1 & 2 classes.		1, 2, 3, 4		N
5	AC Jones HS will collaborate with BISD PD and external agencies to provide informational workshops for parents in the area of overall student wellness, social emotional support, healthy family relationships, and Texas Education Code (TEC) Chapter 37 student discipline, law and order in public schools.		1, 2, 4		Y
5	AC Jones HS will conduct student and parent surveys twice a year to gauge community perceptions of the school. Data will be used to celebrate positive perceptions and address expectations.		4		Y

### Comprehensive Needs Assessment Narrative Summary

#### Demographic Summary

AC Jones High School is a 9-12 campus that serves students in the Beeville Independent School District, located in Beeville, Texas. The 2018 Texas Academic Performance Report (TAPR) reports enrollment of 984 students, 81.5% of which are of Hispanic descent, 13.8% white, and 3.0% African American. In addition, 79.9% of our students are Economically Disadvantaged, 2.1% are English Language Learners, 10.2% receive Special Education, and 63.1% classified as at-risk. AC Jones High School graduated 241 students (91%) in 2017 with 51.9% of them being college, career, and military ready. The mobility rate was 12.9% and attendance rate was 91.6%.

#### School Process Summary

AC Jones High School continuously evaluates programs and courses of study to identify trends and expand opportunities for learning in academic and career technology education. Dual enrollment Memorandums of Understanding (MOUs) now include Del Mar College in addition to Coastal Bend College in an effort to expose students to additional post-secondary options and offer a well-rounded, challenging curriculum. Professional Learning Communities are utilized to evaluate the impact of instructional strategies, evaluate assessment data, and ensure curriculum alignment. Learning walks conducted with CILT members help identify instructional strengths and professional learning opportunities for staff.

#### Student Academic Achievement Summary

AC Jones High School has seen continuous academic growth in all STAAR EOC tested areas from last year: English I - +1; English 2 - +9; Algebra I - +5; Biology - +10; US History - +26. The campus' overall numeric accountability increased from 72 to 79. Student performance levels in Meets increased anywhere from 3% to as much as 38%. Student performance levels in Masters increased from 1% - 26%. Participation in Advanced Placement (AP) exams is low, as is the percentage of students earning a score of 3 or better. However, AP, ACT, and SAT scores continue to fall below the state averages.

#### Perception Data

Over the past three years, AC Jones High School has undergone changes in leadership and staff, which have contributed to increased accountability rating from 72 to 79. Staff celebrated the gains and understands that need to capitalize on that momentum to continue our growth. Professional development during in-service focused on providing staff with effective learning strategies (Lead4ward, Fundamental 5) and tools for formative assessments which they could easily implement. Overall, parents and students are excited about academic and career focused opportunities offered at AC Jones High School.

	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the district, including how federal and state program funds will be used?
Demographics Data	<ul style="list-style-type: none"> <li>Demographic rates have stayed consistent from year to year.</li> <li>Mobility rates continue to decrease</li> <li>Graduation rate remain steady and above state average.</li> <li>Our dropout prevention program - ACJ Academy</li> </ul>	<ul style="list-style-type: none"> <li>% of special education students requiring additional personnel.</li> <li>Attendance Rate below 95%</li> <li>Low % of CCMR graduates</li> </ul>	<ul style="list-style-type: none"> <li>Promote awareness of the importance of attendance of students and staff.</li> <li>Identify incentives to celebrate increased attendance.</li> </ul>
School Process 21 Data	<ul style="list-style-type: none"> <li>MOUs with Coastal Bend College and Del Mar College provide students with additional dual credit opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Greater focus in PLCs on instruction that supports student success at Masters and Meets levels in addition to AP, ACT, SAT scores.</li> </ul>	<ul style="list-style-type: none"> <li>Continuous professional development for teachers and administration in the areas of formative assessments, Fundamental 5, Lead4ward instructional strategies.</li> </ul>

## Campus Improvement Plan For: AC Jones High School 2019-20

	<ul style="list-style-type: none"> <li>PLCs are used to identify and adjust instructional trends</li> <li>Documented Learning Walks with immediate feedback</li> <li>Increase teacher understanding of Depth of Knowledge and Levels of Rigor</li> </ul>	<ul style="list-style-type: none"> <li>Increase number of participants in Dual Enrollment courses</li> <li>Increase number of participants in AP testing</li> <li>Integration of technology that supports academic success for all students.</li> </ul>	<ul style="list-style-type: none"> <li>Purchase updated computers for students and staff that supports the applications and specifications needed.</li> <li>Identify and address barriers affecting dual enrollment, AP, ACT, and SAT participation.</li> </ul>
Student Academic Achievement Data	<ul style="list-style-type: none"> <li>Improved accountability score from 72 to 79.</li> <li>Increase in % passing rates on all assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Continuous student data monitoring and create action plans to address student gaps in the learning (75 out of 100)</li> <li>Continuous monitoring of lesson plans and instructional delivery through lesson plan audits and learning walks to improve student achievement and growth (74/81 out of 100)</li> <li>Increase % of students earning credit in dual enrollment courses</li> <li>Increase % of students earning associate's degrees</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use data room to engage in data talks to create student action plans.</li> <li>Create student tracking systems by student, class, sub-group.</li> </ul>
Perception Data	<ul style="list-style-type: none"> <li>Innovative programs including Advanced Placement courses and career focused programs with certifications.</li> <li>Positive campus climate and strong collegiality that positively impact student interactions.</li> </ul>	<ul style="list-style-type: none"> <li>Continuous reflection and monitoring of discipline trends.</li> <li>Support for parents and students with mental health concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Parent/student survey to gauge current perception of school process, academic opportunities, and overall school safety.</li> <li>Social Emotional Learning strategies that help students with emotion management.</li> <li>Incentives and recognition for students and staff that display positive behaviors and successes.</li> </ul>

No.	Component documented in Title I campus-level planning minutes	Action Executed
1	Effective Schools Framework/Comprehensive needs assessment	May 2019
2	Schoolwide reform strategies	Ongoing
3	Highly qualified teachers	Ongoing
4	High quality, ongoing professional development	Ongoing
5	Strategies to attract quality teachers	Ongoing
6	Strategies to increase parent involvement	Ongoing
7	Transition from early childhood programs	Ongoing
8	Involvement of teachers in assessment/instructional decisions	Ongoing
9	Activities to ensure effective additional student assistance	Ongoing
10	Coordination of other federal, state, and local programs	Ongoing

No.	CNA Section / Area of Focus
1	Demographics
2	School Process Data
3	Student Learning Data
4	Perception Data

Has a meeting been held to conduct a comprehensive needs assessment that includes a parent and other staff members?

Y or N

Y

Has this meeting been documented with signatures, an agenda, and minutes?

Y or N

Y

The campus has a system to document evidence of CIP implementation and impact?

Y or N

Y

Reviewer: \_\_\_\_\_

Verifier: \_\_\_\_\_

# Campus Improvement Plan For: AC Jones Health Professions Magnet Academy 2019-20

School: AC Jones Health Professions Magnet Academy (HPMA) Org. 013-901-004 Year: 2019-20 Grades: 9-11

No.	Campus Goals	Progress RPT 1	Progress RPT 2	Final EOY	Goal Met? Y or N
1	Provide Innovative and diverse learning programs, with a strong emphasis in literacy and mathematics, to maximize opportunities available at AC Jones HPMA.				
2	AC Jones HPMA will recruit, retain and reward effective teachers, principals, and other instructional staff.				
3	AC Jones HPMA will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.				
4	AC Jones HPMA will provide all students a safe, drug free environment that is conducive to learning.				
5	AC Jones HPMA will collaborate with parents and community to inspire students to be bold, innovative leaders.				

No.	Campus Initiatives	Resources	CNA Section No.	Timeline	Title Funding in Resource? Y or N
1	AC Jones HPMA will use Professional Learning Communities (PLCs) to build instructional capacity in teachers focused on creating engaging, rigorous, and relevant lesson plans that maximize student learning. Teachers will continue to participate in professional development on formative assessment, questioning for critical thinking, small-group purposeful talk, and critical writing.		3, 4		Y
1	AC Jones HPMA administration will conduct weekly audits of lesson plan quality and provide feedback and coaching to teachers in the area of instructional planning. Lesson plans should reflect imbedded intervention for at-risk students, enrichment for gifted students, technology integration, and curriculum alignment that supports post-secondary success.		2, 3		Y
1	AC Jones HPMA will conduct learning walks with CILT members to identify instructional trends, areas of strength, and areas that continue to provide challenges. All teachers will be invited to participate in learning walks to learn about the non-evaluative process. Trends identified in learning walks will be used to drive real-time professional development.		2, 3		Y
2	AC Jones HPMA will identify, praise, and celebrate staff members who live by our motto - Be InSpireD. We will celebrate student academic success and/or progress, promotion of campus vision/mission, instructional innovation, and signs of over-delivering on the district core values and theory of action.		4		N
3	AC Jones HPMA will continue to collaborate with higher education institutions and The Joe Barnhart Scholarship Program to provide parents and students with information on post-secondary education. Counselors will meet individually with students to discuss career paths and identify appropriate courses of study.		1, 2		Y
3	AC Jones HPMA will continue to offer PSAT and ASVAB testing. We will become a TSI and ACT testing site and increase student participation. We will evaluate and improve academic rigor in Advanced Placement (AP) courses to positively impact student success. We will continue to evaluate workforce trends and provide students with innovative courses that support industry certification and future employment.		1, 2, 3		Y

## Campus Improvement Plan For: AC Jones Health Professions Magnet Academy 2019-20

3	AC Jones HPMA will create opportunities for students to meet face to face with industry representatives. We will take students to the Texas Workforce Commission Career Expo as well as invite industry representatives to meet with our students concerning future employment.		2,3		Y
4	AC Jones HPMA will improve student attendance, increase student motivation, and provide additional support and resources for social emotional learning opportunities. We will identify and address trends in student discipline, including student mental health. We will continue to collaborate with BISD PD to ensure safety and security for all students.		2, 4		Y
5	AC Jones HPMA will continue to host our CTE Showcase annually. We will continue our CTE tours with current 8 <sup>th</sup> grade students prior to course selections and pathways. We will continue to collaborate with The Joe Barnhart Scholarship Program to offer college fairs, career fairs, FASFA nights, and monthly Pick-a-Cluster events. Recruitment for CBCs TRIO Upward Bound program will continue in English 1 & 2 classes.		1, 2, 3, 4		N
5	AC Jones HPMA will collaborate with BISD PD and external agencies to provide informational workshops for parents in the area of overall student wellness, social emotional support, healthy family relationships, and the Texas Education Code (TEC) Chapter 37 student discipline, law and order in public schools.		1, 2, 4		Y
5	AC Jones HPMA will conduct student and parent surveys twice a year to gauge community perceptions of the school. Data will be used to celebrate positive perceptions and address expectations.		4		Y
5	AC Jones HPMA will conduct advisory meetings with local health care industry members to ensure that all programs are focused on industry needs and standards.		4		Y

### Comprehensive Needs Assessment Narrative Summary

#### Demographic Summary

AC Jones Health Professions Magnet Academy (HPMA) was established in 2018-19. The campus began as a 9-10 campus that serves students in the Beeville Independent School District, located in Beeville, Texas. According to TXschools.gov, our 2018-19 enrollment was 41 students, 82.9% of which are of Hispanic descent, 12.2% white, and 4.9% African American. In addition, 100% of our students are Economically Disadvantaged, 0% are English Language Learners, 0% receive Special Education. Attendance rate was 94.7%. In 2019-20, the campus will serve students in grades 9-11.

#### School Process Summary

AC Jones HPMA requires an application and interview process for student enrollment. We identify potential candidates using specific academic and behavior criteria (student grades, attendance, STAAR scores, and discipline data). Potential candidates must submit an application packet, complete an entrance essay, and interview for enrollment. AC Jones HMPA staff continuously evaluates programs and courses of study to identify trends and expand opportunities for learning in the area of health professions. Dual enrollment Memorandums of Understanding (MOUs) now include Del Mar College in addition to Coastal Bend College in an effort to expose students to additional post-secondary options and offer a well-rounded, challenging curriculum. Relationships with the local Health Professions industry are used to guide content and training. Professional Learning Communities are utilized to evaluate the impact of instructional strategies, evaluate certification data, and ensure curriculum alignment with industry certification requirements. Learning walks conducted with CILT members help identify instructional strengths and professional learning opportunities for staff.

#### Student Academic Achievement Summary

AC Jones HPMA earned an A rating (93 out of 100) in its first year of existence due to 100% passing rate in the following STAAR EOC subjects: English 1, English 2, Algebra 1, and Biology. Students performed exceptionally well in Meets categories for all four subjects: English 1 – 90%; English 2 – 90%; Algebra 1 – 100%; Biology – 89%. Student performance at Masters level was significantly lower: English 1 – 20%; English 2 – 0%; Algebra 1 – 75%; Biology – 21%. Seventeen students received health science industry certifications.

#### Perception Data

AC Jones HPMA has seen an increase in student interest. Staff celebrated their A rating and understands the need to capitalize on that momentum to continue our growth. Professional development during in-service focused on providing staff with effective learning strategies (Lead4ward, Fundamental 5) and tools for formative assessments which they could easily implement. Overall, parents and students are excited about academic and career focused opportunities offered at AC Jones HPMA.

## Campus Improvement Plan For: AC Jones Health Professions Magnet Academy 2019-20

	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the district, including how federal and state program funds will be used?
Demographics Data	<ul style="list-style-type: none"> <li>Student success on STAAR EOC tested subjects - 100%</li> <li>Attendance 94.7%</li> </ul>	<ul style="list-style-type: none"> <li>Attendance below 95%</li> </ul>	<ul style="list-style-type: none"> <li>Promote awareness of the importance of attendance of students and staff.</li> </ul>
School Process Data	<ul style="list-style-type: none"> <li>MOUs with Coastal Bend College and Del Mar College provide students with additional dual credit opportunities</li> <li>PLCs are used to identify and adjust instructional trends</li> <li>Documented Learning Walks with immediate feedback</li> <li>Increase teacher understanding of Depth of Knowledge and Levels of Rigor</li> </ul>	<ul style="list-style-type: none"> <li>Greater focus in PLCs on instruction that supports student success at Masters and Meets levels in addition to AP, ACT, SAT scores.</li> <li>Increase number of participants in Dual Enrollment courses</li> <li>Increase number of participants in AP testing</li> <li>Integration of technology that supports academic success for all students.</li> </ul>	<ul style="list-style-type: none"> <li>Continuous professional development for teachers and administration in the areas of formative assessments, Fundamental 5, Lead4ward instructional strategies.</li> <li>Monitor industry trends to identify additional courses and certifications for our students.</li> </ul>
Student Academic Achievement Data	<ul style="list-style-type: none"> <li>Accountability score of 93 out of 100..</li> <li>Excellent % passing rates at Meets levels..</li> </ul>	<ul style="list-style-type: none"> <li>Continuous student data monitoring to maintain 100% passing rate of all STAAR EOC tested subjects.</li> <li>Continuous monitoring of lesson plans and instructional delivery through lesson plan audits and learning walks to ensure student success in industry certifications.</li> <li>Expand opportunities for dual enrollment courses</li> <li>Expand opportunities for students to earn associate's degree</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use data room to engage in data talks to create student action plans.</li> <li>Create student tracking systems by student, class, sub-group.</li> </ul>
Perception Data	<ul style="list-style-type: none"> <li>Innovative programs continue to attract potential candidates for enrollment.</li> <li>Positive campus climate and strong collegiality that positively impact student interactions.</li> </ul>	<ul style="list-style-type: none"> <li>Continuous reflection and monitoring of discipline trends.</li> <li>Support for parents and students with mental health concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Parent/student survey to gauge current perception of school process, academic opportunities, and overall school safety.</li> </ul>

No.	Component documented in Title I campus-level planning minutes	Action Executed
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6	Strategies to increase parent involvement	Ongoing
7	Transition from early childhood programs	Ongoing
8	Involvement of teachers in assessment/instructional decisions	Ongoing
9	Activities to ensure effective additional student assistance	Ongoing
10	Coordination of other federal, state, and local programs	Ongoing

No.	CNA Section / Area of Focus
1	Demographics
2	School Process Data
3	Student Learning Data
4	Perception Data

Has a meeting been held to conduct a comprehensive needs assessment that includes a parent and other staff members?

Y or N	Y
Y or N	Y
Y or N	Y

Has this meeting been documented with signatures, an agenda, and minutes?

The campus has a system to document evidence of CIP implementation and impact?

Reviewer: \_\_\_\_\_

Verifier: \_\_\_\_\_

**Beeville ISD**  
**BOARD OF TRUSTEES**

Date: October 10, 2019 Presented By: Dr. Marc Puig

Subject: FMC Targeted Improvement Plan Related Page(s) 4

**Action**

**BACKGROUND INFORMATION:**

FMC campus intervention team [CIT] has participated in the campus needs assessment [CNA], improvement planning, and monitoring process. The campus principal attended the Effective School Framework Training with an emphasis in the use of school based best practices. The Targeted Improvement plan for 2019-2020 was developed after review of the CNA, an evaluation of relevant data sources, and with best practices at the forefront.

**RECOMMENDATION:**

Approval

**BOARD ACTION REQUIRED**

I move the Board approve the FMC Targeted Improvement Plan for the 2019-2020 school year.

**EXHIBIT**

Targeted Improvement Plan Document

Campus Information							
District Name	BEEVILLE ISD	Campus Name	FADDEN-MCKEOWN-CHAMBLISS ELEMENTARY	Superintendent	DR. MARC PUIG	Principal	MRS. ANITA TAYLOR
District Number		Campus Number	000000102	District Coordinator of School Improvement (DCSI)	MRS. TERESA SERVILLON	ESC Support	MRS. SONIA ZYLA MR. STEVEN MENDOZA

Assurances	
DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.
Principal Supervisor <i>(Only necessary if the DCSI is NOT the Principal supervisor)</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.
Board Approval Date	

Needs Assessment	
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?
	What changes in student group and subject performance are included in these goals?
	If applicable, what goals has your campus set for CCMR and Graduation Rate?

Self-Assessment Results (To be completed if the campus HAS NOT had an ESF Diagnostic)	
Use the completed Self-Assessment Tool to complete this section	
Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	

3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.			
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.			
5.1 Objective-driven daily lesson plans with formative assessments.			
5.3 Data-driven instruction.			
<b>Prioritized Focus Area #1</b>		<b>Prioritized Focus Area #2</b>	<b>Prioritized Focus Area #3</b>
<b>Essential Action</b>			
<b>Rationale</b>			
<b>Desired Annual Outcome</b>			
<b>Barriers to Address During the Year</b>			
<b>District Commitment Theory of Action:</b>			
<b>ESF Diagnostic Results</b> (To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)			
<b>Date of ESF Diagnostic</b>		2019-05-01	
<b>Prioritized Focus Area #1</b>		<b>Prioritized Focus Area #2</b>	<b>Prioritized Focus Area #3</b>
<b>Essential Action</b>	5.1 Objective-driven daily lesson plans with formative assessments.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
<b>Desired Annual Outcome</b>	All lesson plans will be submitted to sharepoint folders for review by the Friday prior to the intended lesson date. All lesson plans submitted will be reviewed by administrators using a Google Form which generates a feedback notice to the teachers. Teachers will be provided continuous training throughout the year over specific lesson plan expectations and desired outcomes.	Teachers will access TEKS Resource System curriculum, supplemental curriculum resources, and formative assessment attempts will be documented in lesson plans submission. Summative assessments will be created by Instructional Leadership Team with teacher input to assess mastery of the TEKS according to the YAG.	All events and initiatives will support the three areas of the campus vision . 1. Fostering Student Success, 2. Maximizing Learning Opportunities, 3. Celebrating Partnerships
<b>Barriers to Address During the Year</b>	Time, and focus on high leverage components of the lesson cycle witnessed in learning walks, specifically the components of the Fundamental 5. Fidelity of moving objectives in the higher level of rigor.	Time, specifically for vertical alignment planning and implementation of TEKS with specificity and while providing differentiated instruction.	Apathy of some, teacher burnout, time.
<b>District Commitment Theory of Action</b>		Learning Walks, Professional Learning Communities, Coaching Conversation, Guaranteed Viable Curriculum	
<b>Prioritized Focus Areas for Improvement</b>	<b>Capacity Builder</b>		

5.1	Professional Development for the campus in the areas of Lesson Planning, Formative Assessment, and Fundamental 5 (Framing the Lesson - Quality Objectives)
4.1	Professional Development for the campus in the areas New State Adoption for ELAR, Supplemental Math Curriculum, and TEKS Resource System.
3.1	District wide systems, such as; Learning Walk Protocol, the Essential 5, PLCs and the monitoring/adjustments plans based on data.